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

This chart shows the total general purpose revenue Los Feliz Charter School for the Arts expects to receive the coming year from all sources.

The total revenue projected for Los Feliz Charter School for the Arts is $1,526,167.00, of which $955,825.00 Local Control Funding Formula (LCFF), $95,190.00 is other state funds, $234,159.00 is local funds, and $240,993.00 is federal funds. Of the $955,825.00 in LCFF Funds, $100,761.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.
This chart provides a quick summary of how much Los Feliz Charter School for the Arts plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Los Feliz Charter School for the Arts plans to spend $1,501,166.00 for the 2019-20 school year. Of that amount, $976,178.00 is tied to actions/services in the LCAP and $524,988.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

- The General Fund Budget Expenditures that are not fully included in the LCAP include: Title I, Title II, Special Education Encroachment, administrative and classified staff salaries, financial services, afterschool programming, facilities, and maintenance and repair.

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

In 2019-20, Los Feliz Charter School for the Arts is projecting it will receive $100,761.00 based on the enrollment of foster youth, English learner, and low-income students. Los Feliz Charter School for the Arts must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high need students. In the LCAP, Los Feliz Charter School for the Arts plans to spend $161,564.00 on actions to meet this requirement.
Update on Increased or Improved Services for High Needs Students in 2018-19

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

In 2018-19, Los Feliz Charter School for the Arts's LCAP budgeted $25,854.00 for planned actions to increase or improve services for high needs students. Los Feliz Charter School for the Arts estimates that it will actually spend $24,134.28 for actions to increase or improve services for high needs students in 2018-19. The difference between the budgeted and actual expenditures of $1,719.72 had the following impact on Los Feliz Charter School for the Arts's ability to increase or improve services for high needs students:
The 2018-2019 school year marks the opening of LFCMISA with an inaugural cohort of 35 sixth-grade students. Students, staff, and parents were quite satisfied with the educational program provided as indicated on survey data included in this LCAP. The 2018-2019 school year will see the addition of a 7th-grade class with a subsequent 8th-grade class completing the middle school grades 6-8.

although there are performing arts schools in the area, few focus on arts integration. The LCAP.

The Story

2017-20 Plan Summary

Template

Local Control Accountability Plan and Annual Update (LCAP)

2018-19

Los Feliz Charter Middle School for the Arts (LFCMISA) is an independent charter school approved by the Los Angeles Unified

Origins: Los Feliz Charter Middle School for the Arts (LFCMISA) is an independent charter school approved by the Los Angeles Unified School District on January 9, 2018. LFCMISA provides a strong option for families interested in a more hands-on, arts-integrated educational program. For many years, the Los Feliz Charter School for the Arts Elementary level parents and students have been expressing a strong desire for the organization to expand to middle school grades. There are few progressive middle schools, and among those, few performing arts schools in the area. Few focus on arts integration.

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

323-539-2810

Email and Phone

Varana@losfelizarts.org

Executive Director

Varana Bill Executive Director

Contact Name and Title

LEA Name

Thetemplate

analyze the LEA's full data set, specific links to the rubrics are also provided within LEA Evaluation Rubrics: Essential data to support completion of this LCAP. Please

Appendix A: Guiding Questions: Use as prompts (not limits)

Appendix A: Prompts and Graphic Calculations

Appendix B: General Instructions, Regulations and Requirements

2018-19

LCAP Year (select from 2017-18, 2018-19, 2019-20)
CAASPP ELA: Hierpaddle 8% Exceeded Standard 42% Met the Standard
CAASPP ELA: 45% Met the Standard

Language Arts ELA: Summative assessment for the following groups:

CAASPP ELA: Overall: 2% met or exceeded the standard.

Analyzing ELA, performance on the preliminary results of the CAASPP indicate that the school has made progress on performance levels on the English

Great Progress

Great progress. Services for low-income students’ English learners, and foster youth have led to improved performance for these students.

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubric, progress toward LCAP goals, local self-assessment goals, stakeholder input, or other information, what progress is the LEA most proud of and how does the LCFF plan to maintain or build on that success? This may include identifying any specific examples of how past increases or improvements in the LCFF plan to maintain or build on that success. How does the LCFF plan to maintain or build on that success? This may include identifying any specific examples of how past increases or improvements in

Review of Performance

Goal 1: All students will attain proficiency in the core content areas.
Goal 2: Have a high average daily attendance rate.
Goal 3: Continue improvement on School Climate and Culture through teacher/staff professional development, parent education, and engagement.
Goal 4: Continue internal and external mission and vision work on our interdisciplinary arts-integrated project work.

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

LCAP Highlights

Integrate school and training facilities that shape best practices and impacts our educational system and community.
Integrate school and training facilities that shape best practices and impacts our educational system and community.
Integrate school and training facilities that shape best practices and impacts our educational system and community.
Integrate school and training facilities that shape best practices and impacts our educational system and community.

Mission: Los Feliz Charter School for the Arts is a place where students, teachers, parents, and the community collaborate to create a

the arts.

Vision: Los Feliz Charter School for the Arts is a place where students, teachers, parents, and the community collaborate to create a

Art.
English learners, and foster youth.

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

Performance Gaps

Refer to the LEA’s performance rubrics, identify any state indicators 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?

For the Chronic Absenteeism indicator: 35% are chronically absent.

CASP Math: 38% Standard Met, 66% Standard Not Met
CASP English Language Learner: 60% Standard Met, 39% Standard Not Met
CASP Math: 48% Overall: 42% Standard Met, 58% Standard Not Met

Performance levels in the Fall of 2018:

Analysis of LCF’s performance on the preliminary results of the CASPP Math assessment as well as local data shows the school has the following greatest needs.

What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Refer to the LEA’s performance rubrics, identify any state indicators or local performance indicators or other local indicators.

We implemented a "Deep Dive" model for instructional impact, where teachers and arts specialists had stronger integration and often co-taught the lessons.

Program and climate:

Parent/student survey of school climate and engagement were positive with the majority of students and parents indicating high satisfaction with the school.

Our suspension rate was 0%. Our expulsion rate continues to be 0.0%.
Budget Summary

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

<table>
<thead>
<tr>
<th>AMOUNT</th>
<th>DESCRIPTION</th>
</tr>
</thead>
<tbody>
<tr>
<td>$731,102.33</td>
<td>The goals in the LCAP for LCAP Year</td>
</tr>
<tr>
<td>$1,529,166</td>
<td>Total Funds Budgeted for Planned Actions/Services to Meet</td>
</tr>
</tbody>
</table>

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

Classroom norms resulting in more cohesive classrooms to enable better focus on instruction. The focus of professional development will be two-pronged: New math curriculum and responsive classroom. The latter will allow teachers to have stronger

LEFMSA will be adopting a new math curriculum that allows for more differentiation for the 2019-20 school year.

Increased or Improved services
Establish Baseline in ELA and Math for Schoolwide and Significant Subgroups.

CAASPP ELA FRL
27% Standard Not Met
27% Standard Nearly Met
45% Standard Met
0% Exceeded Standard

CAASPP ELA Overall:

Preliminary CAASPP Results

Expected

Annual Measurable Outcomes

Local Priorities: LFCSA Charter Petition
Priority 8: Other Pre-petition Outcomes (Preliminary)
Priority 7: Course Access (Conditions of Learning)
Priority 4: Pre-petition Outcomes (Preliminary)
Priority 2: State Standards (Conditions of Learning)
Priority 1: Basic (Conditions of Learning)

State and/or Local Priorities Addressed By This Goal:

All students will attain proficiency in the core content areas.

Goal 1

LCAP Year Reviewed: 2018-2019

Annual Update
**Action 1**

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

<table>
<thead>
<tr>
<th>Actions / Services</th>
<th>Estimated Expenditures</th>
<th>Actual Expenditures</th>
<th>Budgeted Expenditures</th>
<th>Planned Expenditures</th>
</tr>
</thead>
<tbody>
<tr>
<td>66% Standard Not Met</td>
<td>38% Standard Nearly Met</td>
<td>8% Standard Met</td>
<td>8% Exceeded Standard</td>
<td>CAASPP Math Hispanic 39% Standard Not Met</td>
</tr>
<tr>
<td>50% Standard Met</td>
<td>6% Exceeded Standard</td>
<td>CAASPP Math FRL 40% Standard Not Met</td>
<td>14% Standard Met</td>
<td>9% Exceeded Standard</td>
</tr>
<tr>
<td>CAASPP Math Overall 50% Standard Not Met</td>
<td>50% Standard Met</td>
<td>CAASPP ELA Special Ed 33% Standard Not Met</td>
<td>17% Standard Nearly Met</td>
<td>42% Standard Met</td>
</tr>
<tr>
<td>8% Exceeded Standard</td>
<td>CAASPP ELA Hispanic</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action</td>
<td>Description</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>--------</td>
<td>-------------</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Action 1</td>
<td>Conference on Professional Development – NCTM Professional Development Leads: Math/Professional Development (year long)</td>
<td>Math/Professional Development (year long)</td>
<td>Math/Professional Development (year long)</td>
<td></td>
</tr>
<tr>
<td>Action 2</td>
<td>Conference on Professional Development – NCTM Professional Development Leads: Math/Professional Development (year long)</td>
<td>Math/Professional Development (year long)</td>
<td>Math/Professional Development (year long)</td>
<td></td>
</tr>
<tr>
<td>Action 3</td>
<td>Conference on Professional Development – NCTM Professional Development Leads: Math/Professional Development (year long)</td>
<td>Math/Professional Development (year long)</td>
<td>Math/Professional Development (year long)</td>
<td></td>
</tr>
</tbody>
</table>
Due to the need to continue our focus on mathematics, we will be implementing a schoolwide Math program with professional development support from external consultants. We did not implement the external instructional coach, and reduced the Math Professional Development stipend due to lower ADA.

Explain material differences between budgeted expenditures and estimated actual expenditures.

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

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

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.

<table>
<thead>
<tr>
<th>5000-6999 Operational</th>
<th>5000-6999 Operational</th>
<th>5000-6999 Operational</th>
</tr>
</thead>
<tbody>
<tr>
<td>New Data System Expenses</td>
<td>New Data System Expenses</td>
<td>New Data System Expenses</td>
</tr>
<tr>
<td>(Project/Staff)</td>
<td>(Project/Staff)</td>
<td>(Project/Staff)</td>
</tr>
<tr>
<td>Module</td>
<td>Module</td>
<td>Module</td>
</tr>
<tr>
<td>Days and extended staff meetings</td>
<td>Training offered to teachers during pupil free time</td>
<td>Purchased Illuminate Data &amp; Assessment</td>
</tr>
<tr>
<td>Expenditures</td>
<td>Expenditures</td>
<td>Actions/Services</td>
</tr>
<tr>
<td>--------------</td>
<td>--------------</td>
<td>-----------------</td>
</tr>
<tr>
<td>Estimated</td>
<td>Budgeted</td>
<td>Actual</td>
</tr>
</tbody>
</table>

**District Attendance Rate**

Projected difference: increased by 2.4%

District average: 1.0%

Chronic Absenteeism is 35%

Expected

**Annual Measurable Outcomes**

- Local Priorities: LCMPSA Charter Petition
- State Priorities: Parental Involvement (Engagement)

State/or Local Priorities addressed by this goal:

- Have a high average daily attendance rate.
GOAL 3

State and/or Local Priorities addressed by this goal:

Continue improvement on school climate and culture through teacher/staff professional development, parent education and communication, facility improvements.

Analysis

No significant changes. We will continue with this year’s implementation, and continue to educate our parent population.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this:

Although there were no significant changes, we will continue to address the goal. We will continue to monitor and report on attendance and work with parents on attendance issues.

Explain material differences between budgeted expenditures and estimated actual expenditures:

The efforts did not net as much gain as we had hoped. Part of this was a reorganization of administrative and office staff roles and responsibilities.

The overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA:

Describe the current work being done to support students with chronic absences:

This year we created a prompt for the Independent Study process, and made it readily available online. We were able to hold a few START meetings with chronic absent students.

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

Analyses
<table>
<thead>
<tr>
<th>Estimated Actual</th>
<th>Expenditures Budgeted</th>
<th>Expenditures Actual</th>
<th>Actions/Services Planned</th>
<th>Actions/Services</th>
<th>Actions/Services</th>
</tr>
</thead>
<tbody>
<tr>
<td>99%</td>
<td>Caning, helpful and responsive school administration and staff are approach. (e.g. Cool Tools, Mindfulness) School/Social Emotional Learning I believe in the school's Safe Approach.</td>
<td>99%</td>
<td>Emergency Appropriately in the event of an emergency I am confident that the school will</td>
<td>99%</td>
<td>My child feels safe at this school.</td>
</tr>
</tbody>
</table>

New Annual Survey Questions on Safety (Percent: Strongly Agree or Agree):

<table>
<thead>
<tr>
<th>Expected</th>
<th>Actual</th>
<th>Annual Measurable Outcomes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Expulsion Rate: 0.0%</td>
<td>Expulsion Rate: 0.0%</td>
<td>Annual Measurable Outcomes</td>
</tr>
<tr>
<td>Suspension Rate: 0.0%</td>
<td>Suspension Rate: 0.0%</td>
<td>Annual Measurable Outcomes</td>
</tr>
</tbody>
</table>

Local Priorities: LFCSA Charter Petition
Priority 6: Other Pupil Outcomes (Pupil Outcomes)
Priority 7: Course Access (Conditions of Learing)
Priority 6: School Climate (Engagement)
<table>
<thead>
<tr>
<th>SEL Support</th>
<th>SEL Support</th>
<th>Whole staff training &amp; teacher inservice training 3 teacher inservice training 5 EOP at PTA training and PTA funding</th>
<th>SEL Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>$196,328 LCF Supplemental</td>
<td>$182,000 LCF Supplemental</td>
<td>$200,000 LCF Supplemental</td>
<td>$3,555</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEL Support</th>
<th>SEL Support</th>
<th>Counseling Items (2)</th>
<th>Counseling Items (2)</th>
</tr>
</thead>
</table>
| $1,173.88 LCF Supplemental | $72,000 LCF Supplemental | $75,000 LCF Supplemental | |}

<table>
<thead>
<tr>
<th>SEL Support</th>
<th>SEL Support</th>
<th>SEL Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>$3,000-3,999 Employee Salaries</td>
<td>1200 Certified Pupil</td>
<td>5 EOP Occupational Therapist</td>
</tr>
<tr>
<td>1000-1,999 Certified Salaries</td>
<td></td>
<td>5 EOP School Psychologist</td>
</tr>
<tr>
<td>$28,922 LCF Supplemental</td>
<td>5 EOP School Psychologist</td>
<td>5 EOP School Psychologist</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEL Support</th>
<th>SEL Support</th>
<th>SEL Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>$200,000 LCF Supplemental</td>
<td>$200,000 LCF Supplemental</td>
<td>$200,000 LCF Supplemental</td>
</tr>
<tr>
<td>$182,000 LCF Supplemental</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>SEL Support</th>
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<th>SEL Support</th>
</tr>
</thead>
<tbody>
<tr>
<td>$100,000 LCF Supplemental</td>
<td>$100,000 LCF Supplemental</td>
<td>$100,000 LCF Supplemental</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
State and/or Local Priorities addressed by this goal:

**Goal 4**

<table>
<thead>
<tr>
<th>Priority 2: State Standards (Conditions of Learning)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Priority 1: Basic (Conditions of Learning)</td>
</tr>
<tr>
<td>State Priorities:</td>
</tr>
</tbody>
</table>

Continue Internal and external mission and vision work on our interdisciplinary and integrated project work.

**Additional professional development in SEL.**

No significant changes were made; other than some actions were implemented less than anticipated. There will be changes to next year's actions by adding and analyzing to the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

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

- **Goal 4**

**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 from the LCFF Evaluation Rubrics, as applicable.

Explain material differences between budgeted expenditures and estimated actual expenditures:

Describe the overall implementation of the actions/services to achieve the articulated goal as measured by the LEA:

We were able to implement nearly all action items.

Describe the overall effectiveness of the actions/services to achieve the articulated goal:

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this.

There is a slight difference with the consultant, as we were not able to schedule as many meetings. Also, we did not implement the SEL video due to low ADA.

This year we had no suspensions or expulsions. Per the parent survey, we are showing higher engagement levels and higher satisfaction with safety.

**Describe material differences between budgeted expenditures and estimated actual expenditures:**

Explain any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this.

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 from the LCFF Evaluation Rubrics, as applicable.
<table>
<thead>
<tr>
<th>Estimated Actual</th>
<th>Action/Services Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 FTE of Specialists</td>
<td></td>
</tr>
<tr>
<td>$7,884,177 Supplemental Salaries</td>
<td></td>
</tr>
<tr>
<td>$7,893,399 Employee Salaries</td>
<td></td>
</tr>
<tr>
<td>Thru Aug. 2018 (12 week program implement and workload)</td>
<td></td>
</tr>
<tr>
<td>2.0 FTE of Specialists</td>
<td></td>
</tr>
<tr>
<td>$7,884,177 Supplemental Salaries</td>
<td></td>
</tr>
<tr>
<td>$7,893,399 Employee Salaries</td>
<td></td>
</tr>
<tr>
<td>Thru Aug. 2018 (12 week program implement and workload)</td>
<td></td>
</tr>
</tbody>
</table>

Ensure continuous improvement in art integration.

Maintain full time arts specialist 0.2 FTE for each position (visual arts, music, dance) to maintain full time arts specialist 0.2 FTE for each position (visual arts, music, dance) to maintain full time arts specialist 0.2 FTE for each position (visual arts, music, dance) to maintain full time arts specialist 0.2 FTE for each position (visual arts, music, dance) to ensure continuous improvement in art integration.

<table>
<thead>
<tr>
<th>Estimated Actual</th>
<th>Action/Services Planned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.0 FTE of Specialists</td>
<td></td>
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<tr>
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Ensure continuous improvement in art integration.

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### Actions / Services

**Duplicate the Actions/Services from the prior year LCAF and complete a copy of the following table for each.**

**Expected**

<table>
<thead>
<tr>
<th>Actual</th>
</tr>
</thead>
<tbody>
<tr>
<td>0.6 FTE of arts integration director</td>
</tr>
<tr>
<td>0.2 FTE for each position (visual arts, music)</td>
</tr>
<tr>
<td>0.2 FTE for each position (visual arts, music)</td>
</tr>
<tr>
<td>0.2 FTE for each position (visual arts, music)</td>
</tr>
</tbody>
</table>

**Annual Measurable Outcomes**

Local Priorities: LFMASA Change Petition

Priority 1: Course Access (Conditions of Learning)

Priority 2: Pupil Achievement (Pupil Outcomes)
Analyze and analyze of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this new data.

Material differences occurred as a result of lower student enrollment than initially projected.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

| Director 6 FTE of Arts Integration | Integrated 6 FTE of Arts 3000-3999 Employees 1000-1999 Certified LCAP Supplemental $6,794.10 100% of LCAP | Catalyst Educator Days (6 sessions) Catalyst Conference (annual) Placed Deep Drive into integrated units Individual teachers within the arts specialist teams, with the Arts Specialist and with the LCAP, met and discussed integration with grade level.
<table>
<thead>
<tr>
<th><strong>Actions/Services</strong></th>
<th><strong>Actual</strong></th>
<th><strong>Planned</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Estimated Expenditures</td>
<td>Budgeted Expenditures</td>
<td>Was funded by LCPS PTA, no theater specialist funded.</td>
</tr>
</tbody>
</table>
How did these consultations impact the LCAP for the upcoming year?

**Impact on LCAP and Annual Update**

The information was reviewed by the Site Council on June 10, 2019 and June 11, 2019. It has been integrated into the goals and recommendations in the Site Council’s annual report.

The LCAP was approved by the LCFA Board of Directors, and the school site council (SSC) was involved in the monitoring and revision of the LCAP throughout the year, and the development of the annual update.

The LCFA LCAP is posted on the school website for public viewing.

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

**Involvement Process for LCAP and Annual Update**

LCAP Year: 2018-19

**2019-20 Local Control Accountability Plan**

2019-20 Local Control Accountability Plan:

LECSA, as a single school district, has set up a process to include stakeholder feedback. The following was the process for the selection of priorities for the LCAP.

- 2018-19 Local Control Accountability Plan:
  - How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?
  - No major changes will continue with implementation and enhancement of actions and services.
  - We will continue this year’s plan of the “Deep Dive” plan the
  - 2019-20 School Year:
    - Involvement Process for LCAP and Annual Update
    - Stakeholder Engagement
Noise Reduction Pilot
Responsible Classroom Professional Development
Math Workshop Implementation
Schoolwide Math Assessments into the Data Software System
New Mathematics Curriculum
Actions added for 2019-20:
Responsible Classroom.

There are a few action items being added to the 2019-20 LCAP that build upon these themes. A unified focus on math instruction using a program vetted by the Math Committee, which will be programmed into our Data System. In addition, to further strengthen our SEL work, a 4 Day Professional Development for the curriculum committee which will be added into our draft system. The creation of a schoolwide math assessment developed by the Math Committee and teachers, both a new curriculum and new method of math workshops. The creation of a schoolwide CIP assessment developed by the Math Committee.

The overarching themes were mostly a continuation of the previous year’s themes (e.g. Improving social emotional support to help struggling students access the curriculum, continuing with our implementation of Comprehensive Guidance Instruction, increasing student attendance, and continuing to strengthen our
N/A school not open

<table>
<thead>
<tr>
<th>Year</th>
<th>ELA: 54%</th>
<th>% will increase by 5% Overall ELA and Math Metrics/Indicators</th>
</tr>
</thead>
<tbody>
<tr>
<td>2019-20</td>
<td>2018-19</td>
<td>Baseline</td>
</tr>
</tbody>
</table>

Expected Annual Measurable Outcomes:

- Increase individual teacher support and professional development in delivering ELA for English Learners.
- Continue efforts to ensure that mathematics instruction is taught with targeted focus on Hispanic and Socioeconomically Disadvantaged and English Learner subgroups.

Identified Need:

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

- All students will attain proficiency in the core content areas.

**Goal 1**

Unchanged

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

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

**Goals, Actions, & Resources**
Planed Actions / Services

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>Scope of Services:</th>
<th>Students to be Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

OR

<table>
<thead>
<tr>
<th>Location(s):</th>
<th>Scope of Services:</th>
<th>Students to be Served:</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

For Actions/Services included as contributing to meeting the increased or improved Services Requirement:

1. Action

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

<table>
<thead>
<tr>
<th>Action</th>
<th>N/A school not open</th>
<th>N/A school not open</th>
<th>N/A school not open</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

%: 23%
<table>
<thead>
<tr>
<th>Reference</th>
<th>Source</th>
<th>Amount</th>
<th>Year</th>
</tr>
</thead>
<tbody>
<tr>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
<td>N/A</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Budget Expenditures</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>5 Certified Teachers</td>
<td>$269,409</td>
<td>$105,266.12</td>
</tr>
<tr>
<td>3000-3999 Employee Benefits</td>
<td>$1,000-1,999 Certified Salaries</td>
<td>$1,000-3,999 Certified Salaries</td>
</tr>
<tr>
<td>LCPF</td>
<td>LCPF</td>
<td>LCPF</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Actions/Services</th>
<th>2017-18</th>
<th>2018-19</th>
</tr>
</thead>
<tbody>
<tr>
<td>English Learners: Foster youth and low income</td>
<td>Select from New, Modified, or Unchanged for</td>
<td>Select from New, Modified, or Unchanged for</td>
</tr>
<tr>
<td>Base schools</td>
<td>LEA wide</td>
<td>LEA wide</td>
</tr>
</tbody>
</table>

*Note: N/A school not open*
## Estimated Supplemental and Concentration Grant Funds

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>$100.760</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCAP Year: 2019-2020</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Percentage to Increase or Improve Services</th>
<th>$163.974</th>
</tr>
</thead>
<tbody>
<tr>
<td>LCAP Year: 2018-2019</td>
<td></td>
</tr>
</tbody>
</table>

These expenditures are important in supporting academic progress of LEFMSA’s unduplicated population.

- Differential Instruction
- Counselor & Special Education roles
- Culture Community and Parent Liaison Pilot Program
- All teachers dedicated 10% of time to EL improvements
- EL PAC Training leads
- Summer institute implemented
- Teacher Lead Roles developed
- Professional Development via instructional coaches for Teachers

See below for a billet dot overview of the additions and improvements:

- LCAP has 1 English Language Learner, 22 low-income students with a total unduplicated population of 62.7% students. Total funding for unduplicated pupils.

- LEFMSA has 1 English Language Learner, 22 low-income students with a total unduplicated population of 62.7% students. Total funding for unduplicated pupils.

- Identify each action/service being funded and provided on a schoolwide or LEA-wide basis, include the required description.

- 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.

- 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.
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
material revision to the school's charter petition. In LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a
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 Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.
_Annual Measurable Outcomes_

Annual Measurable Outcomes is the last year of the 2017/18 – 2019/20 LCAP. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP, and LCAP year 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, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals from the 2016/17 LCAP.*

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

**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. Activities that follow the not-for-profit accounting model are reported in the General Fund. For 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 the total budgeted expenditures, 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 in the LCAP, the budgeted expenditures associated with the actions/services included in the LCAP, the budgeted expenditures included in total General Fund expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year, and the total funds budgeted for planned actions/services for the LCAP year.

**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.

**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.

*Note:* The total funds budgeted for planned actions/services for the LCAP year includes other than General Fund expenditures.

**Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP:** This amount is the total of the budgeted expenditures for the LCAP year.

**For 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 the total budgeted expenditures, such as those budgeted in the Charter Schools Enterprise Fund.**

**Annual Update**

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

For 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 the total budgeted expenditures, such as those budgeted in the Charter Schools Enterprise Fund.
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. Describe any changes made to this goal, expected outcomes, metrics, or actions/services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics.

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. Stakeholders should be included in the development of the LCAP. EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

EC identifies the minimum consultation requirements for school districts and county offices of education in developing the LCAP. In addition, EC Section 48985 requires charter schools to consult with parents, teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In developing the LCAP, 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 the LCAP, stakeholders should be asked for feedback on the LCAP.

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 the LCAP, stakeholders should be asked for feedback on the LCAP.

Stakeholder Engagement

Changes can be found in the LCAP.

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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 school district’s and county office of education’s Stakeholder Engagement Committee. This section shall also include a description of the process used to consult with the LEAs’ local bargaining units.

Charter schools: Describe the process used to consult with teachers, principals, administrators, school personnel, parents, and students to inform the development of the LCAP and annual review and analysis for the current LCAP year or charter schools. The number of years addressed in the LCAP may align with the term of the charter schools budget. Typically, one LCAP includes a description of the annual goals, for all students and each LEA’s identified group of students, to be achieved for the indicated LCAP year.

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each LCAP year. 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?

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?

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 LCAP year. 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?

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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?
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 of 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. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting the 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 students to be served.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must 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 the location(s) as applicable. "Specific Student Group(s)" is entered, identity the specific student group(s) as applicable. If students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)". If students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)", indicate in this box which student group(s) will benefit.

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

Students to be Served

The LEA must complete 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.

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 identify the location where the action/services will be provided. If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must identify the location(s) as applicable. If students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student Group(s)", indicate in this box which student group(s) will benefit.

Expected Annual Measurable Outcomes

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. LEAs 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)
(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. If the services are provided to all schools within the LEA, the LEA must indicate the location where the actions/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate the location 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.

These terms are used in a consistent manner through the LCAP. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided within the same charter petition. 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 under a single "LEA-wide," school(s). For charter schools operating single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous; 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 under a single charter. 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.

Location(s): If the action/service is being funded and provided is limited to the unduplicated students identified in "Students to be Served," enter "Limited to Unduplicated Student Group(s)." If the action/service is being funded and provided is limited to the entire educational program of a particular school, enter "Schoolwide." If the action/service is being funded and provided is limited to a single school within the LEA, enter "LEA-wide." For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous; therefore, either would be appropriate. 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 under a single charter. Charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate.

Students to be Served: For any action/service contributing to meeting the increased or improved services requirement, the LEA must identify the unduplicated student group(s) being served. The LEA must identify one of the following three options: indicating "LEA-wide," "Schoolwide," or "Limited to Unduplicated Student Group(s)." The LEA must identify the scope of service by identifying the increased or improved services requirement, the increased or improved services requirement, and the increased or improved services requirement. Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" or "Specific Grade Spans." If 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.
For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where budgeted expenditures may be treated as such.

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. LEAs may number the action/service using the "Action #" box for ease of reference. Actions/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. 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: Enter "New Action" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

Unchanged: 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.

Modified: 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. LEAs may number the action/service using the "Action #" box.

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.

Expenditures

Expenditures must be classified using the California School Accounting Manual as required by EC sections 52061, 52067, and 47606.5.

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/or 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 may enter "Unchanged Action" and leave the subsequent year columns blank rather than having to copy/paste the "Unchanged Action" and leave the subsequent year columns blank having to remove unchanged action/service is articulated to remain unchanged for the duration of the plan or plan year.

New/Modified/Unchanged:
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) 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 LCAP year. To improve services provided for all students in the LCAP year, at least the percentage calculated as compared to services provided for all students in the LCAP year, the LCAP must be completed for each LCAP year.

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and any schoolwide or districtwide identified as unduplicated services being provided on a schoolwide or districtwide basis.

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 Section 15496(a)(4)(5).

Consistent with the requirements of Section 15496(a)(4)(5), describe how services provided for unduplicated pupils are increased or improved, and how services provided for unduplicated pupils are increased or improved.

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

For those services being provided on an LA-Wide basis:

Identify each action/service and include the required descriptions summarizing each action/service as follows:

If the overall increase or improvement in services for unduplicated pupils results in the required proportional increase or improvement in services for unduplicated pupils, the description must address how the action/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement. This description must explain how services are increased or improved to at least the percentage calculated as compared to services provided for all students in the LCAP year.

For those services being provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows:

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 the 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 how the services are the most effective use of the funds to meet its goals for unduplicated pupils. 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 schools with 40% or more enrollment of unduplicated pupils or underprivileged pupils:

Describe how these services are principally directed to and how 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 effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For schools with 40% or more enrollment of unduplicated pupils:

Describe how these services are principally directed to and how effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

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.

For school districts with an unduplicated pupil percentage of less than 55%:

Describe how these services are principally directed to and how effective in meeting its goals for its unduplicated pupils.
The English learner recategorization rate:

D. Development Test (CELDT):

Framework:

C. The Academic Performance Index:

A. Statewide assessment:

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

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

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

A. The efforts of the school district makes to seek parental input in making decisions for the school district and each individual school site:

Priority: 3: Parental involvement addresses:

B. The programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic

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

Priority: 2: Implementation of State Standards addresses:

C. School facilities are maintained in good repair.

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

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

Priority: 1: Basic services address the degree to which:

State Priorities

1. English language arts – Common Core State Standards (CCSS) for English language arts

2. Mathematics – CCSS for Mathematics

3. English language arts – Common Core State Standards (CCSS) for English language arts

4. Visual and performing arts

5. Next Generation Science Standards

6. Physical Education Model Content Standards

7. Model School Library Standards

8. History-Social Science

9. Health Education Content Standards

10. Career Technical Education

11. English Language Development (ELD)
E. Methods for measuring progress toward local goals.

A. Local priority goals:

D. Establishing a mechanism for the efficient and effective transfer of health and education records and the health and education passport.

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 educational studies and progress information that is required to be included in court reports.

B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including:

A. Working with the county child welfare agency to minimize changes in school placement for foster children.

10. Coordination of services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for:

Priority 1: Coordination of services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for instruction of expelled pupils.

Priority 2: Coordination of instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate:

C. Programs and services developed and provided to individuals with exceptional needs.

B. Programs and services developed and provided to underachieving pupils, and

A. Special course of study including courses described under EC sections 51210 and 51220(a)(i), as applicable.

Priority 3: Courses address the extent to which pupils have access to and are enrolled in:

A. Course Local measures. Including surveys of pupils, parents, and teachers on the sense of unity and school connectedness.

B. Pupil expulsion rates, and

A. Pupil suspension rates.

Priority 4: School Climate as measured by all of the following, as applicable:

E. High school graduation rates.

D. High school dropout rates.

C. Middle school dropout rates.

B. Chronic absenteeism rates.

A. School attendance rates.

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

The percentage of pupils who participate in and demonstrate college preparation pursuant to the Early Assessment Program, or any

The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher, and
For the purposes of completing the LCAP in reference to the state priorities under EC sections 52060 and 52066, as applicable to type

Appendix A: Priorities 5 and 6 Rate Calculation Instructions

(1) The number of cohort members who graduated from 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 number of cohort members who graduated from 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.

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

(4) 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, or else “chronically absent” means a pupil who is absent 10 percent or more of the school days in the school year when the total number of days a pupil is enrolled is divided by the total number of days the pupil is enrolled and school was actually taught in the regular day school year.

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

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

(5) "Middle school dropout rate" shall be calculated as follows:

- (1) The number of cohort members who dropped out 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).

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

- (1) The number of cohort members who dropped out 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).

(7) "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 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).

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

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

- (2) The total number of cohort members.

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

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

Divide (1) by (2).

"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).

Divide (1) by (2).

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 274, 2574, 42238.01, 42238.02, 52064.01, 42238.03, 42238.07, 42238.07, 47605.6, 47605.6, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001; 20 U.S.C. Sections 6312 and 6314.
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 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?

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?

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 been included in the LEA’s process in a timely manner to allow for engagement in the development of the LCAP?

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

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

4) 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 sections 42238.01 and groups as defined in EC Section 52052 that are different from the LEA’s goals for all pupils?

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/measurements) was considered/reviewed to develop goals to address each LEA’s goal(s)?

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

10) What information was considered/reviewed for subgroups identified in EC Section 52062?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA’s goal(s) to address the 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 the state priorities related to “Pupil Outcomes”: Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), and Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Course Access (Priority 7)?

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 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?

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, site’s 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/measurements) was considered/reviewed to develop goals to address each LEA’s goal(s)?

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

10) What information was considered/reviewed for subgroups identified in EC Section 52062?
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?

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

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?