

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Literacy First Charter School

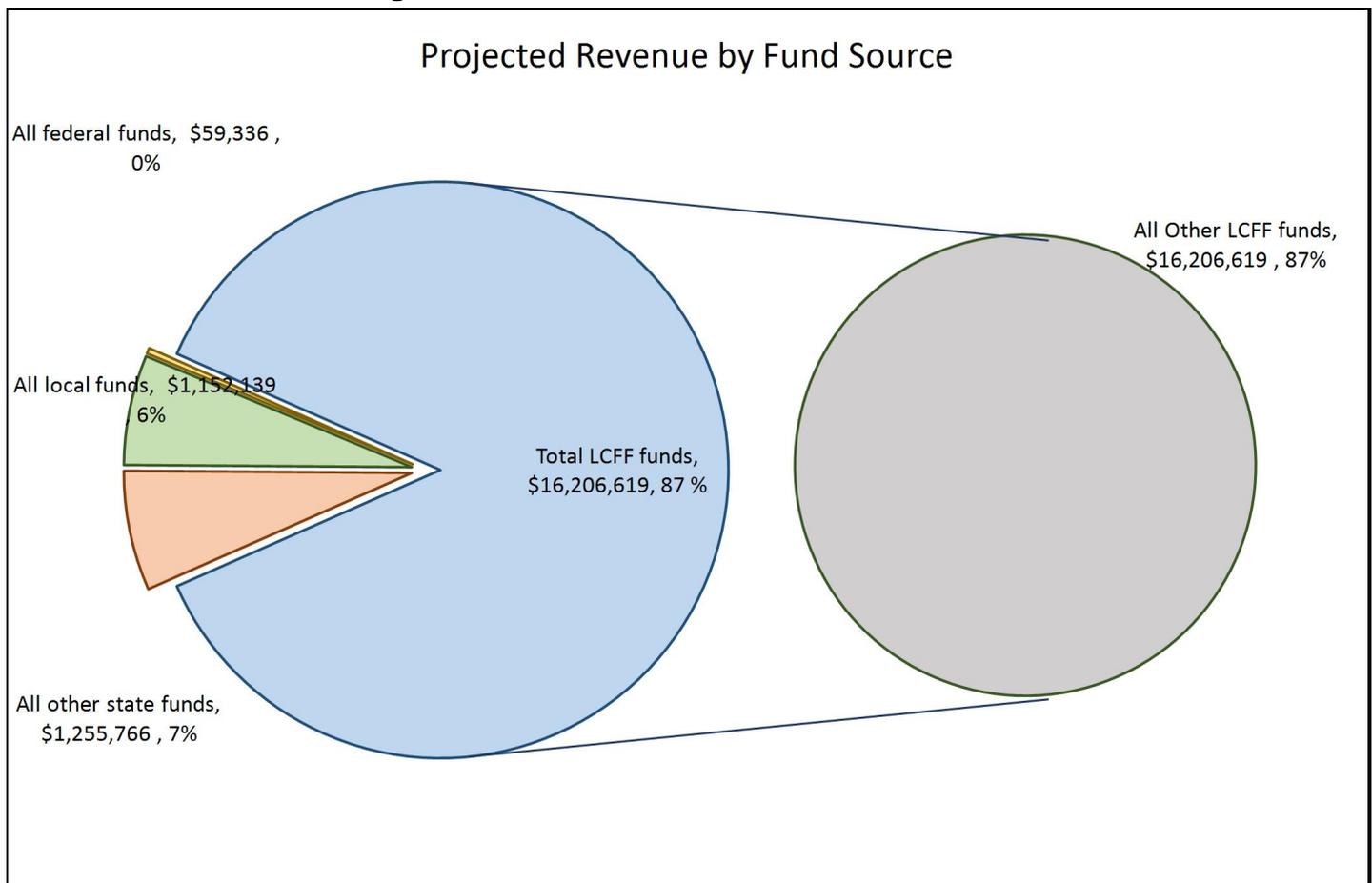
CDS Code: 37103716119119

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Debbie Beyer – Executive, Director

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2019-20 LCAP Year

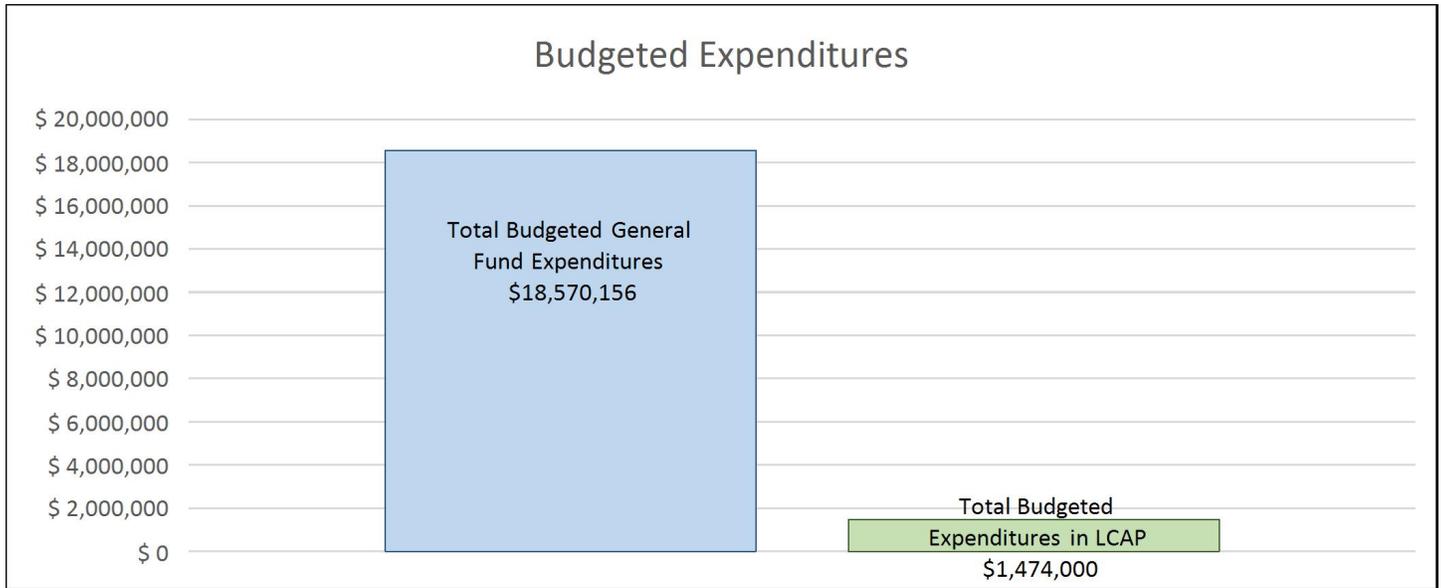


This chart shows the total general purpose revenue Literacy First Charter School expects to receive in the coming year from all sources.

The total revenue projected for Literacy First Charter School is \$18,673,860, of which \$16,206,619 is Local Control Funding Formula (LCFF), \$1,255,766 is other state funds, \$1,152,139 is local funds, and \$59,336 is federal funds. Of the \$16,206,619 in LCFF Funds, \$0 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Literacy First Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Literacy First Charter School plans to spend \$18,570,156 for the 2019-20 school year. Of that amount, \$1,474,000 is tied to actions/services in the LCAP and \$17,096,156 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

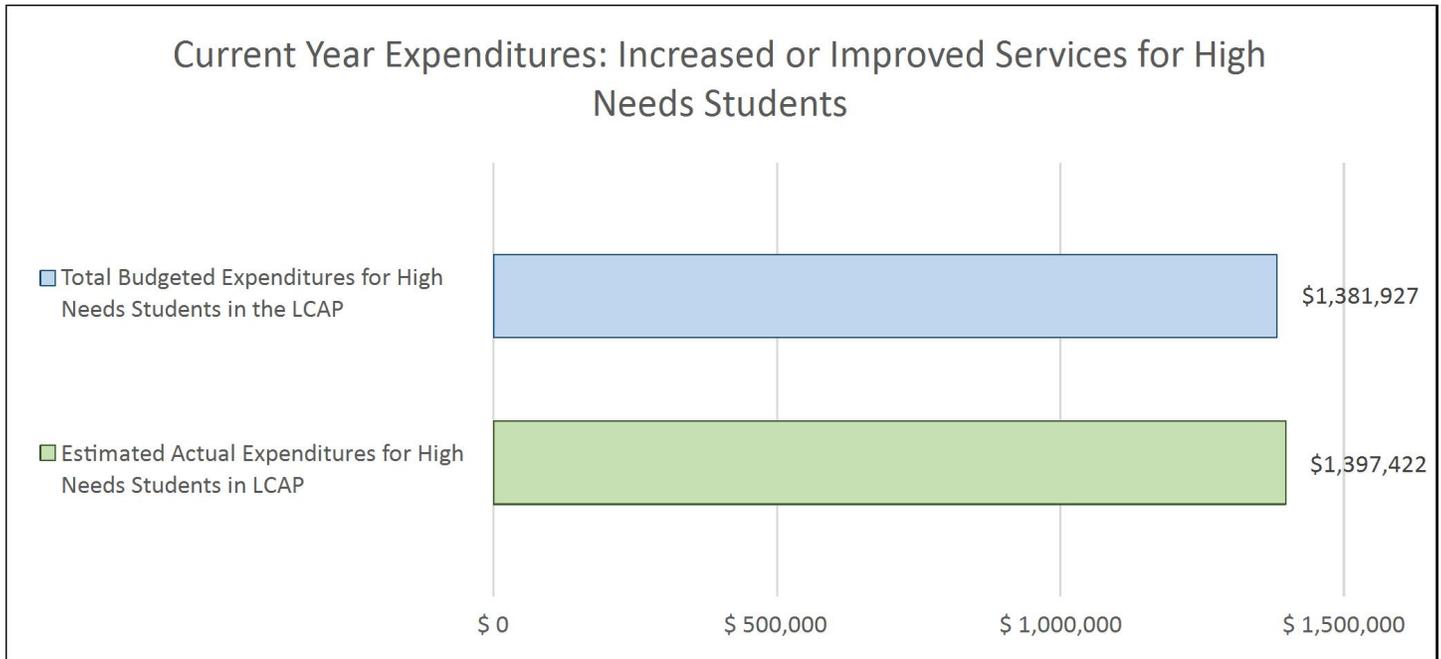
Our expenditures exceeded the budget by \$15, 495 due to salary and fringe benefit costs. Final supplemental grant projection was \$1,381,927.

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

In 2019-20, Literacy First Charter School is projecting it will receive \$0 based on the enrollment of foster youth, English learner, and low-income students. Literacy First Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Literacy First Charter School plans to spend \$1,474,000 on actions to meet this requirement.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Literacy First Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Literacy First Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Literacy First Charter School's LCAP budgeted \$1,381,927 for planned actions to increase or improve services for high needs students. Literacy First Charter School estimates that it will actually spend \$1,397,422 for actions to increase or improve services for high needs students in 2018-19.

2019-20

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

LEA Name	Contact Name and Title	Email and Phone
Literacy First Charter School	Debbie Beyer – Executive Director	debbie.beyer@lfcsinc.org 619-579-7232

2017-20 Plan Summary

The Story

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

Literacy First Charter Schools is 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" and the "why" in accomplishing these goals for the benefit of our LFCS 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 California School Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

LFCS implemented an intervention program that was more intentional and research driven. It has a strong progress monitoring tool. With these services, we are able to see 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 are on a Tier 2 or Tier 3 Support Plan. Additionally, our high school program has our academy program that serves any student that come to us reading, writing or comprehending below grade level. This program is surgical and specific. We have seen students take ownership of their own success and work their way up and out of this program with great success. Finally, in our 7th and 8th grade program we have developed a similar sort of program which provides intentional time for students to receive pull out services, of language support, resource, additional tutoring and homework help during the regular school day. This allows core academic time to be uninterrupted. This time also allows for all students to get robotics/STEAM training and enrichment time in special projects.

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

Greatest Needs

Literacy First Charter School was identified as one of seven distinguished schools in San Diego County. Our overall data is very high, nonetheless, we will continue to work to develop the skills of our lowest language support students. These generally tend to be the neediest 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 our programs will continue to develop to provide a broader variety of classes to meet a variety of interests and educational pathways. One of our areas of concern is that of our English Learners population. The new ELPAC scores have caused some confusion in understanding the data as there appears to be no crossover with the former CELDT scores. Trying to reconcile the differences in the tests has been impossible. However, our data reflects that our 85% of our EL students are scoring in 3 or 4 on the ELPAC. This remains a high percentage, however, we continue to develop and ensure that our language support program is meeting the needs of this student population with good success. In particular, we have noted that our female students are not thriving. Our upper grade Hispanic population tends to be the concern as these students come to us from other than LFCS schools and are historically low upon entry. Additionally, our resource students are another group that requires more attention. Obviously, due to the nature of these students, it is not surprising that they are scoring lower than the typical students, however, we are eager for all students to achieve to their greatest potential. In keeping data to see goals met we are closely analyzing IEP goals, goals met and services rendered. The percentage of goals met is in the range of 70-80% depending on the campus and specific area of service: resource, speech, OT and other support services. These are increases over the past year. The high school reports the least increase in goals met, which is in some part due to the nature of the student and ability to comply or not. Overall, LFCS is very intentional and prescriptive in providing services to all students, and in particular those that are shown to have a specific academic need.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

While LFCS overall data is high comparatively speaking, we are working to develop more effective ways to increase our college readiness numbers, our AG course offerings and ways to increase our math scores at the high school level to be consistent with the scores of other subgroups. We are partnering with online providers, working with the local community colleges and developing opportunities for our high school students to be able to get dual credit for courses taken at the high school level. Additionally we have partnered with local community colleges to allow LCHS to have ample opportunities to choose a career pathway with CTE courses. This year we have been intentional about dialoguing with our high school students regarding “showing up” for the state testing. Due to the nature of this test, there is not much incentive for students to do well. We have worked to bring understanding to the “why” of this and enculturate an attitude of “the best” in testing. This has been a successful effort based on recent early test data. At the high school level, we have

concluded that in order to perform well on the CAASPP math test, a student must have completed Integrated math II. We are developing our program to that end.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 1

To improve student achievement, students will receive instruction by teachers who participate in ongoing Professional Development, participate in professional learning communities and training that aligns with the mission, vision and values of LFCS

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

1A

18-19

Maintain baseline

Baseline

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.

All students are 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.

Metric/Indicator

2B

18-19

Once a baseline can be established this goal will take on meaning.

Baseline

With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually as determined by ELPAC

This goal is not realistic with the ELPAC being a new assessment. The new levels are not comparable. Reclassification in grades 4-12 increased as we developed an internal awareness of the levels of our ELL students that transferred into LFCS and were undeserved elsewhere.

Expected

Actual

<p>Metric/Indicator 4E</p> <p>18-19 Maintain baseline</p> <p>Baseline Increase EL Reclassification Rates by an additional 5% annually</p>
<p>Metric/Indicator 1B</p> <p>18-19 Increase by 2%</p> <p>Baseline Students with Disabilities will meet annual IEP Goals</p>
<p>Metric/Indicator 6C</p> <p>18-19 Maintain baseline</p> <p>Baseline Administer annual staff surveys</p>

<p>ELL Reclassification Rates increase by an additional 5% annually, in grades 4- HS, in particular.</p>
<p>Our students met their annual goals K-8 with a 74% average overall. This is within the range of the given goal.</p>
<p>LFCS Administers staff surveys annually</p>

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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Professional Development for all teachers & admin will be provided in the following areas: Brain Compatible Strategies, Visible learning Developed Benchmark Assessments Common Core Implementation NGSS Implementation EL Strategies</p>	<p>Additional training in AIMSweb, Illuminate, and a Year- long focus on Quantum. Common core implementation is finished. Coaching programs by mentor lead teachers are in place.</p>	<p>1000-1999: Certificated Personnel Salaries \$16,200</p>	<p>1000-1999: Certificated Personnel Salaries \$46,800</p>

MTSS programs
 In addition to ongoing training listed above, teachers will be provided with individual coaching in effective classroom instruction as well as updated information on the above.



Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff, time to review student achievement data and implement plans of action to improve student achievement for all students.</p>	<p>Training for staff includes Socio-emotional, Administrator, Visible Learning, LFCS teacher Coaches, and SPED Training.</p>	<p>Staff Training 5000-5999: Services And Other Operating Expenditures \$31,500</p>	<p>5000-5999: Services And Other Operating Expenditures \$33,200</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal and subs.</p>	<p>LFCS used funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal and subs.</p>	<p>Staff Development 5000-5999: Services And Other Operating Expenditures \$8200</p>	<p>5000-5999: Services And Other Operating Expenditures \$10,600</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A feedback process will inform staff and reflect on the effectiveness of the implementing</p>	<p>Our Lead Teachers, Administration, and AIMS web results along with Disaggregated</p>	<p>Certificated Teachers 1000-1999: Certificated Personnel Salaries \$3500</p>	<p>1000-1999: Certificated Personnel Salaries \$13,580</p>

the new standards based curriculum in the classroom. Disaggregated data will provide feedback and determine if additional professional development is required or necessary.

data was used to provide feedback to the teachers of the effectiveness of the standards and curriculum in the classroom.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
EL expenditures to include ELPAC Testing, Testing Coordinator salary, and resources needed to develop programs for EL Learners		Certificated Teachers 1000-1999: Certificated Personnel Salaries \$89,750	1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures \$108,520

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development for all language support teachers and intervention specialist on academic frameworks and LFCS masterplan will be provided to insure reclassification goal is met.	We provided ELPAC and AIMSweb Training for all of our language support and intervention teachers.	Staff Training/Certificated Teachers 1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures \$12,250	1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures \$42,500

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
A EL Coordinator will be employed to provide training for teachers, conduct classroom observations and support academic needs of ELL's	An EL Coordinator was employed to provide training for teachers, conduct classroom observations and support academic needs of ELL's	Certificated Teachers 1000-1999: Certificated Personnel Salaries \$89,750	1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures \$89,858

Analysis

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

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

The LFCS team works very cohesively to see that all students learn and are making progress. The implementation of our progress monitoring tools has provided more specific data and accountability for both students and teachers.

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

Our data indicates that the LFCS team is doing a really good job of providing a safe, nurturing environment in which students can do nothing but learn.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The staffing costs associated with the EL program have expanded with Fall CELDT testing transitioning to Spring ELCAP testing of second language students as well as program services expanding to meet student needs.

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.

LFCS works diligently at ensuring our staff has the tools to ensure student success. There were several small changes that ensured consistent success. Our EL, which we call language support team was strengthened with a cohesive strategy. Benchmarking became more systematic with the ability to analyze. The need to implement intentional intervention became more objective. We fully implemented a new software system that made goal-tracking more manageable and consequently, more real time.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

Implementation of a school-wide standards 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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

1A

18-19

95% of teachers will meet highly qualified criteria. As determined by specific criteria

Baseline

Teachers will meet highly qualified criteria
 As determined by specific criteria

Teachers met highly qualified criteria as determined by specific criteria

Metric/Indicator

1B

18-19

Additional NGSS curriculum
 Maintain baseline

This goal was not realistic due to the lack of good materials available. However, LFCS, did seek out online supports that appropriately supported out K-8 science. The HS continues to use open source and ancillary materials to build the NCSS program. All students have access to curriculum & instructional materials in ELA & Math that are aligned to common core.

Expected

Baseline

All students will have access to curriculum & instructional materials in ELA & Math that are aligned to common core

Metric/Indicator

4B

18-19

Maintain baseline

Baseline

All students Kinder-8th are assessed in ELA & Math Benchmark Assessments: 3 times per year. High School students are benchmark tested in content areas quarterly.

Metric/Indicator

4A

18-19

85% of continuing students will meet individual growth targets in Reading.

Baseline

Individually set growth targets will be established for all students K-9 that are deemed progressing at below grade level.

Metric/Indicator

4A

18-19

Maintain baseline

Baseline

Students Meeting or Exceeding Standards on CAASPP (ELA & MATH) will show at least one year of growth annually, 3rd – 8th grade.

Metric/Indicator

4D

18-19

Maintain baseline

To reach meeting standards or greater within 3 consecutive years of attending Literacy First

Baseline

Actual

All students Kinder-8th were assessed in ELA & Math Benchmark Assessments: 3 times per year. High School students are benchmark tested in content areas quarterly. ESGI was used in kindergarten, AIMSweb was used in grades 1-8 and Scantron was used at the high school for academy students as well as course benchmark assessments.

AIMS web testing data has allowed this to be a more realistic goal. This data allows staff the ability to measure “rate of growth” and improvement. However, to date, 85% has not be officially realized with data and statistical support.

This is not a measurable goal, so we have rewritten it as reflected in the actions and services section.

Students not meeting or nearly meeting standards will be identified and supported by an intervention program specific to the area of need. LFCS has developed an Academy program K-12. MTSS is in place.

Expected

Actual

Students not meeting or nearly meeting standards will be identified and supported by an intervention program specific to the area of need.

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 Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Funds were expended to train teachers through direct coaching to improve Teacher Quality, and ensure highly qualified teacher authorizations.</p> <p>Coursework for supplemental credentials including admin credentials, SPED, and CLAD certifications</p> <p>New curriculum training in ELA and Math</p> <p>Brain compatible classroom strategies, AP teacher training, robotics and computer science training, progress monitoring tools and new Teacher training, induction programs, internship programing & mentoring</p>	<p>LFCS provided teacher training through Coaching, our CATS induction program, teacher Mentor's and other Induction Programs.</p>	<p>Certificated Teachers 1000-1999: Certificated Personnel Salaries \$26,400</p>	<p>1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures \$28,300</p>

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Common core aligned curriculum & instructional materials implemented for ELA & Math. Transitional phase for Science

Collaboration on implementation of common core aligned curriculum & instructional materials for ELA & Math was employed with each grade level team.

Certificated Teachers 1000-1999: Certificated Personnel Salaries \$110,500

1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures \$124,710

Action 3

Planned Actions/Services

IT Tech Support and infrastructure upgrades will be purchased to allow for implementation & administration for CAASPP Testing to Grades 3-8 and High School and AIMSweb implementation

Actual Actions/Services

This is an ongoing and yearly expense.

Budgeted Expenditures

Technology Material/Tech 4000-4999: Books And Supplies; 2000-2999: Classified Personnel Salaries \$18,700

Estimated Actual Expenditures

4000-4999: Books And Supplies; 2000-2999: Classified Personnel Salaries \$123,680

Action 4

Planned Actions/Services

LFCS will update as needed new technology and software for student use w/assessments, academic support, instruction, and conducting academic research.

Actual Actions/Services

This is an ongoing and yearly project.

Budgeted Expenditures

Technology Materials 4000-4999: Books And Supplies \$71,000

Estimated Actual Expenditures

4000-4999: Books And Supplies; 2000-2999: Classified Personnel Salaries \$76,500

Analysis

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

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

The LFCS team works very cohesively to see that all students learn and are making progress. The implementation of our progress monitoring tools has provided more specific data and accountability for both students and teachers.

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

Our data indicates that the LFCS team is doing a really good job of providing a safe, nurturing environment in which students can do nothing but learn.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional chrome books were purchased to accommodate student programs as well as for testing purposes. The wireless connectivity was necessarily enhanced on campuses to accommodate expanded use and users.

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 indicated LFCS has worked to be consistent in this goal as we develop a safe and nurturing environment in which students can do nothing but learn.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

3A-C

18-19

Continue to implement strategic plan, collect data & assess long-term impact

Baseline

Implement strategic plan, collect data, assess impact that parent involvement has increased

Through social media, sign in sheets at parent events and tracking parent volunteer hours, we have discovered that parent engagement has increased at certain events, such as our parent connections, but has decreased at some events, as in Open House. Our Parent Leadership Council is having a difficult time enlisting parent volunteers as well. They will be holding more community building events to gain participation, and we will be utilizing social media more to help gain parent involvement.

Metric/Indicator

3C

18-19

Maintain baseline

Baseline

Host at least 4 parent workshops & trainings with a 3% increase in attendance from 2015-16 school year

LFCS hosts at least 4 parent workshops & trainings per year. The attendance has consistently increased.

Expected

Metric/Indicator
3A-C
18-19
Maintain baseline
Baseline
Expand school wide volunteer opportunities in coordination with PTLC

Actual

LFCS Expanded school wide volunteer opportunities in coordination and collaboration with PTLC

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
Actions/Services

Funds will be used to connect parents to the school and their students through a variety of activities, educational and community building. Data will be delivered in a parent friendly and meaningful manner including to second language parents.

Actual
Actions/Services

This was accomplished through our Mother's Day Teas, Rad Dads, and school programs.

Budgeted
Expenditures

Certificated Salary 1000-1999:
Certificated Personnel Salaries
\$5,250

Estimated Actual
Expenditures

1000-1999: Certificated
Personnel Salaries; 5000-5999:
Services And Other Operating
Expenditures \$5,250

Action 2

Planned
Actions/Services

Costs associated with hosting parent workshop & trainings:
How to interpret assessments
CAASPP Scores
Homework how to's
School related issues, relating to mental health
Cyber Sense
Building Capacity in our children

Actual
Actions/Services

Costs associated with hosting parent workshop & trainings:
How to interpret assessments
CAASPP Scores
Homework how to's
School related issues, relating to mental health
Cyber Sense
Building Capacity in our children

Budgeted
Expenditures

Certificated Salary 1000-1999:
Certificated Personnel Salaries
\$6700

Estimated Actual
Expenditures

1000-1999: Certificated
Personnel Salaries; 5000-5999:
Services And Other Operating
Expenditures \$16,280

In addition to other tools to engage and promote student success from home.

In addition to other tools to engage and promote student success from home.

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	Teacher Aid 2000-2999: Classified Personnel Salaries \$7000	2000-2999: Classified Personnel Salaries \$17,158

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.

As a school of choice it is important that our parents stay engaged in the process. LFCS makes a concerted effort to communicate with parents on multiple levels: weekly school and teacher newsletters, email, through our website, social media and individual conferences at least three times a year. Additionally, the quarterly parent connections and our PTLC work together to engage parents, hear their concerns and work as a team.

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

Our parents report a high level of trust in the LFCS program. 12386 parent volunteer hours indicate a huge sense of buy in, into our parent community. This is a little less than in the past year. An analysis of the "why" will determine steps to continue to engage high parent presence on our school sites. Research is clear as the correlation between parents engagement and student success.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between budget and expenditures.

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

In order to keep parents connected it is important to be able to communicate with them. Our DELAC team has made a more intentional effort to be able to communicate to our second language parents in order to get them involved and understanding the need to be informed.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 4

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

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Metric/Indicator

1C

18-19

Maintain baseline

Baseline

All students will receive instruction in facilities that are safe, secure, clean and well maintained.

All students received instruction in facilities that are safe, secure, clean and well maintained.

Metric/Indicator

6C

18-19

100% of Grade K-8 students will participate in quarterly community service projects.

100% of K-8 classrooms and students participated in quarterly community service projects by grade levels.

Expected

Actual

<p>Baseline Participation in quarterly community service projects</p>	
<p>Metric/Indicator 6C 18-19 Maintain baseline Baseline 95% of LFCS, LCHS 9-12 students will participate in a schoolwide community service project.</p>	<p>95% of LFCS, LCHS 9-12 students participated in a schoolwide community service project.</p>
<p>Metric/Indicator 5E 18-19 Maintain baseline Baseline 95% of LCHS Seniors will participate in a Service Learning Project & assessed by a clearly defined rubric.</p>	<p>95% of LCHS Seniors participated in a Service Learning Project & assessed by a clearly defined rubric</p>
<p>Metric/Indicator 5A 18-19 Decrease the number by .1% of students missing 18 days or more. Baseline Assess student attendance rates</p>	<p>LFCS met and exceeded this goal. 17.18 % met or exceeded this goal in 2018 and 18.90% met or exceeded this goal in 2019.</p>
<p>Metric/Indicator 4B 18-19 Maintain baseline Baseline Identify students for academic intervention & provide an support system through MTSS for each student , K-8</p>	<p>LFCS hired a program specialist to ensure training for the program and quality of the program.</p>
<p>Metric/Indicator 5D-E 18-19 Maintain baseline Baseline</p>	<p>LFCS Identified Students 9-12 for academic intervention & provided a support system through MTSS for each through the LCHS Academy program.</p>

Expected

Actual

Identify Students 9-12 for academic intervention & provide a support system through MTSS for each thru the LCHS Academy program.

Actions / Services

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

Action 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

A school wide Attendance review policy will be implemented. Funds will be used to update training of staff, meetings to review implementation, and develop policies and/or strategies to increase student attendance.

This policy was implemented.

Classified Staff 2000-2999:
Classified Personnel Salaries
\$6800

2000-2999: Classified Personnel
Salaries \$7,488

Action 2

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

LFCS will provide targeted academic intervention at no cost to families over the summer, to include:
Summer Intervention programs (Camp Catch-Up) for 2- 6 grades
Summer EL Programs for 2- 6 grades
Summer High School Math Classes

LFCS provided targeted academic intervention at no cost to families over the summer, to include:
Summer Intervention programs (Camp Catch-Up) for 2- 6 grades
Summer EL Programs for 2- 6 grades
Summer High School Math Classes

Certificated Salary 1000-1999:
Certificated Personnel Salaries
\$120,500

1000-1999: Certificated
Personnel Salaries \$123,800

Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Funds used to streamline the student support and resource and/or intervention 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

Funds were used to streamline the student support and resource and/or intervention 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

Certificated Salary 1000-1999:
Certificated Personnel Salaries
\$6,500

1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures \$6,500

Action 4

**Planned
Actions/Services**

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
Actions/Services**

LFCS hosted 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**

Instructional Materials 4000-4999:
Books And Supplies \$850

**Estimated Actual
Expenditures**

4000-4999: Books And Supplies
\$920

Action 5

**Planned
Actions/Services**

Funds used to streamline the student support and resource and/or intervention 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

**Actual
Actions/Services**

Funds were used to streamline the student support and resource and/or intervention 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

**Budgeted
Expenditures**

Certificated Staff 1000-1999:
Certificated Personnel Salaries
\$28,500

**Estimated Actual
Expenditures**

1000-1999: Certificated Personnel Salaries \$32,640

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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.	This is still a work in progress to develop rubrics appropriately.	Certificated Staff 1000-1999: Certificated Personnel Salaries \$4200	1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures \$5,740

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
In order to provide academic intervention for all students, in addition to writing Individualized Learning Plans (MTSS) LFCS will provide counselors, advisors, and/or mental health professionals to help students meet their academic, emotional, mental and social goals.	This was implemented with additional staff added.	Certificated Teachers 1000-1999: Certificated Personnel Salaries \$91,500	1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures \$94,650

Analysis

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

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

The LFCS team works very cohesively to see that all students learn and are making progress. The implementation of our progress monitoring tools has provided more specific data and accountability for both students and teachers.

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

Our data indicates that the LFCS team is doing a really good job of providing a safe, nurturing environment in which students can do nothing but learn.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Additional chrome books were purchased to accommodate student programs as well as for testing purposes. The wireless connectivity was necessarily enhanced on campuses to accommodate expanded use and users.

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 indicated the LFCS has worked to be consistent in this goal as we develop a safe and nurturing environment in which students can do nothing but learn.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

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, EOY)
- Classified Employee meeting (fall, spring)
- Certificated Staff meeting (fall training week, spring)
- Board meeting information session (fall and EOY)

Impact on LCAP and Annual Update

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

The meetings provided feedback, 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”. Because the LCAP is not new, our parents are more comfortable engaging and asking questions.

Also, the visual graphic we provide makes the information much more understandable, which enables clear idea of programs, goals and intentions of LFCS K-12.

By and large our families are very pleased with the services, programs and achievement they are experiencing with their own children. This makes for a very unified team. Their input is valued in a variety of ways and considered as programs are developed.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

To improve student achievement, students will receive instruction by teachers who participate in ongoing Professional Development, participate in professional learning communities and training that aligns with the mission, vision and values of LFCS

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

While maintaining the latest regarding the implementation of the common core standards, LFCS recognizes that ongoing training for teachers on effective pedagogy, research driven strategies and implementation is necessary to the effective implementation of programs that support all students 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 ELA/ELD, Math, History Frameworks, and brain	Maintain baseline	All students will be instructed by teachers who engage in ongoing PD in 21st Century Learning including ELA/ELD, Math, History Frameworks, and brain based, research proven	Maintain baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	based, research proven strategies.		strategies, including Quantum Learning, AIMSweb and Illuminate	
2B	With 3 consecutive years at LFCS, all EL students will advance at least one performance level annually as determined by ELPAC	With the initiation of the new ELPAC this is going to be an experimental year regarding the meaning of the levels. There is not a correlation at this point, it seems between CELDT levels previously maintained to the levels we have recently received with the ELPAC	Once a baseline can be established this goal will take on meaning, however, the EPAC scores do not align and do not seem consistent. We are working to develop a new goal that is measurable and specific.	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 and improve ELA and Math scores by 1% annually.	The goal would be to have a 75-80% met rate on IEP goals.	Increase by 2%	Maintain 2%
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:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

Professional Development for all teachers & admin will be provided in the following areas:
Brain Compatible Strategies
Developing Benchmark Assessments
Common Core Implementation
EL Strategies
In addition to ongoing training listed above, teachers will be provided with individual coaching in effective classroom instruction]

2018-19 Actions/Services

Professional Development for all teachers & administrators will be provided in the following areas:
Brain Compatible Strategies, Visible learning
Developed Benchmark Assessments
NGSS- researching materials and a mini implementation.
EL Strategies
MTSS programs
In addition to ongoing training listed above, teachers will be provided with individual coaching in effective classroom instruction as well as updated information on the above.

2019-20 Actions/Services

Professional Development for all teachers & administrators will be provided in the following areas:
Brain Compatible Strategies, Visible learning
Developed Benchmark Assessments
NGSS- researching materials and a mini implementation.
EL Strategies
MTSS programs
In addition to ongoing training listed above, teachers will be provided with individual coaching in effective classroom instruction as well as updated information on the above.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$15,800	\$16,200	\$46,800
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries

Action 2

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

<p>Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>All</p>	<p>Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>All Schools</p>
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OR

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

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

<p>Select from New, Modified, or Unchanged for 2017-18</p> <p>Unchanged Action</p>	<p>Select from New, Modified, or Unchanged for 2018-19</p> <p>Modified Action</p>	<p>Select from New, Modified, or Unchanged for 2019-20</p> <p>Modified Action</p>
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<p>2017-18 Actions/Services</p> <p>LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff, time to review student achievement data and implement plans of action to improve student achievement for all students.</p>	<p>2018-19 Actions/Services</p> <p>LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff time to review student achievement data, new state mandates and current legislation that may impact our educational programs.</p>	<p>2019-20 Actions/Services</p> <p>LFCS will pay for Professional Development workshops, classes, and trainings throughout the summer and school year in order to provide staff time to review student achievement data, new state mandates and current legislation that may impact our educational programs.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$28,500	\$31,500	\$83,200
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Training	5000-5999: Services And Other Operating Expenditures Staff Training	5000-5999: Services And Other Operating Expenditures Staff Training

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal and subs.

2018-19 Actions/Services

LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal and subs.

2019-20 Actions/Services

LFCS will use funds to cover expenses for IEP meetings including Educational Specialist Para-professionals, Psychologist, Principal and subs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4700	\$8200	\$10,600
Budget Reference	5000-5999: Services And Other Operating Expenditures Staff Development	5000-5999: Services And Other Operating Expenditures Staff Development	5000-5999: Services And Other Operating Expenditures Staff Development

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Annual surveys 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.

2018-19 Actions/Services

A feedback process will inform staff on the effectiveness of the implementation of the new standards based curriculum in the classroom. Disaggregated data will provide feedback and determine if additional professional development is required or necessary.

2019-20 Actions/Services

A feedback process will inform staff on the effectiveness of the implementation of the new standards based curriculum in the classroom. Disaggregated data will provide feedback and determine if additional professional development is required or necessary.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3500	\$3500	\$143,580
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

EL expenditures to include ELPAC Testing, Testing Coordinator salary, and resources needed to develop benchmark assessments for EL Learners.

2018-19 Actions/Services

EL expenditures to include ELPAC Testing, Testing Coordinator salary, and resources needed to develop programs for EL Learners

2019-20 Actions/Services

EL expenditures to include ELPAC Testing, Testing Coordinator salary, and resources needed to develop programs for EL Learners including benchmark assessments for writing and reading comprehension.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$88,600	\$89,750	\$188,520
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Professional Development for all language support teachers and intervention specialist on academic frameworks and LFCS masterplan will be provided to insure reclassification goal is met.

2018-19 Actions/Services

Professional Development for all language support teachers and intervention specialist on academic frameworks and LFCS masterplan will be provided to insure reclassification goal is met.

2019-20 Actions/Services

Professional Development for all language support teachers and intervention specialist on academic frameworks and LFCS master plan will be provided to insure program goals are being met..

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$32,200	\$12,250	\$42,500
Budget Reference	1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures Staff Training/Certificated Teachers	1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures Staff Training/Certificated Teachers	1000-1999: Certificated Personnel Salaries; 5000-5999: Services And Other Operating Expenditures 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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

EL Coordinator will provide training for teachers, conduct classroom observations and support academic needs of EL students.

2019-20 Actions/Services

EL Coordinator provides training for teachers, conducts classroom observations monitors program quality and ensures goals of the master plan are being met and/ or implemented to support academic needs of students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$96,400	\$89,750	\$189,858
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

Implementation of a school-wide standards 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 Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

In order to effectively educate our students, it is necessary to have an assessment tool that provides accurate data regarding students' progress and present levels in a variety of content areas K12.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
1A	Teachers will meet highly qualified criteria As determined by specific criteria	90% of teachers will meet highly qualified criteria As determined by specific criteria	95% of teachers will meet highly qualified criteria. As determined by specific criteria	97% of Teachers will meet highly qualified criteria. As determined by specific criteria
1B	All students will have access to curriculum & instructional materials in	All students have access to curriculum & instructional materials in	All students have access to additional NGSS curriculum	All students have access to additional

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	ELA & Math that are aligned to common core	ELA & Math that are aligned to common core	Maintain baseline	Social Science curriculum Maintain baseline
4B	All students Kinder-8th are assessed in ELA & Math Benchmark Assessments: 3 times per year. High School students are benchmark tested in content areas quarterly.	Maintain baseline	Maintain baseline	Maintain baseline
4A	Students Meeting or Exceeding Standards on CAASPP (ELA & MATH) will show at least one year of growth annually, 3rd – 8th grade.	Maintain baseline	We have determined that this was not a measurable goal.	Overall, cohort groups will show a minimum of 2% growth year to year. Subgroups will be identified and goals determined thereafter.
4D	Students not meeting or nearly meeting standards will be identified and supported by an intervention program specific to the area of need.	Maintain baseline To reach meeting standards or greater within 3 consecutive years of attending Literacy First	Maintain baseline To reach meeting standards or greater within 3 consecutive years of attending Literacy First	Maintain baseline
4A	Overall student participation rate will maintain 95% or higher, including all subgroups.	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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Teacher Quality, Highly Qualified Teacher Authorizations, Program Costs to include:

Coursework for supplemental credentials
CLAD certifications

Coursework to become NCLB certified
Common core implementation training
Brain compatible classroom training.
New Teacher Training & Mentoring

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

Unchanged Action

2018-19 Actions/Services

Funds were expended to train teachers through direct coaching to improve Teacher Quality, and ensure highly qualified teacher authorizations.

Coursework for supplemental credentials including admin credentials, SPED, and CLAD certifications
New curriculum training in ELA and Math
Brain compatible classroom strategies, AP teacher training, robotics and computer science training, progress monitoring tools and new Teacher training, induction programs, internship programming & mentoring

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

Unchanged Action

2019-20 Actions/Services

Funds were expended to train teachers through direct coaching to improve Teacher Quality, and ensure highly qualified teacher authorizations.

Coursework for supplemental credentials including admin credentials, SPED, and CLAD certifications
New curriculum training in ELA and Math
Brain compatible classroom strategies, AP teacher training, robotics and computer science training, progress monitoring tools and new Teacher training, induction programs, internship programming & mentoring

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$37,800	\$26,400	\$128,300
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers

Action 2

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups)	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Unchanged Action	Unchanged Action

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Common core aligned curriculum & instructional materials will be purchased for ELA & Math.	Common core aligned curriculum & instructional materials implemented for ELA & Math. Transitional phase for Science	Transitional phase for Science curriculum and exploratory for social sciences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$188,600	\$110,500	\$154,710
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

IT Tech Support and infrastructure upgrades will be purchased to allow for implementation & administration for CAASPP Testing to Grades 3-8 and High School and AIMSweb implementation. Additional notebooks were purchased to meet the demand of technology use.

2019-20 Actions/Services

IT Tech Support and infrastructure upgrades will be purchased to allow for implementation & administration for CAASPP Testing to Grades 3-8 and High School and AIMSweb implementation. Additional notebooks were purchased to meet the demand of technology use.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$30,000	\$18,700	\$128,680
Budget Reference	4000-4999: Books And Supplies; 2000-2999: Classified Personnel Salaries Technology Material/Tech	4000-4999: Books And Supplies; 2000-2999: Classified Personnel Salaries Technology Material/Tech	4000-4999: Books And Supplies; 2000-2999: Classified Personnel Salaries Technology Material/Tech

Action 4

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

LFCS will purchase new technology (Laptops & Tablets) for student use w/assessments, academic support, instruction, and conducting academic research.

2018-19 Actions/Services

LFCS will update as needed new technology and software for student use with assessments, academic support, instruction, and conducting academic research.

2019-20 Actions/Services

LFCS will update as needed new technology and software for student use with assessments, academic support, instruction, and conducting academic research. This may include classroom technology like Smart boards and Promethean boards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$96,800	\$71,000	\$96,500
Budget Reference	4000-4999: Books And Supplies Technology Materials	4000-4999: Books And Supplies Technology Materials	4000-4999: Books And Supplies Technology Materials

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

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, and assess impact that parent involvement has increased by 10% based on previous year data.	Our total number of volunteer hours decreased by 3.6% this year compared to last year. In the 2017-18 year the total number of volunteer hours was 12,426.5834. For 2018-19 the total number of volunteer hours was 11,	Maintain Baseline

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			971.5499. This continues to be an immense number, however, we will continue to look at ways to increase our volunteer numbers by implementing a strategic plan, collecting data & assessing the 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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

Funds will be used to connect parents to the school and their students through a variety of activities, educational and community building. Data will be delivered in a parent friendly and meaningful manner including to second language parents. Social media was employed as an important tool in connecting with parents. We currently have 826 Facebook, 102 Twitter and 236 Instagram followers. We aim to increase this number by 10% this next year.

2019-20 Actions/Services

Funds will be used to connect parents to the school and their students through a variety of activities, educational and community building. Data will be delivered in a parent friendly and meaningful manner including to second language parents. Social media was employed as an important tool in connecting with parents. We currently have 826 Facebook, 102 Twitter and 236 Instagram followers. We aim to increase this number by 10% this next year.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$12,250	\$5,250	\$6,200
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salary	1000-1999: Certificated Personnel Salaries Certificated Salary	1000-1999: Certificated Personnel Salaries Certificated Salary

Action 2

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

Students to be Served:

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

Location(s):

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

All

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Costs associated with hosting parent workshop & trainings:
Common Core 202
How to interpret assessments
CAASPP Scores
How to navigate the public school system
In addition to other tools to engage and promote student success from home.

2018-19 Actions/Services

Costs associated with hosting parent workshop & trainings:
How to interpret assessments
CAASPP Scores
Homework how to's
School related issues, relating to mental health
Cyber Sense
Building Capacity in our children
In addition to other tools to engage and promote student success from home.

2019-20 Actions/Services

Costs associated with hosting parent workshop & trainings that are relevant to the time and their students.
In addition to other tools to engage and promote student success from home.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,700	\$6700	\$16,280
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salary	1000-1999: Certificated Personnel Salaries Certificated Salary	1000-1999: Certificated Personnel Salaries Certificated Salary

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

Ongoing translation services will be provided to students and their families where English is not the first language per needs basis. We will contract with an outside vendor to make a more consistent turnaround.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7000	\$7000	\$17,158
Budget Reference	2000-2999: Classified Personnel Salaries Teacher Aid	2000-2999: Classified Personnel Salaries Teacher Aid	2000-2999: Classified Personnel Salaries Teacher Aid

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

Goal 4

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

Local Priorities:

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

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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 and additionally 35% of students will participate in clubs, sports, or individual service projects.
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 .1% of students missing 18 days or more.	Decrease the number by .1% of students missing 18 days or more.
4B	Identify students for academic intervention & provide an support system through MTSS for each student , K-8	Maintain baseline	Maintain baseline	Maintain baseline
5D-E	Identify Students 9-12 for academic intervention & provide a support system through MTSS for each 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:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

A school wide Attendance review policy will be implemented and our administrative staff with report the findings. Funds will be used to update training of staff, meetings to review implementation, and develop policies and/or strategies to increase student attendance.

2019-20 Actions/Services

A school wide Attendance review policy will be implemented and our administrative staff with report the findings. Funds will be used to update training of staff, meetings to review implementation, and develop policies and/or strategies to increase student attendance.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,685	\$6800	\$7500
Budget Reference	2000-2999: Classified Personnel Salaries Classified Staff	2000-2999: Classified Personnel Salaries Classified Staff	2000-2999: Classified Personnel Salaries Classified Staff

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

LFCS will provide targeted academic intervention at no cost to families over the summer, to include:
Summer Camp programs (Camp Catch-Up)
Summer EL Programs
Summer High School Math Programs.]

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

Unchanged Action

2018-19 Actions/Services

LFCS will provide targeted academic intervention at no cost to families over the summer, to include:
Summer Intervention programs (Camp Catch-Up) for 2- 6 grades
Summer EL Programs for 2- 6 grades
Summer High School Math Classes

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

Unchanged Action

2019-20 Actions/Services

LFCS will provide targeted academic intervention at no cost to families over the summer, to include:
Summer Intervention programs (Camp Catch-Up) for 2- 6 grades
Summer EL Programs for 2- 6 grades
Summer High School Math Classes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$117,200	\$120,500	\$123,800
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salary	1000-1999: Certificated Personnel Salaries Certificated Salary	1000-1999: Certificated Personnel Salaries Certificated Salary

Action 3

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

Funds used to streamline the student support and resource and/or intervention 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

2019-20 Actions/Services

Funds used to streamline the student support and resource and/or intervention 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

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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,500	\$6,500	\$6,500
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Salary	1000-1999: Certificated Personnel Salaries Certificated Salary	1000-1999: Certificated Personnel Salaries Certificated Salary

Action 4

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

Students to be Served: (Select from All, Students with Disabilities, or Specific Student Groups) <input type="text" value="All"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="All Schools"/>
--	---

OR

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

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income) <input type="text" value="[Add Students to be Served selection here]"/>	Scope of Services: (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s)) <input type="text" value="[Add Scope of Services selection here]"/>	Location(s): (Select from All Schools, Specific Schools, and/or Specific Grade Spans) <input type="text" value="[Add Location(s) selection here]"/>
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Actions/Services

Select from New, Modified, or Unchanged for 2017-18 <input type="text" value="Unchanged Action"/>	Select from New, Modified, or Unchanged for 2018-19 <input type="text" value="Unchanged Action"/>	Select from New, Modified, or Unchanged for 2019-20 <input type="text" value="Unchanged Action"/>
2017-18 Actions/Services <input type="text" value="LFCS will host celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the"/>	2018-19 Actions/Services <input type="text" value="LFCS will host celebration assemblies for student recognition on academic goals, leadership, character values and attendance. Funds will cover the"/>	2019-20 Actions/Services <input type="text" value="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

expenditures of these assemblies and student acknowledgement

expenditures of these assemblies and student acknowledgement

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$850	\$850	\$920
Budget Reference	4000-4999: Books And Supplies Instructional Materials	4000-4999: Books And Supplies Instructional Materials	4000-4999: Books And Supplies Instructional Materials

Action 5

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

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

2018-19 Actions/Services

Funds used to streamline the student support and resource and/or intervention process including assessing students for academic, behavioral and/or social intervention, communicating with parents,

2019-20 Actions/Services

Funds used to streamline the student support and resource and/or intervention process including assessing students for academic, behavioral and/or social intervention, communicating with parents,

developing Individualized Learning Plans with growth targets or referral to IEP/504 Plan.

reviewing student records/data, and developing Individualized Learning Plans with growth targets or referral to IEP/504

reviewing student records/data, and developing Individualized Learning Plans with growth targets or referral to IEP/504

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$28,500	\$28,500	\$32,640
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Staff	1000-1999: Certificated Personnel Salaries Certificated Staff	1000-1999: Certificated Personnel Salaries Certificated Staff

Action 6

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Stakeholders will plan, promote & implement Service Learning Projects & Project-Based Lessons, and develop

2018-19 Actions/Services

Stakeholders will plan, promote & implement Service Learning Projects & Project-Based Lessons, and develop

2019-20 Actions/Services

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.

clearly defined rubrics using funds allocated to ensure 90% of students meet or exceed the goal or participating in community based service projects.

clearly defined rubrics using funds allocated to ensure 90% of students meet or exceed the goal or participating in community based service projects.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4200	\$4200	\$5,740
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Staff	1000-1999: Certificated Personnel Salaries Certificated Staff	1000-1999: Certificated Personnel Salaries Certificated Staff

Action 7

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

In order to provide academic intervention for all students, in addition to writing

2018-19 Actions/Services

In order to provide academic intervention for all students, in addition to writing

2019-20 Actions/Services

In order to provide academic intervention for all students, in addition to writing

Individualized Learning Plans (MTSS)
 LFCS will provide counselors, advisors,
 and/or mental health professionals to help
 students meet their academic, emotional,
 mental and social goals.

Individualized Learning Plans (MTSS)
 LFCS will provide counselors, advisors,
 and/or mental health professionals to help
 students meet their academic, emotional,
 mental and social goals.

Individualized Learning Plans (MTSS)
 LFCS will provide counselors, advisors,
 and/or mental health professionals to help
 students meet their academic, emotional,
 mental and social goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$88,500	\$91,500	\$94,658
Budget Reference	1000-1999: Certificated Personnel Salaries Certificated Staff	1000-1999: Certificated Personnel Salaries Certificated Teachers	1000-1999: Certificated Personnel Salaries Certificated Teachers

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,406,053

Percentage to Increase or Improve Services

105%

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 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 used to determine each student's ability to thrive as it relates to their individual status, either as a 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.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,381,927

Percentage to Increase or Improve Services

101%

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 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 used to determine each student's ability to thrive as it relates to their individual status, either as a 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.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$1,205,255

Percentage to Increase or Improve Services

106%

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 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 used to determine each student's ability to thrive as it relates to their individual status, either as a 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.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

Comprehensive Support and Improvement

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

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

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

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

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

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.
 - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
 - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to EC Section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?

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

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *EC* Section 42238.01 and groups as defined in *EC* Section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

Prepared by the California Department of Education, January 2019

Literacy
First
Charter
Schools



"The tree of knowledge begins with literacy."

LCAP ANNUAL UPDATE LOCAL CONTROL FUNDING FORMULA (CA DEPT OF EDUCATION)

2019-2020

Literacy First Charter Schools Living LCAP

These are our LFCS K12 Goals for school year 2018-19 including our own philosophy statements from our charter

T – eachers Trained

A – cademic Accountability

P – arents Connected

S – tudents Protected

GOAL # 1

To improve student achievement, students will receive instruction by teachers who participate in ongoing Professional Development, participate in professional learning communities and training that aligns with the mission, vision and values of 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.