Local Control Accountability Plan and Annual Update (LCAP) Template

LEA Name	Bellevue-Santa Fe Charter School		
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2017-20 Plan Summary

THE STORY

Briefly 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 163 students. We are set amongst the apple orchards of Avila Valley and 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, 21 years later, the students, teachers, administrators, parents, and the community at-large continue to work together to create a unique, compassionate, and inspiring environment where learning is optimized for every child. 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 principal by Alfred Mercier that "*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-age 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 instruction and practice. 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. 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 all children 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 hands-on, project-based

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. 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.

Clarification and communication are the themes of this year's LCAP. BSFCS is working to utilize stakeholder input to update current practices and policies, as well as implementing systems to analyze and increase student academic growth. Further, we are working to increase communication of our practices and educational goals with the community by hosting two Town Hall Meetings and Parent/Guardian Education Events. BSFCS is also dedicated to ensuring the safety and security of the learning environment for our students. Professional development for staff regarding current instructional practices and behavior intervention strategies assists in unification and student support across grade levels.

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 California School Dashboard, BSFCS students are performing in the top 5% of California students on state performance measures.

BSFCS parents/guardians(89%), staff (88%), and students(100%) Climate Survey results indicated overall satisfaction with the environment at BSFCS.

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

BSFCS's greatest need is to clearly identify objective criteria and measurable goals relative to student learning to guide instruction and curriculum.

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.

INCREASED OR IMPROVED SERVICES

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

Enrollment packets will be updated to include a Free and Reduced Price School Meals Application to guide additional services for low-income students. 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. The principal shall serve as the foster and homeless youth liaison, should there be a need.

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, 171, 250.20
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$29, 800

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.

Expenditures devoted to improved instruction, content, safety and facilities ($15,000):

B4 Books and Supplies:

"Staff Development Books and Supplies"

B5 Services, Other Operating Expenses:

 "Staff Development/Travel/Conferences"

B5 Rental, leases and repairs/Direct Costs:

"Repairs and Maintenance"

B6 Capital Outlay

Buildings and Improvements

"Playground"

Expenditures devoted to providing services for unduplicated students (5,000):

B5 Services, Other Operating Expenses

"Other Services and Operating Expenses"

Expenditures devoted to ELA curriculum adoption materials ($7,000):

B4 Books and Supplies:

"Textbooks"

Expenditures devoted to policy updating ($2,000):
B5 Services, Other Operating Expenses
"Legal"

Expenditures devoted to increased stakeholder involvement via community education events and childcare for Town Hall Meetings ($800):
B5 Services, Other Operating Expenses
"Other Services and Operating Expenses"

$0	Total Projected LCFF Revenues for LCAP Year

Annual Update

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

Goal 1	To encourage continuous improvement, curiosity, creativity, innovation and a love for learning in a safe, structured environment.

State and/or Local Priorities Addressed by this goal:	STATE X 1 ☐ 2 ☐ 3 ☐ 4 X 5 ☐ 6 X 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL BSFCS Charter, Governing Board Goals: Policy Development, Curriculum, Facilities

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
1. All stakeholders (teachers, administrators, parents) will explore, implement and share a minimum of one new idea or method into their practice each year. 2. Students will be engaged in creative learning, which will promote a love of learning. 3. Teachers will discuss goals, professional innovations and review credentials with administrator. 4. Facilities improvements will be conducted to improve the school environment.	1. All teaching and administrative staff members have attended a conference or training. Parents/Guardians have had the opportunity to participate in a climate survey, town hall meeting, Governing Board meetings, and comment cards. 2. Student responses from the climate survey indicate students do interesting activities and learn a lot at BSFCS. 3. All teachers participated in a Professional Goal Setting Meeting in September to set goals and review credentials. Professional innovations have been discussed at weekly staff meetings. 4. New LED lighting installation, replaced roof on Science classroom, multi-purpose room renovation plan has been created.

ACTIONS / SERVICES

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

Action

1

Actions/Services	PLANNED Teachers will be provided time to collaborate on their practice.	ACTUAL Time provided during Wednesday Professional Development time. Half day for Report Cards Preparation twice a year
Expenditures	BUDGETED $2,000	ESTIMATED ACTUAL $0

Action

2

Actions/Services	PLANNED Teachers and Administrator will meet two times per year (fall and winter) to discuss professional goals, innovation and credentials.	ACTUAL Teachers are meeting and scheduling Goals Conferences with Principal. Credentials are reviewed at the beginning of the year and at conferences with teachers. Formal observations for newly hired teachers with pre-observation and post-observation meetings with evaluating Principal.
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action   **3**

Actions/Services	PLANNED	ACTUAL
	Phase-in Facilities Master Plan over the next 3 years.	Governing Board presentation (Nov. 21, 2016) New LED lighting in main building (Dec., 2016) New HVAC for main building (Dec., 2016)

Expenditures	BUDGETED	ESTIMATED ACTUAL
	$50,000	$50,000

Action   **4**

Actions/Services	PLANNED	ACTUAL
	Teachers participate in at least one school-wide or individual professional development opportunity.	Kevin, Lindsey, Rosemary, Betsy and Dena- Benchmark In-service Kevin – EdTech Connects Rosemary and Uni-Seeing Stars Training Uni-Leveled Literacy Instruction (LLI) training Lindsey- Jessica Irving (observations and guidance on regulatory strategies) and Lina Bender (observations and guidance on implementing Positive Behavior Intervention Strategies (PBIS)) Rosemary-Universal Design (UD) Erica- Mindful Mathematics (Stanford 2017) Principal-CASC Program with assigned coach (Kathy Hannemann), SEOC/SELPA, Curriculum Education Council (CEC), LCAP Community of Practice, CAASPP Institute

		Student Support Director-SEOC/SELPA Administrator- Anxiety in Children with Dan Clay
Expenditures	BUDGETED $2,000	ESTIMATED ACTUAL $4,500

Action **5**

Actions/Services	PLANNED Move toward a one to one device environment in grades 2-6.	ACTUAL iPad Inventory (27 in 4/5th Grade; 24 in 2/3rd; 3 in Science) Purchase Plan for 2017 Ongoing installation and updating 24 Wireless Keyboards and 4 charging stations 50 Headsets
Expenditures	BUDGETED $3,000	ESTIMATED ACTUAL $3,700

Action **6**

Actions/Services	PLANNED Assistant Administrator and Facilities Committee will conduct semi-annual audit of all school facility needs. A plan of action and timeline will be developed and implemented.	ACTUAL Safety walk-through with Officer Newell (Nov. 9, 2016) Maintenance Committee walk-through with Sean Jackson (March 2017) Multi-Purpose Room plan for renovation with Megan Horner (March-April 2017) Science Classroom roof replaced New phone system installed

	BUDGETED	ESTIMATED ACTUAL
Expenditures	$10,000	$25, 000

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 though the outlined actions identified in the 2015-2016 LCAP. The principal has met with staff ensure proper credentialing. Teachers have implemented multiple strategies based on professional development financed by the school. Students have increased access to technology. Facilities have been improved and a master plan has been developed for replacement and refurbishment.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Teachers are working collaboratively using multiple measures to identify student performance to inform instruction. Stakeholders have taken the opportunity to give input and feedback. Site-based systems continue to develop provide safety and structure.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The replacement of our Science classroom's roof was unforeseen due to the drought over the last few years. Our phone system replacement was also unforeseen as it went down completely this year. HVAC and LED lighting were installed using Prop 39 Funds. Our 2nd/3rd grade classes received a grant that covered the cost of 20 iPads. The addition of TOSAs this year necessitated previously unforeseen training in *Seeing Stars* and Leveled Literacy Intervention for reading support and intervention.
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.	With a new principal, the focus of this goal has been interpreted to provide consistency for the school. Evaluations, safety protocol, seeking metrics to better identify student growth, and relationship building with stakeholders have been integral to the overall set of goals designed for LCAP.

Annual Update

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

Goal 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 ☐ 1 X 2 ☐ 3 X 4 ☐ 5 ☐ 6 X 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL BSFCS Charter, Governing Board Goals: Curriculum

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
We will increase the number of students meeting or exceeding content standards.	According to the California School Dashboard, BSFCS students increased by "20 points or more" in ELA and increased by "15 points or more" in Mathematics at the "Very High" Status indicator.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED Staff will examine CAASPP results and develop plans to improve student performance.	ACTUAL Initial look by staff at school/grade level/individual student results. (Sept. 21, 2016) Second look by staff at results with group discussion and observations (school wide and individual). (Nov. 02, 2016)

Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **2**

Actions/Services	PLANNED Develop a curriculum review and adoption cycle for core content areas: ELA, Math, Science and Social Studies.	ACTUAL Initial plan presented to administrator for review and feedback. (Nov. 08, 2016)
Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action **3**

Actions/Services	PLANNED Purchase CCSS aligned materials for ELA pilot.	ACTUAL Pilot materials purchased. (Aug., 2016) Review piloted materials. (Dec. 19, 2016)
Expenditures	BUDGETED $5,000	ESTIMATED ACTUAL $8,000

Action **4**

Actions/Services	PLANNED Annual Governing Board Public Hearing for instructional materials. Williams Act review of instructional materials included in School Accountability Report Card.	ACTUAL Governing Board meeting - Public Hearing for Instructional Materials Sufficiency (Sept. 22, 2016)

Expenditures	BUDGETED $0	ESTIMATED ACTUAL $0

Action 5

Actions/Services	PLANNED Teachers will attend workshops and conferences focused on CCSS, NGSS and innovation.	ACTUAL Kevin, Lindsey, Rosemary, Betsy and Dena- Benchmark In-service Kevin – EdTech Connects Rosemary and Uni-Seeing Stars Training Uni-Leveled Literacy Instruction (LLI) training Lindsey- Jessica Irving (observations and guidance on regulatory strategies) and Lina Bender (observations and guidance on implementing Positive Behavior Intervention Strategies (PBIS)) Rosemary-Universal Design (UD) Erica- Mindful Mathematics (Stanford 2017) Principal-CASC Program with assigned coach (Kathy Hannemann), SEOC/SELPA, Curriculum Education Council (CEC), LCAP Community of Practice, CAASPP Institute
Expenditures	BUDGETED $2,000	ESTIMATED ACTUAL 4,500

Action 6

Actions/Services	PLANNED 100% of students are in the HFZ (Healthy Fitness Zone) on state fitness exams.	ACTUAL PEACOCK program Equipment HFZ Performance Report to Governing Board (March 2017) Review HFZ Goals during Goals Conference.

Expenditures	BUDGETED $27,500	ESTIMATED ACTUAL $27, 400

Action 7

Actions/Services	PLANNED Continue to provide student experiences in Visual and Performing Arts.	ACTUAL School Play Artists in Residence (Art-Tina Crozier; Music-Diana Carter; Dance-Josh Ekbolm) Performing Arts Assemblies Mock Rock Fieldtrips to PAC
Expenditures	BUDGETED $31,500	ESTIMATED ACTUAL $2,200

Action 8

Actions/Services	PLANNED Resource Specialist (RSP), Teacher on Special Assignment (TOSA), and classroom teacher will assess all K-3 students in reading and provide intervention as needed	ACTUAL TOSA assessed all K-6 students with DIBELS and followed with BAS for students of higher need. Small group instruction for students of higher need. Reassessment of students prior to each reporting period.
Expenditures	BUDGETED $82,000	ESTIMATED ACTUAL $82,000

Action 9

Actions/Services	PLANNED TOSA will provide literacy and mathematics intervention and support for all classroom	ACTUAL Full-time TOSA meets with individuals and in classrooms to support various academic needs.

	teachers.	
		Part-time TOSA assists in reading instruction for lower grades classrooms.
Expenditures	**BUDGETED** $82,000	**ESTIMATED ACTUAL** $100,000

Action   **10**

	PLANNED	ACTUAL
Actions/Services	Curriculum and Instruction Mentor, TOSA, classroom teachers and RSP will develop, schedule and implement ELA formative assessment at beginning and middle of year.	Three times a year, students are assessed prior to reporting periods. Beginning of year ELA assessment results discussed at staff meeting. (Sept. 21, 2016) Middle of the year ELA assessment results discussed at staff meeting. (Jan. 11, 2017) End of the year ELA assessment result discussion at staff meeting. (May 2017) Corresponding with the assessment schedule, students participate in student led conferences.
Expenditures	**BUDGETED** $82,000	**ESTIMATED ACTUAL** $82,000

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 is using the process of benchmarking to prepare for state-wide testing and to assess student progressive growth in the areas of ELA and Mathematics. As described in the California Model Five-by-Five Placement Reports and Data, students at BSFCS have increased significantly by 20 points or more in ELA and 15 points or more in Mathematics at the Very High performance level.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Benchmarking have impacted instruction and student growth. Students in K-6 have been assessed using DIBELS and the Pearson Mathematics Benchmarks. Evaluation of data has led to discussion and implementation of intervention strategies for plateauing students.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The school play made about $39,000 in ticket sales. This off-set the total cost of visual-performing arts, due to an approximate $9,000 surplus earned by the play. The pilot ELA program was of higher cost than predicted. An additional, part-time TOSA was brought in for implementing reading strategies and classroom support in lower grade classrooms. The addition of TOSAs this year necessitated previously unforeseen training in *Seeing Stars* and Leveled Literacy Intervention for reading support and intervention.
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.	With a new principal, the focus of this Goal has been interpreted to provide consistency for the school. Using metrics to better identify student growth and utilization of resources have been integral to the overall set of goals designed for LCAP.

Annual Update

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

Goal 3	Develop and implement organizational systems to maximize cooperation, collaboration and effective communication between families, school personnel, students and community stakeholders.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 X 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL BSFCS Charter, Governing Board Goals: Curriculum, Community Relations

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
The percentages on the School Climate Survey will increase as cooperation, collaboration and communication improve at the school. Also, there will be more opportunities for everyone at BSFCS to communicate and collaborate.	Staff Climate Survey results show an increase of staff feeling their input is valued and work environment satisfaction. Parent/Guardian Climate Survey results show an increase of overall satisfaction with BSFCS and a 50% increase in responses. A town hall meeting, comment cards, and the distribution of the climate survey during the school year, increased opportunities for stakeholder communication.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED Analyze School Climate Survey Results.	ACTUAL Climate Survey results were discussed and compared to the previous year and presented at Board Meeting (11.21.16).

Expenditures	**BUDGETED** $0	**ESTIMATED ACTUAL** $0

Action **2**

Actions/Services	**PLANNED** Continue to promote student sense of security and safety.	**ACTUAL** Meeting with Chris Hendricks to update Lock Down procedures Meeting with Officer Newell to review Safety protocol and tour campus. 30 minute drill training with Sheriff's Dept. (TBA) Great ShakeOut participation(earthquake training drill) 10.20.16 Meeting with County Office of Emergency Services to review SOP for Nuclear Disaster Updated SOP FEMA interview for Nuclear Drill Participation in Nuclear Drill (11.2.16) Monthly fire drill Lockdown drill CPR training for Staff (4.12.17) Bullying Policy Development (initial Governing Board discussion 3.22.17)
Expenditures	**BUDGETED** $0	**ESTIMATED ACTUAL** $500

Action **3**

Actions/Services	**PLANNED** Continue meaningful involvement of parents in decision making regarding school priorities and activities.	**ACTUAL** Town Hall Meeting (April 10, 2017) Committees Comment Cards Review of Climate Survey Results

		Publish Climate Survey Results to BSFCS Community Presentation of Climate Survey results to Gov. Board (Nov. 21, 2016)

Expenditures	**BUDGETED** $0	**ESTIMATED ACTUAL** $400

Action **4**

Actions/Services	**PLANNED** Hold a Town Hall meeting for discussion of community driven issues pertaining to BSFCS.	**ACTUAL** Town Hall Meeting (April 10, 2017)
Expenditures	**BUDGETED** $0	**ESTIMATED ACTUAL** $400

Action **5**

Actions/Services	**PLANNED** Annual Governing Board/Staff joint meeting: agenda driven meeting, under the constraints of the Brown Act to include "state of the staff" presentation and policy based issue discussion and review.	**ACTUAL** Joint Special Meeting (February 13, 2017)
Expenditures	**BUDGETED** $0	**ESTIMATED ACTUAL** $0

Action **6**

	PLANNED	ACTUAL
Actions/Services	Reduce the number of unexcused absences by 30.	2015-2016 total 221 May 17, 2017 actual to date: 378 Utilized Independent Study Plans (ISPs) Updated ISP information on website and with staff
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$0	$0

Action **7**

	PLANNED	ACTUAL
Actions/Services	Continue to maintain low student suspension and zero expulsion rate.	Development of Behavior Expectations and Disciplinary Flow Chart. Student Suspension Rate is 0. Communicate with staff regarding intervention strategies for behavioral concerns. (Nov., 2016) Updated SST process for behavior interventions and parental communication. (August 2016) Classroom Management support through specialists (Jessica Irving and Lina Bender) (Nov., 2016) School Counselor present two days a week. (Jessica Irving)
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$2,500	$6,000

Action **8**

	PLANNED	ACTUAL
Actions/Services	Governing Board will review and revise Grievance and Complaint Procedure.	Review of Grievance and Complaint Procedures (March 22, 2017)

Expenditures	BUDGETED $0	ESTIMATED ACTUAL $1,500

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	Governing Board Meetings were used as a forum for the public to gain knowledge of and provide feedback regarding policies and procedures. For the Special Meeting, teaching staff set the agenda with administrative approval. The town hall meeting was held at 5:30 with snacks and coffee. Free childcare with dinner was provided.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Stakeholders have taken opportunities to provide BSFCS feedback. Feedback has guided staff discussions and relevant actions for the upcoming LCAP. Special circumstances for select BSFCS families have prompted overseas travel during this school year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	The cost for training staff for First Aid and CPR was allocated as staff development. To increase stakeholder participation based on stakeholder input, childcare and food were provided at the Town Hall meeting resulting in an increase cost. Counseling services have been utilized by an increased student population. Legal counsel reviewed Complaint Policy update.
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.	With a new principal, the focus of this goal has been interpreted to provide consistency for the school. Relationship building with stakeholders has been integral to the overall set of goals designed for LCAP.

Stakeholder Engagement

LCAP Year   X 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

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 and in the weekly newsletter.

Stakeholder Input:

Stakeholders have been offered participation in our annual Climate Survey (April 2017), Governing Board Meetings, and through anonymous comment cards (September 2016 and April 2017). Community members, parents/guardians, and staff members had the option to participate in a Town Hall Meeting (April 2017) with free childcare provided by BSFCS. Our highly involved volunteer community regularly participated in informal conversations relative to school topics.

IMPACT ON LCAP AND ANNUAL UPDATE

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

Input from stakeholders demonstrated a desire for increased opportunities for discussion and information on educational and site-based topics, increased environmental safety measures, and protocol for resolving issues. 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 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:
    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.

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

Professional Development on instructional practices relative to classroom management, state standards, students with special needs, mindfulness, and trauma related behaviors. (Goal 2)

Dedicate time to teacher review of current practices and grade level curriculum. (Goal 2)

Verification of site-based practices for behavior intervention strategies, assessment for student growth, academic interventions, academic expectations, and communication systems. (Goal 1)

Review of homework policy and behavior expectations policy. (Goal 3)

Improvement of facilities and site-based practices for student safety and wellness. (Goal 1)

Two annual Town Hall Meetings (Goal 3)

Parent/Guardian Education Events regarding state standards, BSFCS philosophies, and topics of interest. (Goal 3)

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	X Modified	☐Unchanged

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 X 1 X 2 ☐ 3 ☐ 4 ☐ 5 X 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL BSFCS Charter, Governing Board Goals: Policy Development, Curriculum, Facilities

Identified Need

Stakeholders have expressed concern via Town Hall Meeting, Climate Survey, and comments regarding Homework Policy, student academic growth, and student behavior.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Policy Review and Updating	Homework Policy last updated on June 6, 2013. Behavior Expectations Policy last updated on April 14, 2011.	Homework Policy and Behavior Expectations Policy will be reviewed and updated by June, 2018. A rotational plan for updating and reviewing policies will be developed.	The reviewing and updating of policies will be in accordance to 2017-2018 created plan.	The reviewing and updating of policies will be in accordance to 2018-2019 created plan.
Assessment Analysis	2016-2017 DIBELS scores/Pearson Mathematics Benchmarks indicate a subgroup of 20% who demonstrating plateauing growth.	Number of students who demonstrate plateauing growth on DIBELS scores/Pearson Mathematics Benchmarks will decrease by 5%.	Number of students who demonstrate plateauing growth on DIBELS scores/Pearson Mathematics Benchmarks will decrease by 5%.	Number of students who demonstrate plateauing growth on DIBELS scores/Pearson Mathematics Benchmarks will decrease by 5%.

Discipline Data Analysis	70% of office addressed behavioral issues were from Kinder and 1st Grade students.	Office addressed behavioral issues from Kinder and 1st Grade students will be reduced by 10%.	Office addressed behavioral issues from Kinder and 1st Grade students will be reduced by 10%.	Office addressed behavioral issues from Kinder and 1st Grade students will be reduced by 10%.

PLANNED ACTIONS / SERVICES

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

Action **1**

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

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

OR

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

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New X Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged
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, academic interventions, academic expectations, and communication systems.	Evaluation of site-based practices for behavior intervention strategies, assessment for student growth, academic interventions, academic expectations, and communication systems.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$4,500	Amount	$4,500	Amount	$4,500
Source	Staff Development/Travel/Conferences	Source	Staff Development/Travel/Conferences	Source	Staff Development/Travel/Conferences

| Budget Reference | Staff Development Books and Supplies

Expenditures:

B4 Books and Supplies:

"Staff Development Books and Supplies"

B5 Services, Other Operating Expenses:

 "Staff Development/Travel/Conferences" | Budget Reference | Staff Development Books and Supplies

Expenditures:

B4 Books and Supplies:

"Staff Development Books and Supplies"

B5 Services, Other Operating Expenses:

 "Staff Development/Travel/Conferences" | Budget Reference | Staff Development Books and Supplies

Expenditures:

B4 Books and Supplies:

"Staff Development Books and Supplies"

B5 Services, Other Operating Expenses:

 "Staff Development/Travel/Conferences" |
|---|---|---|---|---|---|

Action   **2**

<table>
<tr><td colspan="4">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td colspan="3">X All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td colspan="3">X All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

OR

<table>
<tr><td colspan="4">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td colspan="3">☐ English Learners   ☐ Foster Youth   ☐ Low Income</td></tr>
<tr><td>Scope of Services</td><td colspan="3">☐ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td colspan="3">☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New X Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged
Improvement of facilities and site-based practices for student safety and wellness.	Improvement and evaluation of facilities and site-based practices for student safety and wellness.	Improvement and evaluation of facilities and site-based practices for student safety and wellness.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$15,000	Amount	$15,000	Amount	$15,000
Source	Staff Development/Travel/Conferences Staff Development Books and Supplies Repairs and Maintenance Playground	Source	Staff Development/Travel/Conferences Staff Development Books and Supplies Repairs and Maintenance Playground	Source	Staff Development/Travel/Conferences Staff Development Books and Supplies Repairs and Maintenance Playground

Budget Reference	Expenditures: B4 Books and Supplies: "Staff Development Books and Supplies" B5 Services, Other Operating Expenses: "Staff Development/Travel/Conferences" B5 Rental, leases and repairs/Direct Costs: "Repairs and Maintenance" B6 Capital Outlay Buildings and Improvements "Playground"	Budget Reference	Expenditures: B4 Books and Supplies: "Staff Development Books and Supplies" B5 Services, Other Operating Expenses: "Staff Development/Travel/Conferences" B5 Rental, leases and repairs/Direct Costs: "Repairs and Maintenance" B6 Capital Outlay Buildings and Improvements "Playground"	Budget Reference	Expenditures: B4 Books and Supplies: "Staff Development Books and Supplies" B5 Services, Other Operating Expenses: "Staff Development/Travel/Conferences" B5 Rental, leases and repairs/Direct Costs: "Repairs and Maintenance" B6 Capital Outlay Buildings and Improvements "Playground"

Action **3**

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	X New ☐ Modified ☐ Unchanged	X New ☐ Modified ☐ Unchanged
Enrollment packets will be updated to include a Free and Reduced Price School Meals Application to guide additional services for low-income students.	Analysis of low-income student subgroup data to determine areas of need.	Implement services for previous year's determination of areas of need for low-income students.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$5,000	Amount	$5,000	Amount	$5,000
Source	Other Services and Operating Expenses	Source	Other Services and Operating Expenses	Source	Other Services and Operating Expenses
Budget Reference	Expenditures: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"	Budget Reference	Expenditures: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"	Budget Reference	Expenditures: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"

☐ New	☐ Modified	X Unchanged

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 ☐ 1 X 2 ☐ 3 ☐ 4 ☐ 5 X 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL BSFCS Charter, Governing Board Goals: Curriculum

Identified Need

According to DIBELS, Pearson Mathematic Benchmarks, and Report Cards, some BSFCS students are not meeting or exceeding the state standards.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Professional Development	Staff surveys have indicated that there is an expressed need for site-based, school-directed professional development.	Staff surveys will indicate that there has been site-based, school-directed professional development.	Staff surveys will indicate that there has been site-based, school-directed professional development.	Staff surveys will indicate that there has been site-based, school-directed professional development.
Assessment Analysis	Winter DIBELS and Pearson Math Benchmarks indicated a subgroup of 20% students are preforming below the national norm.	Winter DIBELS and Pearson Math Benchmarks indicated a subgroup of 15% students are preforming below the national norm.	Winter DIBELS and Pearson Math Benchmarks indicated a subgroup of 10% students are preforming below the national norm.	Winter DIBELS and Pearson Math Benchmarks indicated a subgroup of 5% students are preforming below the national norm.
Curriculum Review and Development	Curriculum mainly exists within forum and teacher teams.	A curriculum map will demonstrate how ELA practices, foundational skills, and project-based curriculum extends across grade levels.	An updated curriculum map will demonstrate how ELA practices, foundational skills, and project-based curriculum extends across grade levels.	An updated curriculum map will demonstrate how Science practices, foundational skills, and project-based curriculum extends across grade levels.

Action   **1**

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New X Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged
Professional Development on instructional practices relative to classroom management, PBIS, ELA state standards, students with special needs, mindfulness, and trauma related behaviors.	Professional Development on instructional practices relative to classroom management, PBIS, students with special needs, mindfulness, NGSS, and STEAM.	Professional Development on instructional practices relative to classroom management, PBIS, students with special needs, mindfulness, mathematics state standards, and technology.

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	$4,500	Amount	$4,500	Amount	$4,500
Source	Staff Development/Travel/Conferences Staff Development Books and Supplies	Source	Staff Development/Travel/Conferences Staff Development Books and Supplies	Source	Staff Development/Travel/Conferences Staff Development Books and Supplies

Budget
Reference

Expenditures:

B4 Books and Supplies:

"Staff Development Books and Supplies"

B5 Services, Other Operating Expenses:

 "Staff Development/Travel/Conferences"

Budget
Reference

Expenditures:

B4 Books and Supplies:

"Staff Development Books and Supplies"

B5 Services, Other Operating Expenses:

 "Staff Development/Travel/Conferences"

Budget
Reference

Expenditures:

B4 Books and Supplies:

"Staff Development Books and Supplies"

B5 Services, Other Operating Expenses:

 "Staff Development/Travel/Conferences"

Action 2

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

OR

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

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Dedicate time for professional development alternating with teacher review of current practices and grade level curriculum on minimum days every other Wednesday.	Dedicate time for professional development alternating with teacher review of current practices and grade level curriculum on minimum days every other Wednesday.	Dedicate time for professional development alternating with teacher review of current practices and grade level curriculum on minimum days every other Wednesday.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$0	Amount	$0	Amount	$0
Source	NA	Source	NA	Source	NA
Budget Reference	NA	Budget Reference	NA	Budget Reference	NA

Action   **3**

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

OR

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New X Modified ☐ Unchanged	☐ New X Modified ☐ Unchanged	X New ☐ Modified ☐ Unchanged
Curriculum adoption for ELA.	Review of Science, Garden, and Social Studies Curriculum.	Curriculum adoption for Science, Garden, and Social Studies.

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	$7,000	Amount	$500	Amount	$21,000
Source	Textbooks (adopted)	Source	Textbooks (adopted)	Source	Textbooks (adopted)
Budget Reference	Expenditures: B4 Books and Supplies: "Textbooks"	Budget Reference	Expenditures: B4 Books and Supplies: "Textbooks"	Budget Reference	Expenditures: B4 Books and Supplies: "Textbooks"

	New	X Modified		Unchanged

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 ☐ 1 X 2 X 3 ☐ 4 ☐ 5 X 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL <u>BSFCS Charter</u>, Governing Board Goals: Curriculum, Community Relations

Identified Need

Stakeholders have expressed interest via Town Hall Meeting, Climate Survey, and comments regarding increased education and clarification regarding state standards, grade level transitions, and BSFCS philosophies.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Climate Survey Results	Climate Survey indicates that 89% of BSFCS parents/guardians and 88% of BSFCS staff were satisfied with BSFCS's environment.	Climate Survey indicates that 94% of BSFCS parents/guardians and 93% of BSFCS staff are satisfied with BSFCS's environment.	Climate Survey indicates that 94% of BSFCS parents/guardians and 93% of BSFCS staff are satisfied with BSFCS's environment.	Climate Survey indicates that 94% of BSFCS parents/guardians and 93% of BSFCS staff are satisfied with BSFCS's environment.
Human Resources	Staff surveys indicate a desire to implement systems.	Staff surveys reflect the understanding of BSFCS behavior management systems.	Staff surveys reflect the understanding of BSFCS intervention systems.	Staff surveys reflect the understanding of BSFCS emergency preparedness systems.
Family Communication	Climate Survey indicates that 47% of BSFCS parents/guardians feel that their input is valued.	Climate Survey indicates that 52% of BSFCS parents/guardians feel that their input is valued.	Climate Survey indicates that 57% of BSFCS parents/guardians feel that their input is valued.	Climate Survey indicates that 62% of BSFCS parents/guardians feel that their input is valued.

Action   **1**

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

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

OR

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

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	X New ☐ Modified ☐ Unchanged	X New ☐ Modified ☐ Unchanged
Review and updating of Homework Policy, Student Use of Technology, and Behavior Expectations Policy	Review and updating of Grading Policy and Dress Code Policy.	Review and updating of Field Trip Policy and Racial Balance Outreach Policy.

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	$2,000	Amount	$2,000	Amount	$2,000
Source	Legal	Source	Legal	Source	Legal
Budget Reference	Expenditures: B5 Services, Other Operating Expenses "Legal"	Budget Reference	Expenditures: B5 Services, Other Operating Expenses "Legal"	Budget Reference	Expenditures: B5 Services, Other Operating Expenses "Legal"

Action **2**

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

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

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New X Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
Two annual Town Hall Meetings	Two annual Town Hall Meetings	Two annual Town Hall Meetings

[BUDGETED EXPENDITURES](#)

	2017-18		2018-19		2019-20
Amount	$400	Amount	$400	Amount	$400
Source	Other Services and Operating Expenses	Source	Other Services and Operating Expenses	Source	Other Services and Operating Expenses
Budget Reference	Expenditures: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"	Budget Reference	Expenditures: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"	Budget Reference	Expenditures: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"

Action   **3**

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

<div align="center">

OR

</div>

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

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
X New ☐ Modified ☐ Unchanged	☐ New ☐ Modified X Unchanged	☐ New ☐ Modified X Unchanged
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.	Parent/Guardian Education Events regarding state standards, BSFCS philosophies, and topics of interest.

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	$400	Amount	$400	Amount	$400
Source	Other Services and Operating Expenses	Source	Other Services and Operating Expenses	Source	Other Services and Operating Expenses
Budget Reference	Expenses: B5 Services, Other Operating Expenses "Other Services and Operating	Budget Reference	Expenses: B5 Services, Other Operating Expenses "Other Services and Operating	Budget Reference	Expenses: B5 Services, Other Operating Expenses "Other Services and Operating

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   X 2017–18   ☐ 2018–19   ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $0   Percentage to Increase or Improve Services: 100 %

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 does not currently have an identified group of unduplicated pupils. We recognize that not having an identified subgroup does not constitute the absence of any subgroup in our student body/community. In efforts to improve services for our students from low income families, we are including Free and Reduced Price School Meals Application in our enrollment packets for all students. 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. 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.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

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

Plan Summary

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

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

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

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

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

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

Location(s)

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

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

Actions/Services

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

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

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

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

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

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

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

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

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
   A. Working with the county child welfare agency to minimize changes in school placement
   B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
   C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
   D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

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

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

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

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

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

  (2) The total number of cohort members.

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

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

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

  (2) The total number of cohort members.

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

(e) "Suspension rate" shall be calculated as follows:

  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

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

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

(f) "Expulsion rate" shall be calculated as follows:

  (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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