

2019-2020

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)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

| LEA Name | Contact Name and Title | Email and Phone |
|----------------------------------|--------------------------|--|
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2017-20 Plan Summary

The Story

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

Bellevue-Santa Fe Charter School(BSFCS) is a small, neighborhood conversion K-6 charter school on the Central Coast of California serving 160 students. We are set amongst farm land in Avila Valley and are surrounded by coastal rolling hills. At the core of BSFCS is the simple yet compelling idea that the education of a student is a shared responsibility and cooperative endeavor between family, school, and community. In 1996 when Bellevue was at risk for closing, our school community diligently worked together to convert the school to a charter school and in doing so became the 93rd charter school in the state of California. Today, the students, teachers, administrator, parents, and the community at-large continue to

work together to create a unique, compassionate, and inspiring environment where learning is optimized for our students. The BSFCS approach to education challenges students to reach their full potential, nurtures human relationships, and inspires a lifelong passion for learning.

At BSFCS, we encourage our students to strive for academic and personal excellence under the guiding principle by Alfred Mercier of “*What we learn with pleasure we never forget.*” At the daily all-school assemblies, our school community may experience the kindergarteners’ dramatic interpretation of a book by Eric Carle or listen intently as a multi-grade class shares original poetry about family memories. With the adopted state standards as a guide, we balance fundamental skill acquisition and application of the main content areas with integrated, project-based design. The curriculum also includes physical fitness and wellness, visual and performing arts, hands-on science labs and Garden-based activities, and applied technologies as integral parts of a well-rounded educational experience for our students implemented with community support. By actively engaging students, bringing joy to the learning process, and making it relatable, children become intrinsically motivated to learn and more fully engaged in life and their relationships.

The foundation of our approach at BSFCS is the understanding that students learn, develop, and perceive the world in different ways. As such, our teaching staff use differentiated instructional methods to meet the needs of our student population. Our emphasis on multi-modal learning is rooted in the belief that students learn best through experience. Integrated, thematic instruction at BSFCS fosters creativity, collaboration, and critical thinking across disciplines.

Since our inception as a charter school, BSFCS has evolved into one of the highest performing schools in our area. The school community continues to demonstrate dedication, passion, and support of student learning in multi-grade classrooms. We believe that the development of healthy relationships is a precursor to building strong, resilient minds.

LCAP Highlights

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

Alignment of practices and communication are the themes of this year’s LCAP. BSFCS is working to utilize stakeholder input to update current practices and decrease behavioral instances. Professional Development (PD) will be dedicated to implementing site-wide behavior intervention systems of support and mentorship for BSFCS pedagogical practices will be increased. Further, we are working to improve community connection and understanding of our design, pedagogical practices, budget, and legal obligations. BSFCS has a continued dedication to ensuring an optimal learning environment for our students.

Review of Performance

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

Greatest Progress

According to the California School Dashboard, BSFCS students are 89.4 points above standard on ELA state testing (11.3 point increase) and 67.1 points above standard on Math state testing (14.4 point increase). Climate Survey results indicated that BSFCS stakeholders are satisfied with the education at BSFCS (parents/guardians-97.4%, staff-100%, students-100%). Parent/Guardian results show an increase of 10.2% in overall satisfaction from last year. We started the school under construction. Climate Survey results indicate that BSFCS is safe (parents/guardian-92.3% ,5.1% increase; staff-100%, same; students-98.2% ,.4% increase). Survey participation increased for parents/guardians (77 responses, increase of 38). Student DIBELS scores show growth from previous years with marked progress for K (2019 Winter: LNF-34.7; PSF-33.4; CLS-25; 2018 Winter: LNF-29.7; PSF-20.2; CLS-19.4) and 1st (Winter 2019: CLS-51.8; NWF-WRC-20.4; ORF-33.5; 2018 Winter: CLS-41.8; NWF-WRC-12.1; ORF-29.7).

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

Greatest Needs

One of BSFCS’s greatest needs is to implement site-wide systems for Behavior Intervention and mentorship/staff training in BSFCS philosophy. BSFCS will also place priority need on participation in state testing for students with disabilities, positive attendance, and communication with stakeholders.

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

Performance Gaps

Due to the high academic performance of BSFCS students on state testing, the school is seeking investigation of performance gaps relative to students who are not demonstrating progressive academic growth.

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

Increased or Improved services

BSFCS identified group of unduplicated pupils is 11.88%. In efforts to improve services for our students from low income families, we include Free and Reduced Price School Meals Application in our enrollment packets for all students. Free and Reduced School Meal Forms allow us to reach families to offer services. These services may include, but are not limited to free or reduced cost for lunches, afterschool support, extra-curricular site-based activities, yearbooks, and other amenities that a student may need to fully participate at BSFCS. BSFCS is actively updating any dated wording to accurately express free access to all educational activities. Should there be a need, the principal shall serve as the foster and homeless youth liaison and support for students who are emergent bilingual will be provided on an individual basis in accordance to San Luis Coastal Unified School District's Reclassification criteria and protocol with coordination to ELPAC. BSFCS use of data (DIBELS, Pearson Benchmarks, Climate Surveys, Free and Reduced, etc), improved strategic foundational instruction (phonics program, behavioral management coaching, Seeing Stars training, etc.), Student Success Team (SST) meetings, Independent Education Plan (IEP) and 504 procedures, and classroom interventions (supplemental curriculum, small groups, etc.) are utilized to identify and address individual student need site-wide for all students. This information guides our efforts and future actions.

Budget Summary

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

| DESCRIPTION | AMOUNT |
|---|--------------|
| Total General Fund Budget Expenditures For LCAP Year | \$ 1,681,754 |
| Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year | \$38,346 |

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

The total general fund expenditures not listed in the LCAP is approximately \$1,643,408. All expenditures related to the school's base operational educational program are among the expenditures not listed in the LCAP. The major portion of these expenditures includes administrator, classified, and credentialed staff salaries and benefits. Non-salary and benefit expenditures would be maintenance and operations, independent contracts for services (including Special Education), utilities, program specific efforts, and insurance. There is a 2% fee for San Luis Coastal Unified School District. This description is not inclusive of the entire Governing Board approved-operating budget.

| DESCRIPTION | AMOUNT |
|---|---------------|
| Total Projected LCFF Revenues for LCAP Year | \$ 1,278,146 |

Annual Update

LCAP Year Reviewed: **2018-2019**

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 have continuous improvement of student learning and a safe and structured environment.

State and/or Local Priorities addressed by this goal:

State Priorities: **Priority 1: Basic Services, Priority 2: Implementation of State Standards, Priority 6: School Climate**

Local Priorities: BSFCS Charter, Governing Board Goals: Policy Development, Curriculum, Facilities

Annual Measurable Outcomes

| Expected | Actual |
|--|---|
| The reviewing and updating of Grading Policy, Attendance Policy, and updated School Safety Plan will be in accordance to 2017-2018 created plan. | Grading Policy, Attendance Policy, and updated School Safety Plan were reviewed and updated. A rotational plan for updating and reviewing policies exists with the Governing Board. |
| Number of 3 rd Grade students performing below the national norm on DIBELS will decrease by 3%. | Number of 3 rd Grade students performing below the national norm on DIBELS decreased by 16% on Winter Assessment. |
| Office addressed behavioral issues from Kinder and 1 st Grade students will be reduced by 10% of total office referrals. | Office addressed Behavioral Referrals from Kinder and 1 st Grade students is 53% of school referrals (from 64% in 2017-2018 and 69% in 2016-2017). |

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 |
|---|-------------------------|-----------------------|-------------------------------|
| Staff training, communication, and implementation of site-based practices for behavior intervention strategies, assessment for student growth, and reading interventions. | see snapshot below | \$4,500 | \$3,000 |

| | |
|---|-----------|
| MTSS Training 1 (10/16-17) | 10/16-17 |
| Human Trafficking Prevention Training (AB 1227)-(10/12) | 10/12/18 |
| SpEd Legal Workshop-(10/22) | 10/22/18 |
| MTSS Training 2 (12/12-13) | 12/12-13 |
| Identify PBIS Tier I (1/16) | 1/16 |
| Identify PBIS Tier II (1/30) | 1/30 |
| Identify PBIS Tier III (2/13) | 2/13 |
| Intensive Reading Intervention- Seeing Stars (10/20) | 10/2018 |
| MTSS Training 3 (3/20-21) | 3/20-21 |
| MTSS Training 4 (5/1-2) | 5/1-2 |
| Behavior Intervention Resources (1/9) | 1/9 |
| DIBLES/Benchmark Review 1(12/12) | 12/12 |
| DIBLES/Benchmark Review 2(5/22) | 5/22/2019 |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--------------------------|-------------------------|-----------------------|-------------------------------|
|--------------------------|-------------------------|-----------------------|-------------------------------|

| | | | |
|---|--------------------|----------|----------|
| Improvement of facilities and site-wide protocols to increase safety. | see snapshot below | \$15,200 | \$49,750 |
|---|--------------------|----------|----------|

| | |
|---------------------------------------|----------------|
| Intro School Resource Officer at BTSN | September 2018 |
| RAVE Button | 9/12/18 |
| Human Trafficking Prevention Training | 10/12 |
| Training Modules | 8/12 |
| Human Trafficking Curriculum | 10/12/18 |
| Tiered Behavior Response | 5/1-2 |
| Sexual Harassment Prevention | 9/22 |
| Clarify Playground Rules | 1/22 |
| Increase supervision at lunch | 9/22 |
| All staff modules | Fall |
| Staff CPR/First Aid | 5/15 |
| Fencing | June 2019 |
| Grading and tree/stump removal | 5/1 |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------|-------------------------------|
| Analysis of low-income student subgroup data to determine areas of need for targeted support. | see snapshot below | \$8,000 | \$0 |

| | |
|--|---------|
| First Day Packets | 9/10/18 |
| Hot Lunch Aide | 9/10/18 |
| After School Billing Outstanding 2017-2018 | Ongoing |
| Play Scholarships | Spring |
| Fieldtrip Scholarship | Spring |
| DIBELS | Fall |
| SBAC | Fall |
| Counseling Referrals | Ongoing |
| Office Referrals | Ongoing |
| Staff meeting | Ongoing |

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.

BSFCS took action to implement Goal 1 through the outlined actions identified in the 2017-2018 LCAP. Site-based practices and staff training for behavior intervention strategies have been identified via Behavior Intervention Tiers for alignment of staff practices and common strategy implementation. Staff assessment of student growth, academic interventions, curriculum adoption, academic expectations, and communication systems have been reviewed and updated. The school has made strategic efforts towards the improvement of facilities and site-based practices for student safety and wellness. Staff has also analyzed subgroup data for students identified as socioeconomically disadvantaged to determine additional areas of additional need. Staff reports that socioeconomically disadvantaged students have high ability, but struggle with performance in the classroom and project-based assignments.

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

Stakeholders indicate feelings of safety. Stakeholders have taken the opportunity to give input and feedback. Site-based systems and improvements continue to be implemented to provide safety and structure. Students 37% of students identified as socioeconomically disadvantaged are accessing free lunch. Of those, 86% are performing at or above the grade level on DIBELS and Math Benchmarks. Data analysis indicated that 100% of students identified as being economically disadvantaged are meeting or exceeding standards on the ELA SBAC. 33% of students identified as being economically disadvantaged are meeting or exceeding standards on the Math SBAC. According to the CA Dashboard, 0% of students who are identified as socioeconomically disadvantaged are chronically absent. 15% of students identified as socioeconomically disadvantaged are utilizing counseling. 80% of students accessing free lunch utilize our after school care program and scholarships.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Resource Specialist provided DIBELS screening site-wide. Reading Intervention for 2-3 was provided through qualified classified staff. Additional classified staff provided classroom support for K-1 at the full day transition. The administrator and resources specialist reviewed the data for socioeconomic disadvantaged subgroup. The budget had reflected possible staffing or release days for the work that was not utilized. The initial budgeted expenditures was reflected in the expected cost of staff professional development opportunities. Repairs and maintenance has been less expensive than predicted, but specialty projects occurred after Measure D construction funded by local grants and Prop 39 funds were expensed from prior years. The projected expense to meet expressed need from the Free and Reduced Lunch inquiry was an estimate due to it being the first year of gathering the information. The cost of supporting school fieldtrips and free lunch from our Volunteer Lunch Program is demonstrated as the actual expense. The 2018-2019 LCAP was written with the initial 2018-2019 operating budget. This budget was reassessed, adjusted to correlate to current revenues and expenditures, and adopted by the Governing Board in the fall of 2018-2019.

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.

The goal has been modified to reflect the charter school's expressed educational philosophy and newly redone facilities. The focus of this goal has been interpreted to improve consistency for the school and identify practices for stakeholders. Safety protocol, seeking metrics to better identify student growth per demographic, budgetary patterns, community and staff input have been integral to the overall set of goals designed for LCAP.

Goal 2

To ensure every student meets or exceeds the standards outlined in California Content Standards, STEAM (Science, Technology, Engineering, Art and Mathematics) practices and NGSS (Next Generation Science Standards).

State and/or Local Priorities addressed by this goal:

State Priorities: **Priority 2: Implementation of State Standards, Priority 6: School Climate**

Local Priorities: BSFCS Charter, Governing Board Goals, Curriculum.

Annual Measurable Outcomes

Expected

Actual

| | |
|---|---|
| Staff surveys will indicate that there has been school-directed professional development on reading instruction and intervention. | Site-based, school-directed professional development has occurred in 2018-2019 in accordance to state standards and BSFCS educational philosophies. PD for adopted reading curriculum was held. Staff surveys indicate support and involvement (100% agree that BSFCS staff is knowledgeable about students and sensitive to individual learning needs; 100% are satisfied with the work environment at BSFCS). |
| Number of 3 rd Grade students performing below the national norm on DIBELS will decrease by 3%. | Number of 3 rd Grade students performing below the national norm on DIBELS decreased by 16% on Winter Assessment. |
| Updated curriculum maps will demonstrate how instructional practices, foundational skills, and project-based curriculum extends across grade levels in multi-grade cycles every other year. | BSFCS staff created site-wide curriculum maps which are aligned to the adopted state standards. Staff grade level teams met weekly to align yearly cycles of projects, fieldtrips, and traditions. Professional Development occurred for best practices and new social studies and phonics curriculum was implemented. |

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 |
|--|------------------------------------|-----------------------|-------------------------------|
| Professional Development on instructional practices relative to classroom management, PBIS, reading intervention, addressing needs per IEP/504s. | [Add actual actions/services here] | \$4,500 | \$8,500 |

| | |
|--|--------------------------------------|
| MTSS Training-KA/HW/MM | 10/16-17 |
| Intervention: Group Formation-PD | 10/24/18 |
| Pre-Intervention Manual-PD | 10/10/18 |
| CAPTAINS-SpEd MM | 11/5/18 |
| GATE Presentation-EL | 6/6/19 |
| Behavior Management-CG | 11/5/18 |
| NGSS-CS | Summer- Present |
| Better Together Teachers Summit JS, KA, BS, LK | 8/20 |
| Board Presentation of CAASPP Scores | 11/29 |
| Gathering input on Tiers of PBIS BCBA consultation OT consultation | 1/9;1/16;1/30;2/13 Sept. Sept. |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|------------------------------------|-----------------------|-------------------------------|
| Dedicate time for professional development alternating with teacher review of current | [Add actual actions/services here] | \$500 | \$100 |

| | | | |
|---|--|--|--|
| practices and grade level curriculum on minimum days every other Wednesday. | | | |
|---|--|--|--|

| | |
|---|------------------|
| Goal Setting | 11/10/18 |
| Focused Goal of Educational Evaluation and Traditions | Wednesdays at PD |
| Implementation of schedule | 9/10 |
| Front load information via email | Wednesdays at PD |
| Resources for Implementation Support | Wednesdays at PD |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|------------------------------------|-----------------------|-------------------------------|
| Implementation of intervention strategies and new Social Studies Curriculum. | [Add actual actions/services here] | \$1,000 | \$3,000 |

| | |
|------------------------------------|-------|
| Reading A-Z Level up | 8/12 |
| Social Studies Weekly | 8/12 |
| Tier 2 Reading Support Pullout 2/3 | 10/17 |
| Tier 1 1st Grade 1:12 ratio | 9/10 |
| Reading Intervention-Seeing Stars | 10/1 |

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.

BSFCS has hosted Professional Development on instructional practices relative to classroom management, reading intervention, PBIS, ELA state standards, curriculum adoption, and project-based unit design. Staff has had time for professional development alternating with teacher review of current practices and grade level curriculum on minimum days every other Wednesday. Curriculum for phonics, grade level reading progress, and social studies has been adopted. Additional direct reading intervention has been implemented for 2/3 utilizing Lindamood Bell techniques. K/1 has been reconfigured to allow for 1:12 ratio of teacher to 1st grade students for the afternoon for 75% of the school year for differentiation and skill building.

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

BSFCS utilizes the assessment systems of SBAC, Pearson Benchmarks and DIBELS to identify student progress and steer actions of support. According to the CA Dashboard on the ELA SBAC, BSFCS students increased 11.3 points, with performance 89.4 point above the standard. On the Math SBAC, BSFCS students increased 7.7 points, with performance 68.7 points above the standard. Our DIBELS and Math Benchmarks indicate the majority of students are performing at or above grade level. BSFCS staff has taken measures to align practices and identify areas that need supplemental support. Students who received intervention in 2/3 improved by an average of 67% words read correct and 20% reached grade level. Student DIBELS scores show growth from previous years with marked progress for K (2019 Winter: LNF-34.7; PSF-33.4; CLS-25; 2018 Winter: LNF-29.7; PSF-20.2; CLS-19.4) and 1st (Winter 2019: CLS-51.8; NWF-WRC-20.4; ORF-33.5; 2018 Winter: CLS-41.8; NWF-WRC-12.1; ORF-29.7).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between the budgeted expenditures and estimated actuals are due to the cost of MTSS representatives to participate in trainings and the need for substitutes. Independently contracted service providers supplied intensive staff trainings based on site need for increased paraeducators. Reading intervention was provided by classified staff for 2/3. Staff professional development necessitated the purchase of literature.

The 2018-2019 LCAP was written with the initial 2018-2019 operating budget. This budget was reassessed, adjusted to correlate to current revenues and expenditures, and adopted by the Governing Board in the fall of 2018-2019.

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.

The goal has been modified to reflect the range of student needs at BSFCS. The focus of this Goal has been interpreted to provide consistency for the school. Using metrics to better identify student academic and social growth within subgroups, budgetary patterns, community and staff input have been integral to the overall set of goals designed for LCAP.

Goal 3

Develop and implement organizational systems to maximize cooperation, collaboration, and program evaluation involving school personnel, families, students and community stakeholders.

State and/or Local Priorities addressed by this goal:

State Priorities: **Priority 2: Implementation of State Standards, Priority 3: Parental Involvement, Priority 6: School Climate**

Local Priorities: BSFCS Charter, Governing Board Goals: Curriculum, Community Relations

Annual Measurable Outcomes

Expected

Actual

Climate Survey maintains 85% satisfaction from stakeholders and shows a decrease of 5% for parents/guardians expression of BSFCS addressing student needs.

2018-2019 Climate Survey results for parent/guardians indicated that 92.3% identified BSFCS as a safe environment; 100% identified it as a caring and nurturing place; 97.4% identified educational satisfaction. 2018-2019 Climate Survey results for staff indicated that indicated that 100% identified BSFCS as a safe environment; 100% identified it as a caring and nurturing place; 100% identified workplace satisfaction.

Staff surveys reflect the understanding of BSFCS intervention systems.

Staff surveys indicate that 90% of staff clearly understand behavior management systems. Office addressed behaviors are principally directed for major incidents in accordance to the Behavior Flow Chart.

Climate Survey maintains 85% satisfaction with the BSFCS value of stakeholder input.

2018-2019 Climate Survey results for parent/guardians indicated that 78% of parent/guardian's feel their input is valued at BSFCS; 100% of staff feel their input is valued at BSFCS; 98.2% of students feel that adults help and listen to them at BSFCS. Stakeholder average is 92% satisfaction.

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 |
|--|-------------------------|-----------------------|-------------------------------|
| Review and updating of Grading Policy, Attendance, Safety Plan, and Dress Code Policy. | See Below | \$2,000 | \$0 |

| | |
|-----------------------|-----------------|
| Attendance Policy | 10/25 and 11/29 |
| Dress Code | 10/25 |
| 2019-2020 Safety Plan | 5/23 |
| Grading Policy | 3/21 |

Action 2

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|-------------------------------|-------------------------|-----------------------|-------------------------------|
| Two annual Town Hall Meetings | See Below | \$100 | \$0 |

| | |
|--------------------|----------|
| Town Hall (Fall) | 12/13/18 |
| Town Hall (Spring) | 4/25 |

Action 3

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|-------------------------|-----------------------|-------------------------------|
| Parent/Guardian Education Events regarding state standards, BSFCS philosophies, and topics of interest. | See Below | \$100 | \$0 |

| | |
|--------------------------------|-------------------------|
| Back to School Night | 9/20/18 |
| Conferences three times a year | 10/1-5; 2/4-8; 6/3-7 |
| Social Media/Tech Safety | May 2019 |
| Town Hall Meetings | Dec. and April |
| Support for PTO Meetings | Monthly |
| Governing Board Meetings | Monthly |
| Kinder Round Up | 5/8 |

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.

BSFCS Governing Board reviewed and updated the Grading Policy, Attendance Policy, Safety Plan, and Dress Code. Two annual Town Hall Meetings were held. Parent/Guardian Education Events were held regarding state standards, BSFCS philosophies, and Internet safety.

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

Climate Survey results indicate overall stakeholder satisfaction with educational opportunities and school safety. Stakeholders express that their input is of value to the school. Staff refers to the systems of support and intervention when address needs of students and communicating with families. Office addressed behaviors are in accordance to the Behavior Flow Chart per Behavior Referral process. Staff has received training for improved management tools and skills within the classroom.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

BSFCS was able to work with local agencies to update safety protocols, provide informative presentations, and community members to provide access to response technology at no cost. Refreshments were donated for events per the PTO. The 2018-2019 LCAP was written with the initial 2018-2019 operating budget. This budget was reassessed, adjusted to correlate to current revenues and expenditures, and adopted by the Governing Board in the fall of 2018-2019.

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.

The goal has been modified to promote understanding of organizational systems and responsibilities between stakeholders. The focus of this goal has been interpreted to provide consistency for the school. Stakeholder understanding of charter philosophies and legal obligations as a public school have been integral to the overall set of goals designed for LCAP.

Stakeholder Engagement

LCAP Year: **2018-2019**

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?

Introduction:

BSFCS believes in collaboration between stakeholders (staff, parents/guardians, students) to provide the best possible educational environment for our students. BSFCS actively gathers input from stakeholders to produce our LCAP and presents the ongoing data and document at public Governing Board Meetings, Town Hall Meetings, and in the weekly newsletter. Actions towards goals were reviewed at the fall and spring Town Hall Meeting. The administrator work collaboratively with the BSFCS PTO and represents the school at county and committees/councils in the best interests of the students of BSFCS).

Stakeholder Input:

Stakeholders have been offered participation in our annual Climate Survey (April 2019), Town Hall Meetings (fall and spring), and Governing Board Meetings. Community members, parents/guardians, and staff members had the option to participate in a Town Hall Meetings (December 2018 and April 2019). BSFCS worked with the community to support the formation of a Parent Teacher Organization (PTO). Our Governing Board Meetings have a standing agenda item of PTO update and PTO meetings have a standing agenda item of a Principal update. Our highly involved volunteer community regularly participated in informal conversations relative to school topics. The administrator hosts informational school tours, Kindergarten Round-Up, and New Parent Orientation events.

Impact on LCAP and Annual Update

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

Input from BSFCS stakeholders demonstrated a desire to align systems of support, pedagogical practices in accordance to BSFCS expressing philosophy, and communication with stakeholders. Our goals remain consistent, but our metrics will be more specified and our actions relevant to the stakeholder's topics of interest.

Thematically, stakeholder input indicates that BSFCS should prioritize its efforts as follows:

Priority 6: School Climate as measured by surveys of pupils, parents/guardians, and teachers on the sense of safety and school connectedness.

Priority 4:as measured by Statewide Assessments.

Priority 5: as measured by school attendance rates and chronic absenteeism rates.

Priority 2: Implementation of State Standards relative to the implementation of state board adopted academic content and performance standards for all students.

Priority 3: Parental Involvement action by BSFCS to seek parent input in making decisions for the school.

Priority 1: Basic Services addresses the degree to which:

Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;

Pupils in the school district have sufficient access to the standards-aligned instructional materials

Specific actions and services added as a result of this stakeholder engagement process include:

Staff implementation of Tiers of Behavior Intervention. (Goal 1)

Mentorship and training for staff in BSFCS pedagogical design. (Goal 1)

Consistent implementation and communication of Tiers of Behavior Intervention. (Goal 3)

Consistent implementation and communication of BSFCS site-wide needs, pedagogical practices, design, and legal obligations of a public school. (Goal 3)

Increase participation in state testing for students with disabilities. (Goal 2)

Site-wide grade-level grouping for mathematics. (Goal 2)

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 provide consistent student learning in a safe and structured environment in accordance to BSFCS philosophy.

State and/or Local Priorities addressed by this goal:

State Priorities: **Priority 1: Basic Services, Priority 2: Implementation of State Standards, Priority 6: School Climate**

Local Priorities: BSFCS Charter, Governing Board Goals: Policy Development, Curriculum

Identified Need:

Stakeholders have expressed the desire via Town Hall Meetings and Climate Survey Results to have increased attention towards improved behavior for students to improve the learning environment.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|----------------------|---|---|--|--|
| Behavioral Referrals | Office addressed Behavioral Referrals from Kinder and 1 st Grade | Office addressed Behavioral Referrals from Kinder and 1 st Grade students was 64%. | Office addressed Behavioral Referrals from Kinder and 1 st Grade students is 53% of school referrals. | Office addressed Behavioral Referrals from Kinder and 1 st Grade students is 45% of school referrals. |

| | | | | |
|------------------------|---|--|---|---|
| | students is 53% of school referrals. | | | |
| Benchmarks | 12% of K and 20% 1st Graders are performing significantly below national norm on DIBELS. | 18% of K and 28% 1st Graders are performing significantly below national norm on DIBELS. | 12% of K and 20% 1st Graders are performing significantly below national norm on DIBELS. | 16% of 1st Graders are performing significantly below national norm. |
| Climate Survey Results | 84.6% of parents/guardians are satisfied that issues are handled in a fair and supportive manner. | 89.2% of parents/guardians are satisfied that issues are handled in a fair and supportive way. | 84.6% of parents/guardians are satisfied that issues are handled in a fair and supportive manner. | 90% of parents/guardians dare satisfied that issues are handled in a fair and supportive way. |

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: Staff implementation of Tiers of Behavior Intervention.

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 Students

Specific School

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)

Contributing to EL, FY, and Low Income

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

| New | Modified | Modified |
|---|---|--|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| Verification of site-based practices for behavior intervention strategies, assessment for student growth, academic interventions, academic expectations, and communication systems. | Staff training, communication, and implementation of site-based practices for behavior intervention strategies, assessment for student growth, and reading interventions. | Staff implementation of Tiers of Behavior Intervention |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|--|
| Amount | \$4,500 | \$4,500 | \$23,000 |
| Source | LCFF | MTSS Grant/LCFF | MTSS Grant/LCFF |
| Budget Reference | B4. Books and Supplies-"Staff Development Books and Supplies" B5. Services, Other Operating Expenses-"Staff Development/Travel/Conferences (5200)" | B4. Books and Supplies-"Staff Development Books and Supplies" B5. Services, Other Operating Expenses-"Staff Development/Travel/Conferences (5200)" | B1. Certificated Salaries-"Stipends" B2. Classified Salaries-"Paraeducators" B4. Books and Supplies-"Staff Development Books and Supplies" B5. Services, Other Operating Expenses-"Staff Development/Travel/Conferences (5200)" |

Action #2: Mentorship and training for staff in BSFCS pedagogical design.

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 Students

Location(s):

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

Specific School

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)

| | | |
|--|--|--|
| | | |
|--|--|--|

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

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

2017-18 Actions/Services

Verification of site-based practices for behavior intervention strategies, assessment for student growth, academic interventions, academic expectations, and communication systems.

2018-19 Actions/Services

Staff training, communication, and implementation of site-based practices for behavior intervention strategies, assessment for student growth, and reading interventions.

2019-20 Actions/Services

Mentorship and training for staff in BSFCS pedagogical design.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|--|
| Amount | \$4,500 | \$4,500 | \$7,000 |
| Source | LCFF | MTSS Grant/LCFF | MTSS Grant/LCFF |
| Budget Reference | B4. Books and Supplies-"Staff Development Books and Supplies" B5. Services, Other Operating Expenses-"Staff Development/Travel/Conferences (5200)" | B4. Books and Supplies-"Staff Development Books and Supplies" B5. Services, Other Operating Expenses-"Staff Development/Travel/Conferences (5200)" | B1. Certificated Salaries-"Stipends" B2. Classified Salaries-"Paraeducators" B4. Books and Supplies-"Staff Development Books and Supplies" B5. Services, Other Operating Expenses-"Staff Development/Travel/Conferences (5200)" |

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

Modified Goal

Goal 2

To support all BSFCS students towards meeting or exceeding the standards outlined in California Content Standards, STEAM (Science, Technology, Engineering, Art and Mathematics) practices and NGSS (Next Generation Science Standards).

State and/or Local Priorities addressed by this goal:

State Priorities: **Priority 2: Implementation of State Standards, Priority 4: Pupil Achievement, Priority 6: School Climate**

Local Priorities: BSFCS Charter, Governing Board Goals, Curriculum.

Identified Need:

Performance Indicator Review (PIR) determined that less than 95% of students with disabilities at BSFCS participated in state testing.

SBAC scores indicate that BSFCS students perform higher on ELA SBAC than the Math SBAC and 67% of students identified as socioeconomically disadvantaged meet the math standard.

Math Benchmarks demonstrate that some BSFCS students are performing below standards.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|--|--|
| SBAC participation rate for students with needs | 87.5% participation for math; 93% participation for ELA | 87.5% participation for math; 93% participation for ELA | 95% participation | 95% participation |
| Benchmarks | 92% of students (K-5) meet benchmark in winter | 87% of students (K-5) met math benchmark in winter. | 92% of students (K-5) met benchmark in winter. | 95% of students (K-5) met benchmark in winter. |

| | | | | |
|------|---|---|---|--|
| SBAC | ELA SBAC-89.4 point above the standard. 100% economically disadvantaged students met standards. Math SBAC-68.7 points above the standard. 67% of economically disadvantaged students meet standards. | ELA SBAC-78.1 point above the standard. 100% economically disadvantaged students met standards. Math SBAC-61.1 points above the standard. 75% of economically disadvantaged students meet standards. | ELA SBAC-89.4 point above the standard. 100% economically disadvantaged students met standards. Math SBAC-68.7 points above the standard. 67% of economically disadvantaged students meet standards. | ELA SBAC-89.4 point above the standard. 100% economically disadvantaged students met standards. Math SBAC-75 points above the standard. 80% of economically disadvantaged students will meet standards. |
| | | | | |

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: Increase participation in state testing for students with disabilities.

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)

Students with Disabilities

Location(s):

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

Specific School

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)

| | | |
|--|--|--|
| | | |
|--|--|--|

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

| | | |
|--|--|-----|
| | | New |
|--|--|-----|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|--|--|
| | | Communicate with families regarding the importance of state testing. |
|--|--|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Amount | | | 0 |
| Source | | | 0 |
| Budget Reference | | | n/a |

Action #2: Site-wide grade level grouping for mathematics.

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

Students to be Served:

Location(s):

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

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

| | |
|--|--|
| | |
|--|--|

OR

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

Students to be Served:

Scope of Services:

Location(s):

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

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

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

| | | |
|--------------|----------|-----------------|
| All Students | LEA-Wide | Specific School |
|--------------|----------|-----------------|

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

| | | |
|--|--|-----|
| | | New |
|--|--|-----|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|--|---|
| | | Site-Wide grade level grouping for mathematics. |
|--|--|---|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Amount | | | 0 |
| Source | | | 0 |
| Budget Reference | | | n/a |

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

| |
|---------------|
| Modified Goal |
|---------------|

Goal 3

| |
|---|
| Implement and communicate organizational systems across stakeholders (school personnel, students, and community) to increase understanding of legal obligations of a public school and alignment to BSFCS philosophy. |
|---|

State and/or Local Priorities addressed by this goal:

State Priorities: **Priority 2: Implementation of State Standards, Priority 3: Parental Involvement, Priority 5: Student Engagement, Priority 6: School Climate**

Local Priorities: BSFCS Charter, Governing Board Goals: Curriculum, Community Relations

Identified Need:

Stakeholders have expressed the desire via Town Hall Meetings, Climate Survey results, and comments to understand the systems for addressing issues, pedagogical design, and legal obligations that exist for the charter.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|----------------------|---|---|---|---|
| Climate Survey | 84.6% of parents/guardians are satisfied that issues are handled in a fair and supportive manner; 100% of staff are satisfied that issues are handled in a fair and supportive manner | 89.2% of parents/guardians are satisfied that issues are handled in a fair and supportive way; 100% of staff are satisfied that issues are handled in a fair and supportive manner. | 84.6% of parents/guardians are satisfied that issues are handled in a fair and supportive manner; 100% of staff are satisfied that issues are handled in a fair and supportive manner | 90% of parents/guardians are satisfied that issues are handled in a fair and supportive way; 100% of staff are satisfied that issues are handled in a fair and supportive manner. |
| Attendance | CA Dashboard: 4.9% chronically absent; "White" subgroup is 6.1% chronically absent; students with disabilities are 5.1% chronically absent; Socially disadvantaged students are 0% | CA Dashboard: 3.7% chronically absent; "White" subgroup is 2.3% chronically absent; students with disabilities are 0% chronically absent; Socially disadvantaged students are 0% | CA Dashboard: 4.9% chronically absent; "White" subgroup is 6.1% chronically absent; students with disabilities are 5.1% chronically absent; Socially disadvantaged students are 0% | CA Dashboard: 4% chronically absent; "White" subgroup is 4% chronically absent; students with disabilities are 2% chronically absent; Socially disadvantaged students are 0% |
| Behavioral Referrals | Office addressed Behavioral Referrals from Kinder and 1 st Grade students is 53% of school referrals. | Office addressed Behavioral Referrals from Kinder and 1 st Grade students was 64%. | Office addressed Behavioral Referrals from Kinder and 1 st Grade students is 53% of school referrals. | Office addressed Behavioral Referrals from Kinder and 1 st Grade students is 45% of school referrals. |

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: Consistent implementation and communication of Tiers of Behavior Intervention.

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

Specific School

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

New

Unchanged

Modified

2017-18 Actions/Services

Parent/Guardian Education Events regarding state standards, BSFCS philosophies, and topics of interest.

2018-19 Actions/Services

Parent/Guardian Education Events regarding state standards, BSFCS philosophies, and topics of interest.

2019-20 Actions/Services

Consistent implementation and communication of Tiers of Behavior Intervention.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Amount | | | 0 |
| Source | | | 0 |
| Budget Reference | | | n/a |

Action #2: Consistent implementation and communication of BSFCS site-wide needs, pedagogical practices, design, and legal obligations of a public school.

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

Students to be Served:

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

Location(s):

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

| | |
|--|--|
| | |
|--|--|

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

| | | |
|--------------|----------|-----------------|
| All Students | LEA-Wide | Specific School |
|--------------|----------|-----------------|

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

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|---|---|---|
| Parent/Guardian Education Events regarding state standards, BSFCS philosophies, and topics of interest. | Parent/Guardian Education Events regarding state standards, BSFCS philosophies, and topics of interest. | Consistent implementation and communication of BSFCS site-wide needs, pedagogical practices and design. |
|---|---|---|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|--|
| Amount | | | \$200 |
| Source | | | \$200 |
| Budget Reference | | | B5. Services, Other Operating Expenses-"Advertising" |

Action #3: Improve attendance.

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 Students

Location(s):

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

Specific School

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)

| | | |
|--|--|--|
| | | |
|--|--|--|

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

| | | |
|--|--|-----|
| | | New |
|--|--|-----|

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|--------------------------|--------------------------|---|
| | | Consistent implementation of truancy notification procedures and communication of benefits of positive attendance for students. |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|---------|
| Amount | | | 0 |
| Source | | | 0 |
| Budget Reference | | | n/a |

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-2020**

| Estimated Supplemental and Concentration Grant Funds | Percentage to Increase or Improve Services |
|--|--|
| \$ 22,646 | 1.8 % |

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).

BSFCS identified group of unduplicated pupils is 11.8%. In efforts to improve services for our students from low income families, we included Free and Reduced Price School Meals Application in our enrollment packets for all students. Free and Reduced School Meal Forms allow us to reach

families to offer services. These services may include, but are not limited to free or reduced cost for lunches, afterschool support, extra-curricular site-based activities, yearbooks, and other amenities that a student may need to fully participate at BSFCS. BSFCS is actively updating any dated wording to accurately express free access to all educational activities. Should there be a need, the principal shall serve as the foster and homeless youth liaison and support for students who are emergent bilingual will be provided on an individual basis in accordance to San Luis Coastal Unified School District's Reclassification criteria and protocol with coordination to ELPAC. BSFCS use of data (DIBELS, Pearson Benchmarks, Climate Surveys, Free and Reduced, etc), improved strategic foundational instruction (phonics program, behavioral management coaching, Seeing Stars training, etc.), Student Success Team (SST) meetings, Independent Education Plan (IEP) and 504 procedures, and classroom interventions (supplemental curriculum, small groups, etc.) are utilized to identify and address individual student need site-wide for all students. This information guides our efforts and future actions. The analyzation of data-driven information guides our efforts and future actions. Our site-based after school care program remains open to accommodate working families. BSFCS utilizes multi-tiered systems of support and is implementing positive behavior intervention strategies to address behavioral needs.

Local data analysis indicates that our unduplicated pupils perform higher on ELA SBAC testing than on Math SBAC. BSFCS will be restructuring math instruction to best utilize our adopted, research-supported Envision math program. Homogeneous grade level groupings for mathematics instruction site-wide will allow teachers to implement the program as it was designed. EnVisionMATH program has been proven to increase performance in mathematics and have increased success for subgroup populations, including those identified as unduplicated (Resendez, 2008). The differentiated methods and inquiry-based program aligns with BSFCS pedagogy (Carr, 2016). BSFCS will continue to monitor the progress of our students through Pearson Benchmarks (enVision), SBAC results, and teacher data collection. Increased classroom support for lower grades is provided to promote access to content and adult guidance to diminish the negative impact that external life factors may have on student achievement (Malecki, 2006). This information will continue to guide our efforts towards strengthening the supports and resources for students.

Carr, M., Barned, N., & Otumfuor, B. (2016, 02). Peers Influence Mathematics Strategy Use in Early Elementary School. *IJEP International Journal of Educational Psychology*, 5(1), 27. doi:10.17583/ijep.2016.1861

Malecki, C. K., & Demaray, M. K. (2006). Social support as a buffer in the relationship between socioeconomic status and academic performance. *School Psychology Quarterly*, 21(4), 375-395.

<http://dx.doi.org/10.1037/h0084129>

Resendez, M, M.A. & Azin, B, PH.D. (2008) *A Study on the Effects of Pearson's 2009 enVision MATH Program*. Jackson, WY: PRES Associates.

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 LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; 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 LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, 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 LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not 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. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

(1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

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

(1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

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

(e) “Suspension rate” shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
 - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
 - (3) Divide (1) by (2).

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* Section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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

- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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