Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

<u>LCFF Evaluation Rubrics</u>: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Bellevue-Santa Fe Charter School	Holly Warrick, Principal	HWarrick@bsfcs.org, 805-595-7169

2017-20 Plan Summary

The Story

Bellevue-Santa Fe Charter School(BSFCS) is a small, neighborhood conversion K-6 charter school on the Central Coast of California serving 159 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, 22 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 our students. The BSFCS approach to education challenges students to reach their full potential, nurtures human relationships, and inspires a lifelong passion for learning.

At BSFCS, we encourage our students to strive for academic and personal excellence under the guiding 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 design. The curriculum also includes physical fitness and wellness, visual and performing arts, hands-on science labs and Garden-based activities, and applied technologies as integral parts of a well-rounded educational experience for our students. By actively engaging students, bringing joy to the learning process, and making it relatable, children become intrinsically motivated to learn and more fully engaged in life and their relationships.

The foundation of our approach at BSFCS is the understanding that students learn, develop, and perceive the world in different ways. As such, our teaching staff use differentiated instructional methods to meet the needs of our student population. Our emphasis on multi-modal learning is rooted in the belief that students learn best

through experience. Integrated, thematic instruction at BSFCS fosters creativity, collaboration, and critical thinking across disciplines.

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

LCAP Highlights

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

Analyzation and implementation are the themes of this year's LCAP. BSFCS is working to utilize stakeholder input to update current practices and decrease behavioral instances. Professional Development (PD) will be dedicated to implementing site-wide behavior management strategies and classroom-based reading strategies and interventions. Further, we are working to increase community connection and understanding of our pedagogical practices by hosting Parent/Guardian Education Events and updating how we share school information. We are also supporting community connection through the support of the new Parent Teacher Organization (PTO) events. BSFCS is also dedicated to ensuring the safety and security of the learning environment for our students. Efforts towards updating the site for access and safety as well as longevity.

Review of Performance

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

Greatest Progress

According to the California School Dashboard, 85.39% of BSFCS students are meeting or exceeding state standards. Climate Survey results indicated that BSFCS stakeholders (parents/guardians-85.93%, staff-100%, students-100%) have satisfaction with the school. Climate Survey results also indicated that stakeholders (parents/guardians-87.2%, staff-100%, students-97.8%) believe that BSFCS is a safe place and that their input is valued by the school (parents/guardians-92.3%, staff-100%, students-94%).

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

Greatest Needs

One of BSFCS's greatest needs is to update practices and implement site-wide systems for monitoring safety. BSFCS will also place priority need on academic growth for students, particularly reading for K-3, by supporting foundational skill instruction and classroom interventions.

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

Performance Gaps

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

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

Increased or Improved services

BSFCS identified group of unduplicated pupils is 6.82%. We recognize that not having a large 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 include Free and Reduced Price School Meals Application in our enrollment packets for all students. Free and Reduced School Meal Forms allow us to reach families to offer services. These services may include, but are not limited to free or reduced cost for lunches, afterschool support, extra-curricular site-based activities, yearbooks, and other amenities that a student may need to fully participate at BSFCS. BSFCS is actively updating any dated wording to accurately express free access to all educational activities. Should there be a need, the principal shall serve as the foster and homeless youth liaison and support for students who are emergent bilingual will be provided on an individual basis in accordance to San Luis Coastal Unified School District's Reclassification criteria and protocol. BSFCS use of data (DIBELS, Pearson Benchmarks, Climate Surveys, Free and Reduced, etc), improved strategic foundational instruction (phonics program, behavioral management coaching, Seeing Stars training, etc.), Student Success Team (SST) meetings, Independent Education Plan (IEP) and 504 procedures, and classroom interventions (supplemental curriculum, small groups, etc.) are utilized to identify and address individual student need site-wide for all students. This information guides our efforts and future actions.

Budget Summary

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	$ 1,591,111
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$ 26,200

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

The total general fund expenditures not listed in the LCAP is approximately $1,564,911. All expenditures related to the school's base operational educational program are among the expenditures not listed in the LCAP. The major portion of these expenditures includes administrator, classified, and credentialed staff salaries and benefits. Non-salary and benefit expenditures would be maintenance and operations, independent contracts for services (including Special Education), utilities, fundraising efforts, and insurance. There is a 2% fee for San Luis Coastal Unified School District and 3% contingency for unforeseen events. This description is not inclusive of the entire Governing Board approved-operating budget.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$ 1,262,000

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

State and/or Local Priorities addressed by this goal:

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

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

Annual Measureable Outcomes

Expected	Actual
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.	Homework and Behavior Expectation Policy were reviewed and updated. A rotational plan for updating and reviewing policies exists with the Governing Board.
Number of students who demonstrate plateauing growth on DIBELS scores/Pearson Mathematics Benchmarks will decrease by 5%.	Winter DIBELS(Oral Reading Fluency) below national norm per grade level: 1-39%; 2-20%; 3-20%; 4-0%; 5-10%; 6-8% Winter Math Benchmarks below national norm per grade level:1-13%; 2-4%; 3-4%; 4-1%; 5-10%; 6-12%
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 57/89 in 2017-2018 from 130/188 in 2016-2017 (reduction of 56%)

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.

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Verification of site-based practices for behavior intervention strategies, assessment for student growth, academic interventions, academic expectations, and communication systems.	Staff Review of Behavior Flow Chart Staff adoption of "Think Sheets" Review of Referral Form TOSA Reading Intervention (2/3) RTI Form Mini Bulldog Weekly Reminders Town Hall Meetings Monthly Bulldog from the Principal School Safety Plan Adoption by Gov. Board Behavior Intervention Coaching for Staff Special Education Operations Committee (SEOC) Superintendents Council Gov. Board Review and Update of Parent Involvement Policy	$4,500	29,000

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

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 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	Source	Staff Development/Travel/Conferences Staff Development Books and Supplies Repairs and Maintenance	Source	Staff Development/Travel/Conferences Staff Development Books and Supplies Repairs and Maintenance

Budget Reference	Playground	Budget Reference	Playground	Budget Reference	Playground
	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"		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"		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 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Improvement of facilities and site-based practices for student safety and wellness.	Master Plan for Measure D Behavior Flow Chart Leveling of playground with certified wood chips Staff Review of Behavior Flow Chart Safety Plan Review Active Shooter Staff Training with Officer Newell Module Training for Mandated Reporter, Bullying, Blood Borne Pathogens School Safety Plan Gov. Board Adoption Update of Safety Drill Procedures Repairs and Maintenance of existing structures	$15,000	$13,168

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"

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Enrollment packets will be updated to include a Free and Reduced Price School Meals Application to guide additional services for low-income students.	Free and Reduced Information in first day packets Staff PD for Equal Access Language for donation collection Updated language for Field Trip form Scholarship offering for after school extracurricular (play, chess, after school care) Free lunch for identified students Community Action Partnership Information for identified students Support offering for fieldtrips and supplies	$5,000	$8,120

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 2016-2017 LCAP. Site-based practices for behavior intervention strategies, assessment for student growth, academic interventions, academic expectations, and communication system have been reviewed and updated. The school has made strategic efforts towards the improvement of facilities and site-based practices for student safety and wellness. Enrollment packets have been updated to include a Free and Reduced Price School Meals Application which guided the additional services for low-income students.

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

Stakeholders indicate feelings of safety. Stakeholders have taken the opportunity to give input and feedback. Site-based systems continue to develop provide safety and structure.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A TOSA provided DIBELs screening site-wide, reading intervention for 2-3, and classroom support for K-1. The role of the TOSA had not been defined at the end of the 2016-2017 school year. The initial budgeted expenditures ($4,500) was reflected in the expected cost of staff professional development opportunities. Repairs and maintenance has been less expensive than predicted. The projected expense to meet expressed need from the Free and Reduced Lunch inquiry was an estimate due to it being the first year of gathering the information. The cost of supporting school fieldtrips and free lunch from our Volunteer Lunch Program is demonstrated as the actual expense. The 2017-2018 LCAP was written with the initial 2017-2018 operating budget. This budget was reassessed, adjusted to correlate to current revenues and expenditures, and adopted by the Governing Board in the fall of 2017-2018.

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 improve consistency for the school and update practices for stakeholders. Safety protocol, seeking metrics to better identify student growth, budgetary patterns, and relationship building with stakeholders have been integral to the overall set of goals designed for LCAP.

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: BSFCS Charter, Governing Board Goals: Curriculum

Annual Measureable Outcomes

Expected	Actual
Staff surveys will indicate that there has been site-based, school-directed professional development.	Site-based, school-directed professional development has occurred in 2017-2018 in accordance to state standards and BSFCS educational philosophies.
Winter DIBELS and Pearson Math Benchmarks indicated a subgroup of 15% students are preforming below the national norm.	Winter DIBELS(Oral Reading Fluency): 1-39%; 2-20%; 3-20%; 4-0%; 5-10%; 6-8% Winter Math Benchmarks:1-13%; 2-4%; 3-4%; 4-1%; 5-10%; 6-12%
A curriculum map will demonstrate how ELA practices, foundational skills, and project-based curriculum extends across grade levels.	BSFCS staff created site-wide curriculum maps which are aligned to the adopted state standards.

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**

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Professional Development on instructional practices relative to classroom management, PBIS, ELA state standards, students with special needs, mindfulness, and trauma related behaviors.	Article IEP and Report Cards Lorretta Butterfield EF/AB Training Summer Book Review Staff adoption of PD cycle	$4,500	$6,577.85

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Monthly Grade-Level Meeting with Resource Specialist		
	Adoption of "Social Studies Weekly"		
	Curriculum Education Council (CEC)		
	Peer Coaching		
	Staff Coaching from Behavioral Specialist		
	Curriculum Mapping for ELA Standards		
	Sarah Ward EF Workshop (select staff) CASC (Beginning Admin) TIP (Beginning Teacher)		

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

Amount	$0
Source	NA
Budget Reference	NA

2018-19

Amount	$0
Source	NA
Budget Reference	NA

2019-20

Amount	$0
Source	NA
Budget Reference	NA

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Dedicate time for professional development alternating with teacher review of current practices and grade level curriculum on minimum days every other Wednesday.	Better Together Teacher Summit Staff adoption of PD Cycle Curriculum Instruction Mentor classroom observations to inform PD development Writers Workshop PD Book: The No-Nonsense Guide to Teaching Writing PD Book: Hacking Project Based Learning Social Studies Curriculum Fair "Social Studies Weekly" Adoption K-1 Phonics Adoption Curriculum Mapping for ELA Standards	0	$200

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:_____

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OR

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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"

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Curriculum adoption for ELA.	Reading A-Z	$7,000	$2,700

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	RAZ Kids		
	Seeing Stars Sight Words and Phoneme Lists		
	Writers Workshop PD Book: The No-Nonsense Guide to Teaching Writing		
	PD Book: Hacking Project Based Learning		
	"Social Studies Weekly" Adoption		
	K-1 Phonics Adoption		

Analysis

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

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

BSFCS has hosted Professional Development on instructional practices relative to classroom management, PBIS, ELA state standards, students with special needs, mindfulness, and trauma related behaviors. Staff has had time for professional development alternating with teacher review of current practices and grade level curriculum on minimum days every other Wednesday. Curriculum for ELA has been adopted.

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

BSFCS has implemented the assessment systems of Pearson Benchmarks and DIBELS to identify student progress and steer actions of support. According to the Five by Five Grid, our students declined, but score in the "Very High" range at about 70 points above the medium. Our DIBELS and Math Benchmarks indicate the majority of students are performing at or above grade level. BSFCS staff has taken measures to align practices and identify areas that need supplemental support.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The material differences between the budgeted expenditures and estimated actuals are due to the cost of materials and the necessity of admin to participate in CASC and a new teacher to participate in TIP. Staff professional development necessitated the purchase of literature. A county social studies fair was held this year, so the staff moved forward with the adoption of Social Studies Weekly so that it could be reviewed over the summer break. The program is less expensive than predicted. BSFCS also purchased phonics curriculum for the K-1 classes. The 2017-2018 LCAP was written with the initial 2017-2018 operating budget. This budget was reassessed, adjusted to correlate to current revenues and expenditures, and adopted by the Governing Board in the fall of 2017-2018.

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.

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

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

Annual Measureable Outcomes

Expected	Actual
Climate Survey indicates that 94% of BSFCS parents/guardians and 93% of BSFCS staff are satisfied with BSFCS's environment.	2017-2018 Climate Survey results for parent/guardians indicated that 87.2% identified BSFCS as a safe environment; 100% identified it as a caring and nurturing place; 87.5% identified educational satisfaction. 2017-2018 Climate Survey results for staff indicated that indicated that

Expected	Actual
	100% identified BSFCS as a safe environment; 100% identified it as a caring and nurturing place; 100% identified workplace satisfaction.
Staff surveys reflect the understanding of BSFCS behavior management systems.	Staff surveys indicate that 90% of staff clearly understand behavior management systems. 74.6% of office addressed issues are from two classrooms. Office addressed behavioral incidents have been reduced by 40%.
Climate Survey indicates that 52% of BSFCS parents/guardians feel that their input is valued.	2017-2018 Climate Survey results for parent/guardians indicated that 92.3% feel that their input is valued at BSFCS.

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**

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Review and updating of Homework Policy, Student Use of Technology, and Behavior Expectations Policy	Gov. Board Review of HW Policy Staff Review of HW Policy Town Hall Meetings Gov. Board Review of Behavior Expectation Policy Adoption of new HW Policy Administrative review and update of Behavior Expectations Policy Community Survey on HW Data Presentation to Gov. Board on HW Findings Gov. Board Review of Student Use of Technology Policy	$2,000	$120

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 2

	Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	Two annual Town Hall Meetings	Town Hall on 12/2/17 Town Hall on 4/12/18	$400	$120

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
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 Expenses"	Budget Reference	Expenses: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"	Budget Reference	Expenses: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent/Guardian Education Events regarding state standards, BSFCS philosophies, and topics of interest.	Town Hall Meetings Mindfulness Workshop Accessing Accommodations and Modifications New Parent Orientation Back to School Night Principal Led School Tours for Potential Students Kindergarten Round Up	$400	$50

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 reviewed and updated Homework Policy, Student Use of Technology, and Behavior Expectations Policy. Two annual Town Hall Meetings were held. Parent/Guardian Education Events were held regarding state standards, BSFCS philosophies, and topics of interest.

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

Climate Survey results indicate overall stakeholder satisfaction with educational opportunities and school safety. Stakeholders express that their input is of value to the school. Behavioral incidents have declined significantly.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Add text here]
BSFCS was able to work with local agencies and community members to provide events and trainings. The 2017-2018 LCAP was written with the initial 2017-2018 operating budget. This budget was reassessed, adjusted to correlate to current revenues and expenditures, and adopted by the Governing Board in the fall of 2017-2018.

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

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. Actions towards goals were reviewed at the spring Town Hall Meeting.

Stakeholder Input:

Stakeholders have been offered participation in our annual Climate Survey (April 2018), Governing Board Meetings, and through anonymous comment cards (December 2017 and April 2018). Community members, parents/guardians, and staff members had the option to participate in a Town Hall Meetings (December 2017 and April 2018). Our highly involved volunteer community regularly participated in informal conversations relative to school topics. BSFCS also does school tours led by the principal.

Impact on LCAP and Annual Update
How did these consultations impact the LCAP for the upcoming year?

Input from BSFCS stakeholders demonstrated a desire for increased opportunities for discussion and information on educational and site-based topics, increased safety measures, and instructional design. 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:

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

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

School facilities are maintained in good repair.

<u>Specific actions and services added as a result of this stakeholder engagement process include:</u>

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)

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

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.

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

Unchanged Goal

Goal 1

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

State and/or Local Priorities addressed by this goal:

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

Local Priorities: <u>BSFCS Charter, Governing Board Goals: Policy Development, Curriculum, Facilities</u>

Identified Need:

Stakeholders have expressed concern via Town Hall Meeting, Climate Survey, and comments regarding Homework Policy, student academic growth, and student behavior. Winter DIBELS(Oral Reading Fluency), performance below national norm per grade level: 1-39%; 2-20%; 3-20%; 4-0%; 5-10%; 6-8%

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Policy Review and Updating	Homework Policy last updated on June 6, 2013. Behavior	Homework Policy and Behavior Expectations Policy will be reviewed and updated by June, 2018. A rotational	The reviewing and updating of Grading Policy, Attendance Policy, and updated School Safety Plan will be in	The reviewing and updating of policies will be in accordance to 2018-2019 created plan.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Expectations Policy last updated on April 14, 2011.	plan for updating and reviewing policies will be developed.	accordance to 2017-2018 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 3rd Grade students performing below the national norm on DIBELS will decrease by 3%.	Number of 3rd Grade students performing below the national norm on DIBELS will decrease by 3%.
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 was reduced by 56%. K and 1 make 64% of total office referrals.	Office addressed behavioral issues from Kinder and 1st Grade students will be reduced by 10% of total office referrals.	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:

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

Location(s):

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

All	BSFCS

OR

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

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

Actions/Services

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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	4,500	$4,500	$4,500
Source	Staff Development/Travel/Conferences Staff Development Books and Supplies	Staff Development/Travel/Conferences Staff Development Books and Supplies	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"	Expenditures: B4 Books and Supplies: "Staff Development Books and Supplies" B5 Services, Other Operating Expenses: "Staff Development/Travel/Conferences"	Expenditures: B4 Books and Supplies: "Staff Development Books and Supplies" B5 Services, Other Operating Expenses: "Staff Development/Travel/Conferences"

Action 2

Students to be Served:

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

All

Location(s):

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

BSFCS

OR

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Improvement of facilities and site-based practices for student safety and wellness.	Improvement of facilities and site-wide protocols to increase safety.	Evaluation of facilities and site-based practices for student safety and wellness.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$15,000	$15,200	$15,200
Source	Staff Development/Travel/Conferences	Staff Development/Travel/Conferences	Staff Development/Travel/Conferences

Year	2017-18	2018-19	2019-20
	Staff Development Books and Supplies Repairs and Maintenance Playground	Staff Development Books and Supplies Repairs and Maintenance Playground	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"	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"	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:

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

Location(s):

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

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Low Income	Unduplicated Student Group	School-wide

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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 for targeted support.	Implement services for previous year's determination of areas of need for low-income students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$5,000	$8,000	$8,000
Source	Other Services and Operating Expenses	Other Services and Operating Expenses	Other Services and Operating Expenses
Budget Reference	Expenditures: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"	Expenditures: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"	Expenditures: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"

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

Unchanged Goal

Goal 2

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

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

According to Winter Oral Reading Fluency DIBELS data for BSFCS, 39% of first graders, 20% of second graders, and 20% of third graders are performing below the national norm.

Expected Annual Measureable 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 indicate that there has been site-based, school-directed professional development.	Staff surveys will indicate that there has been school-directed professional development on reading instruction and intervention.	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.	Number of 3rd Grade students performing below the national norm on DIBELS will decrease by 3%.	Number of 3rd Grade students performing below the national norm on DIBELS will decrease by 3%.
Curriculum Review and Development	Curriculum mainly exists within forum and teacher teams.	BSFCS Staff created curriculum maps demonstrate how ELA practices, foundational skills, and	Updated curriculum maps will demonstrate how instructional practices, foundational skills, and project-based curriculum	An updated curriculum map will demonstrate how Science practices, foundational skills,

		project-based curriculum extends across grade levels in accordance to the adopted state standards.	extends across grade levels in multi-grade cycles every other year.	and project-based curriculum extends across grade levels.

Planned Actions / Services

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

Action   1

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

Students to be Served:

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

Location(s):

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

All	BSFCS: K-3

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

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

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

Unchanged	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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, reading intervention, addressing needs per IEP/504s.	Professional Development on instructional practices relative to 2018-2019 determinations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,500	$4,500	$4,500
Source	Staff Development/Travel/Conferences Staff Development Books and Supplies	Staff Development/Travel/Conferences Staff Development Books and Supplies	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"	Expenditures: B4 Books and Supplies: "Staff Development Books and Supplies" B5 Services, Other Operating Expenses: "Staff Development/Travel/Conferences"	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:

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

Location(s):

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

All	BSFCS: K-3

OR

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
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

Year	2017-18	2018-19	2019-20
Amount	$0	$500	$500
Source	N/A	Staff Development Books and Supplies	Staff Development Books and Supplies
Budget Reference	N/A	Expenditures: B4 Books and Supplies: "Staff Development Books and Supplies"	Expenditures: B4 Books and Supplies: "Staff Development Books and Supplies"

Action 3

Students to be Served:

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

All

Location(s):

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

BSFCS: K-3

OR

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Curriculum adoption for ELA.	Implementation of intervention strategies and new Social Studies Curriculum.	Curriculum adoption for Science and Garden.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$7,000	$1,000	$1,000
Source	Textbooks (adopted)	Textbooks (adopted)	Textbooks (adopted)

Year	2017-18	2018-19	2019-20
Budget Reference	Expenditures: B4 Books and Supplies: "Textbooks"	Expenditures: B4 Books and Supplies: "Textbooks"	Expenditures: B4 Books and Supplies: "Textbooks"

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

Unchanged Goal

Goal 3

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

State and/or Local Priorities addressed by this goal:

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

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

Identified Need:

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

Expected Annual Measureable 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 87% of BSFCS parents/guardians, 100% of students, and 100% of BSFCS staff are satisfied with BSFCS's educational environment. The Climate Survey states that 16% of Parents/Guardians do not feel that individual needs are addressed.	Climate Survey maintains 85% satisfaction from stakeholders and shows a decrease of 5% for parents/guardians expression of BSFCS addressing student needs.	Climate Survey maintains 85% satisfaction from stakeholders and shows a decrease of 5% for parents/guardians expression of BSFCS addressing student needs.
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 92% of BSFCS parents/guardians feel that their input is valued.	Climate Survey maintains 85% satisfaction with the BSFCS value of stakeholder input.	Climate Survey maintains 85% satisfaction with the BSFCS value of stakeholder input.

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

OR

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

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

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Review and updating of Homework Policy, Student Use of Technology, and Behavior Expectations Policy	Review and updating of Grading Policy, Attendance, Safety Plan, and Dress Code Policy.	Review and updating of Field Trip Policy and Racial Balance Outreach Policy.

Budgeted Expenditures

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

Action   2

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

Two annual Town Hall Meetings

2018-19 Actions/Services

Two annual Town Hall Meetings

2019-20 Actions/Services

Two annual Town Hall Meetings

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$400	$100	$100
Source	Other Services and Operating Expenses	Other Services and Operating Expenses	Other Services and Operating Expenses

Year	2017-18	2018-19	2019-20
Budget Reference	Expenditures: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"	Expenditures: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"	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:

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

Location(s):

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

All	BSFCS

OR

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

[Add Students to be Served selection here]	[Add Scope of Services selection here]	[Add Location(s) selection here]

Actions/Services

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

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Parent/Guardian Education Events regarding state standards, BSFCS philosophies, and topics of interest.	Parent/Guardian Education Events regarding state standards, BSFCS philosophies, and topics of interest.	Parent/Guardian Education Events regarding state standards, BSFCS philosophies, and topics of interest.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$400	$100	$100
Source	Other Services and Operating Expenses	Other Services and Operating Expenses	Other Services and Operating Expenses
Budget Reference	Expenses: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"	Expenses: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"	Expenses: B5 Services, Other Operating Expenses "Other Services and Operating Expenses"

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

$ 0

Percentage to Increase or Improve Services

5%

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

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

BSFCS identified group of unduplicated pupils is 6.82%. We recognize that not having a large 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 include Free and Reduced Price School Meals Application in our enrollment packets for all students. Free and Reduced School Meal Forms allow us to reach families to offer services. These services may include, but are not limited to free or reduced cost for lunches, afterschool support, extra-curricular site-based activities, yearbooks, and other amenities that a student may need to fully participate at BSFCS. BSFCS is actively updating any dated wording to accurately express free access to all educational activities. Should there be a need, the principal shall serve as the foster and homeless youth liaison and support for students who are emergent bilingual will be provided on an individual basis in accordance to San Luis Coastal Unified School District's Reclassification criteria and protocol. BSFCS use of data (DIBELS, Pearson Benchmarks, Climate Surveys, Free and Reduced, etc), improved strategic foundational instruction (phonics program, behavioral management coaching, Seeing Stars training, etc.), Student Success Team (SST) meetings, Independent Education Plan (IEP) and 504 procedures, and classroom interventions (supplemental curriculum, small groups, etc.) are utilized to identify and address individual student need site-wide for all students. This information guides our efforts and future actions.

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

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

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

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

Budget Summary

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

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

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the

minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

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

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

- Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter "Modified Action" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter "Unchanged Action" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and

C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

A. The implementation of state board adopted academic content and performance standards for all students, which are:

    a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts

    b. Mathematics – CCSS for Mathematics

    c. English Language Development (ELD)

    d. Career Technical Education

    e. Health Education Content Standards

    f. History-Social Science

    g. Model School Library Standards

    h. Physical Education Model Content Standards

    i. Next Generation Science Standards

    j. Visual and Performing Arts

    k. World Language; and

B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;

B. How the school district will promote parental participation in programs for unduplicated pupils; and

C. How the school district will promote parental participation in programs for individuals with exceptional needs.

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

A. Statewide assessments;

B. The Academic Performance Index;

C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;

D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);

E. The English learner reclassification rate;

F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and

G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

A. School attendance rates;

B. Chronic absenteeism rates;

C. Middle school dropout rates;

D. High school dropout rates; and

E. High school graduation rates;

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

A. Pupil suspension rates;

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

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