

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Contact Name and Title	Email and Phone
Los Feliz Charter School for the Arts	Linda Lee, Executive Director/Principal	linda@losfelizarts.org 323-539-2810

2017-20 Plan Summary

The Story

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

Educational Program: Los Feliz Charter School for the Arts (LFCSA) is a very unique, vibrant, and important educational institution that serves a diverse population of 520 students from transitional kindergarten through fifth grades. We are proud to offer inspiring, engaging and challenging learning experiences that allow students to learn in and through the arts. Our arts-integrated, project-based method deeply connects students' experiences, emotions, and the new Common Core State Standards. Children are expected to go beyond just "getting the right answer", they are expected to be able to critically think of multiple solutions, actively collaborate with others, creatively express their ideas, and effectively communicate them. This is what we offer our students.

Mission: To engage children in an inspiring, challenging, and civically active educational experience that embraces learning through the arts.

Vision: Los Feliz Charter School for the Arts is a place where students, teachers, parents, and the community collaborate to create a nurturing and inspiring learning environment where students can develop academic and life skills through creativity, inquiry, investigation, and reflection. Our arts integrated curriculum nurtures curiosity, confidence, collaboration, resilience, and civic engagement, enabling students to approach learning in different ways. Through project-based, constructivist learning, students are able to take risks and be actively engaged in their learning experience. In addition, LFCSA endeavors to become a model arts integration school and training facility that shares best practices and impacts our educational system and community.

LFCSA is not a performance-based art program but rather a program that teaches core curriculum in and through the arts. Not only do all of our students meet with our Visual Art, Music and Dance Specialists weekly, their credentialed classroom teachers are trained in developing arts-integrated Common Core Curricula. Our students study and explore music, dance, visual arts, and theater arts, using participatory experiences in these disciplines to make deep and personal connections with content standards and broaden their understanding of the world around them. Our curriculum employs a creative problem-solving model that teaches children more than facts and figures; it harnesses natural curiosity, fostering

children who ask thoughtful questions and use the tools around them to find answers. We nurture a sense of individual achievement throughout the curriculum.

LCAP Highlights

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

Los Feliz Charter School for the Arts (LFCSA) has created a Local Control Accountability Plan (LCAP) that aligns to the goals our charter and facilitates the integration of various school plans.

The major highlights with of this year plans continues our focus on teacher professional development in mathematics, school climate, and our interdisciplinary arts-integrated curriculum.

We were able to implement nearly all the action items in the 2017-18 LCAP, and added additional actions to support our goals for this upcoming year.

Professional Development

- Lesson Studies: Cognitively Guided Instruction - Mathematics
- Positive Behavior Intervention training
- Museum of Tolerance – Diversity and Inclusion
- Whole Brain Child Book Study
- New to LFCSA induction
- Summer Institute
- Teacher and Content lead bonuses
- Instructional Coach support

Art Integration

- Maintain full time specialists
- Expand CalArts Theater Arts partnership to more grade levels
- Catalyst Conference and Educator Days

School Climate

- Attendance Improvement
- Social Emotional Learning Committee
- 3 Counseling Interns to support individual and small group SEL needs
- .5 FTE Safe School Facilitator
- .5 FTE School Psychologist

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

Analysis of LFCSA's performance on state indicators reported in the California School Dashboard (Dashboard), as well as local data, shows that the school has the following performance levels in the Fall of 2017.

Suspension rate continues to be our greatest progress with a performance level of "green" for overall, with levels of "blue" for English Learners and Students with Disabilities. Although the level dropped from blue to green, our suspension rate qualified as "Very Low" at 0.4%. Our expulsion rate continues to be 0.0%

The English Learner Progress Indicator continues to be at a level “orange” and this subgroup showed an increase in performance by +8.1 points.

This was supported via the implementation of ELD folders, continued monitoring of internal assessments and Response to Intervention support.

The English Language Arts Indicator overall is “green” for the White subgroup, with a “High” status. Our Overall and Socioeconomically Disadvantaged subgroups are “yellow”, with the socioeconomically disadvantaged subgroup showing an increase of +9.7 points.

In considering this data, LFCSA is somewhat satisfied that the majority of student groups are in the “Green and Yellow” ranges in the indicators of English Language Arts, and, via local data, reclassification of English Learners. We believe our Readers/Writers workshop model allows for differentiation of instruction to allow for students to read and write at their level, in a model that also preserves their interest in reading and writing.

LFCSA is proud that all student groups are in “green” for the suspensions indicator. Our Safe School/Cool Tools method, along with Responsive Classroom and Positive Behavior Intervention Systems have allowed the school to implement alternatives to suspension, and focus up developing a culture of empathy. We feel that we are making strides to reduce the disproportionality of suspensions for minorities and special needs students. We anticipate being in “blue” for Fall 2018 in this area.

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

Within English Language Arts, our greatest needs are represented in our socio-economic, Hispanic, and special needs population, where they are in “yellow” and we will continue to target our Response to Intervention program to students who are below benchmark for reading.

Per our Spring 2017 CAASPP scores, we were above the District and State averages with all of our subgroups, except English Learners. We will continue to target English Learners with our Response to Intervention program and increased professional development and coaching for ELD instruction.

The Mathematics Indicator shows all groups in “Orange” - with our Hispanic group in “Orange”; socio-economic group in “Yellow”, specials needs group in “Orange”, and White in “Yellow”

The schools goals in mathematics were to address our mathematics program, and provide training in Cognitively Guided Instruction to our teachers, specialists, and Response to Intervention teams. We also implemented and will continue to implement the math lead role. In addition, teachers requested individualized math professional development.

As our staff becomes stronger in developing community culture in the classrooms, the content learning will also strengthen. Teachers are learning to understand and work with the social emotional needs presented by students, especially those whom are struggling to access the curriculum. There is a staff identified need for support in classroom management and student engagement.

In addition, the continued focus on interdisciplinary arts-integrated projects will allow for students to demonstrate learning through different modalities in an authentic manner.

Continued implementation of the teacher lead roles, instructional coach, full time specialists (to further arts integration and allow for teacher planning time), are strategies LFCSA will continue to employ to support teacher professional development.

Although the school designated an ELD teacher lead, who served as a trainer for the implementation of the ELPAC, further professional development is needed. Also, the school will focus the instructional coach’s support into

differentiation of instruction so that English Learners, Hispanic, and Socioeconomically Disadvantaged students can be better supported.

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

There was one student group that fell two or more performance levels below the “all student” performance - Students with disabilities in ELA.

Although this subgroup’s status is “Very Low” in which the lower performance level is due to a significant decline, their performance as a subgroup (75.8 points below level 3) is still higher than that of our authorizing District (131.6 points below level 3). We attribute the decline due to small sample size (31 students), where a small change in the cohort can cause a large shift.

We will however continue to work on supporting their progress through differentiation, collaboration between General Ed and Special Ed, and ensure that the IEPs are written with educational benefit.

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

See Greatest Needs section above.

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

\$5,407,479

Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year

\$2,052,186

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

DESCRIPTION

AMOUNT

Total Projected LCFF Revenues for LCAP Year

\$3,897,357

Annual Update

LCAP Year Reviewed: 2017–18

Goal 1

All students will attain proficiency in the core content areas.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: LFCSA Charter Petition

Annual Measureable Outcomes

Expected

Overall ELA and Math will increase by 5% over baseline, +1% each year
Economically Disadvantaged will increase by 5% over baseline, +1% each year
Hispanic will increase by 5% over baseline, +1% each year
English Learner will increase by 3% over baseline, +1% each year or above
District and State Averages
Special Education Subgroups will increase by 3% over baseline, +1% each year

Actual

	2016	2017	Difference
Overall ELA	47%	50%	3.0%
White ELA	70.0%	65.2%	-4.8%
FRL ELA	32.0%	40.0%	8.0%
Hispanic ELA	32.0%	35.5%	3.5%
Sped ELA	27.0%	17.2%	-9.8%
EL ELA	4.0%	0.0%	-4.0%
Overall Math	37%	39%	2.0%
White Math	58.0%	58.9%	0.9%
FRL Math	20.0%	25.9%	5.9%
Hispanic Math	23.0%	22.3%	-0.7%

Expected

Actual

	Sped Math	30.0%	13.8%	-16.2%
	EL Math	4.0%	0.0%	-4.0%

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Basic Educational Program provided to all students. Maintain Art Specialist full-time to support Interdisciplinary arts-integrated projects and grade level team planning time.	Established grade level planning times for the year for teams to plan lessons and units, as work on grade level SMART goal to address math goals for students.	650,000 LCFF 1000-1999 Certificated Salaries 3000-3999 Employee Benefits Ten Certificated Teachers 519,670 LCFF 5000-5999 Operational Services Facilities Cost	650,000 LCFF 1000-1999 Certificated Salaries 3000-3999 Employee Benefits Ten Certificated Teachers 519,670 LCFF 5000-5999 Operational Services Facilities Cost

Action 2

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

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Support teachers with instructional delivery and identifying students for tracking and differentiation of instruction with a focus on subgroups in “Orange” or “Red” on the LCFF rubric (e.g. Hispanic and Socioeconomically Disadvantaged groups in math, English Learner performance on CAASPP) via instructional coach, teacher lead roles, master teachers, and professional developments.

Social Emotional Learning (SEL) support for students who were struggling to access the curriculum due to SEL/sensory needs.

Professional Development: SEL: Museum of Tolerance, book study (year long); Math/CGI (yearlong); ELD & ELPAC (year long) via pupil free days and faculty meetings.

Lesson Studies: Math

4 Master teacher mentors

Content Lead in math

Content Lead in ELD

Content Lead in Interdisciplinary planning

Instructional Coach/Consultant

ELPAC administration training

ELPAC administration and scoring

30,000 LCFF Supplemental
5000-5999 Operational
Expenses Instructional
Coaching

15,000 LCFF Supplemental
1000-1999 Certificated
Salaries & 3000-3999
Employee Benefits and
Teacher Lead Roles

14,000 LCFF Supplemental
1000-1999 Certificated
Salaries
3000-3999 Employee
Benefits
Summer Institute stipends

2,000 LCFF Supplemental
1000-1999 Certificated
Salaries
2000-2999 Classified
Salaries
3000-3999 Employee
Benefits
ELPAC training for teacher
lead & office staff

156,704 LCFF
Supplemental
1000-1999 Certificated

30,000 LCFF Supplemental
5000-5999 Operational
Expenses Instructional
Coaching

15,000 LCFF Supplemental
1000-1999 Certificated
Salaries & 3000-3999
Employee Benefits and
Teacher Lead Roles

14,000 LCFF Supplemental
1000-1999 Certificated
Salaries
3000-3999 Employee
Benefits
Summer Institute stipends

1,000 LCFF Supplemental
1000-1999 Certificated
Salaries
2000-2999 Classified
Salaries
3000-3999 Employee
Benefits
ELPAC training for teacher
lead & office staff

103,880 LCFF
Supplemental
1000-1999 Certificated

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

		Salaries 3000-3999 Employee Benefits Maintain and refine teacher ELD monitoring process. 10% of certificated classroom teacher salaries.	Salaries 3000-3999 Employee Benefits Social Emotional Support for students with behavioral struggles .5 FTE School Psychologist & .5 FTE Occupational Therapist
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Action 3

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Implement a new data software system (Illuminate DnA). The previous system no longer provided services.	Purchased new data system. Training offered to teachers during pupil free days and extended staff meetings.	9,300 LCFF 5000 -5999 Operational Expenses New Data System (Illuminate DnA)	9,300 LCFF 5000 -5999 Operational Expenses New Data System (Illuminate DnA)
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Analysis

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

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

The prior year was our first year of implementation for Cognitively Guided Instruction for math. We anticipated an implementation dip as teachers learn how to work more with students’ conceptual understandings, rather than teaching algorithms, and were slightly satisfied that our overall performance level in the dashboard is “maintained” and did not decline. The overall group was 35.1 points below level

3, and our authorizing district's overall group was 39.6 points below level 3. Our Socioeconomically disadvantage subgroup increased, while our English Learner, White, Hispanic, and Special Ed groups declined.

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

We believe it is too early to determine whether the actions are effective. We await this years CAASPP scores to see the difference to last year, which serves as a baseline.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was a difference in expenditures in the last Action 2, where we replaced the EL salary expenditures with School Psychologist and Occupational Therapist salary expenditures.

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

The change was the addition of Social Emotional Support for students with behavioral struggles. We will continue these supports in the 2018-19 Action plan (Goal 1).

Goal 2

Increase Average Daily Attendance Rate.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: LFCSA Charter Petition

Annual Measureable Outcomes

Expected

Increase attendance rate annually, of all students and subgroups, until we are above the District average.
 Baseline: 94.1%
 Increase by 2% until greater than the Authorizing District rate
 Reduce Chronic Absentee rate, decrease 1% from previous year.
 Baseline: 15.7%
 Lower chronic absenteeism rate annually, of all students and subgroups, until we are above the District average.
 District average: 11.7%

Actual

Projected ADA for 2017-18 is 95.0%
 District average: TBD
 Projected increase of 0.9%

 Projected Chronic Absenteeism for 2017-18 is TBD
 District average: TBD
 Projected difference: TBD

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Hire half-time office assistant to monitor and report on attendance and work with parents on attendance issues.	<p>Hired half-time office assistant to monitor and report on attendance and work with parents on attendance issues.</p> <p>Created short-term Independent Study process</p> <p>Created a perfect attendance award system with trimester recognition.</p> <p>Held some SART meetings with chronic absentee students.</p>	<p>\$10,491 LCFF</p> <p>2000-2999 Classified Salaries</p> <p>3000-3999 Employee Benefits</p> <p>PT Office Assistant & benefits</p>	<p>\$10,491 LCFF</p> <p>2000-2999 Classified Salaries</p> <p>3000-3999 Employee Benefits</p> <p>PT Office Assistant & benefits</p>

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.

We were able to hire a half-time office assistant to monitor and report on attendance and work with parents on attendance issues. This year we created a short-term Independent Study request process, and created a perfect attendance award system with trimester recognition. We were able to hold a few SART meetings with chronic absentee students.

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

We saw a 0.9% (as of 4/2018) increase in our attendance rate. Final rate is pending, but we anticipate it to continue to be an increase.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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.

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

Goal 3

Continue Improvement on School Climate and Culture through teacher/staff professional development; parent education and communication; facility improvements.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: LFCSA Charter Petition

Annual Measureable Outcomes

Expected

Actual

Suspension: Baseline 0.4%

0.0%

Expulsion: Baseline 0.0%

0.0%

Annual Survey Questions on Safety

Annual Survey Questions on Safety, Climate, Engagement from Harvard Parent Engagement Survey (select questions demonstrating improvement):

Question	2016-17	2017-18	Difference
How involved have you been with committees or the PTA at your child's school?	14.8%	23.6%	8.8%
How often do you meet in person with teachers?	17.4%	22.6%	5.2%
In the past year, how often have you helped out at your child's school?	32.9%	27.1%	-5.8%
In the past year, how often have you discussed your child's school with other parents from the school?	37.6%	57.9%	20.3%
At your child's school, how well does the overall approach to discipline work for your child?	56.4%	63.7%	7.3%
How well do administrators at your child's school create a school environment that helps children learn?	59.4%	74.2%	14.8%
How confident are you in your ability to make sure your child's school meets your child's learning needs?	48.6%	55.3%	6.7%

Number of class meetings with consultants

All classes scheduled at least 1 community meeting with the consultant. A handful of classes held 2 or more sessions.

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ruth Beaglehole: Consultant on Development of Empathy and Care. To hold parent support sessions and classroom community meetings.	<p>Monthly parent support group meetings provided.</p> <p>All classes scheduled at least 1 community meeting with the consultant. A handful of classes held 2 or more sessions.</p>	6,000 LCFF Supplemental 5000-5999 Operational Services Consultant on Development of Empathy and Car	3,000 LCFF Supplemental 5000-5999 Operational Services Consultant on Development of Empathy and Care

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Counselor .5 FTE for Safe School Facilitation and Social Emotional Learning (SEL) Support.	<p>Counselor .5 FTE for Safe School Facilitation</p> <p>Coordinated Counseling Interns</p> <p>Provide PD on Inclusion and SEL</p> <p>Development of PBIS system for implementation in next year</p> <p>Facilitated SEL committee work</p>	<p>35,114 LCFF Supplemental 1000-1999 Certificated Salaries</p> <p>3000-3999 Employee Benefits</p> <p>Counselor .5 FTE for Safe School Facilitation</p>	<p>35,114 LCFF Supplemental 1000-1999 Certificated Salaries</p> <p>3000-3999 Employee Benefits</p> <p>Counselor .5 FTE for Safe School Facilitation</p>

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.

We made significant progress in this area, and were able to implement all supports (consultant, counselor, psychologist, occupational therapist). This is reflected in our "green" performance level for suspensions.

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

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

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There is a slight difference with the consultant, as we were not able schedule 3 meetings per class with her.

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.

Changes are to add additional professional development and SEL curriculum to support teachers and their ability to instruct, continue to support counseling interns for individual and small group social skills or other need, increase shared understanding of restorative practices. See 2018-19 Action Plan (Goal 3).

Goal 4

Continue internal and external mission and vision work on our interdisciplinary arts-integrated project work.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Local Priorities: LFCSA Charter Petition

Annual Measureable Outcomes

Expected

Actual

Maintain full time arts specialists: 0.2 FTE for each position (visual arts, music, dance)

Maintained

Expected

Actual

Maintain part-time arts integration director: 0.6 FTE of arts integration director

Maintained

External Work: Catalyst Series: Number of attendee for the conference & educator days ~75 attendees for both events; Increase event attendance rate until we reach 100/year.

Catalyst Series attendees remained about the same with a total of about 70 attendees.

Actions / Services

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

Action 1

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

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

Classes provided to students weekly in all arts.
Co-planning with grade level teams for
integrated interdisciplinary units.

\$59,672 LCFF
Supplemental
1000-1999 Certificated
Salaries
3000-3999 Employee
Benefits
.2 FTE of specialists

\$59,672 LCFF
Supplemental
1000-1999 Certificated
Salaries
3000-3999 Employee
Benefits
.2 FTE of specialists

**Planned
Actions/Services**

**Actual
Actions/Services**

**Budgeted
Expenditures**

**Estimated Actual
Expenditures**

Maintain part-time arts integration director
0.6 FTE of arts integration director to coordinate
internal and external arts integration programs.

Facilitated art integration with grade level
teams, within the Arts specialists, and with
individual teachers.

Coordinated with external partners (e.g.
FOLAR, One Water LA Engineers, Cal Arts,
Lummis Day) and Artist in Residence program.

Catalyst Conference (Annual)

Catalyst Educator Days (2 sessions)

\$58,057 LCFF
1000-1999 Certificated
Salaries
3000-3999 Employee
Benefits
.6 FTE of Arts Integration
Director

\$58,057 LCFF
1000-1999 Certificated
Salaries
3000-3999 Employee
Benefits
.6 FTE of Arts Integration
Director

Catalyst Series: External Work

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.

We are able to maintain these actions/services to ensure that we continue to work on the mission and vision of our school, especially with respect to the value of arts integration as a vehicle for learning both core and art content. We continue to help educate the community at large through our Catalyst Series, a free professional development and networking opportunity.

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

Having full-time art specialists has been highly effective for students as the arts allow for multiple entry points for students to learn content. It also allows for grade level teams to have additional planning time to work on lessons and units to support student learning.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences.

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.

No major changes will continue with implementation and refinement of actions and services.

Stakeholder Engagement

LCAP Year: 2018-19

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?

LFCSA, 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 2018-2019 Local Control Accountability Plan:

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

The School Site Council (SSC) was involved with the development of the LCAP throughout the year. The SSC began with reviewing the LCAP and then held an all day retreat to conduct classroom observations, create subcommittees to monitor specific initiatives (e.g. attendance, communication, diversity/inclusion), and discuss the process of monitoring the actions in the 2017-18 school year. The SSC regularly engaged with current school data, school budget, and prioritized feedback from other stakeholder groups, parents, Curriculum Committee, Social Emotional Learning Committee, PTA, room parents, annual survey, teacher survey, etc.

Beginning in April, held meetings to solicit goals and review priority areas identified by various stakeholder groups. The SSC held meetings twice in May and in June to prioritize actions and expenditures. The final list was solidified by the Site Council on June 4th. It then recommended the goals/actions and expenditures in a draft LCAP presented to the LFCSA Board of the Directors on June 19, 2018. The LFCSA Board of Directors were presented with the LCAP and subsequently approved the plan

Impact on LCAP and Annual Update

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

The overarching themes in community conversations during the 2017-18 school year 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 2nd year implementing Cognitively Guided Instruction, increasing student attendance, and continuing to strengthen our pedagogy. There was an additional theme of needing improving parent engagement and communication.

In particular, parents and parent representatives on the Site Council, Social Emotional Learning Committee, and Parent Teacher Association advocated for the need to improve communications between the school and parents with respect to school expectations on behavior, restorative justice procedures, building empathy and care, and being an inclusive school. Teachers echoed similar needs with a call for additional training and support in helping students who struggle academically and/or behaviorally. They reported good feedback from professional developments conducted during the year (e.g. Museum of Tolerance, *Whole Brain Child* book study, Instructional Coach support), and that there was a stronger cohesion amongst the staff with respect to norms and language. The use of the consultant was helpful in some instances, but it was felt that having meetings by classrooms were difficult to get good attendance, especially with meetings during the day. All agreed that the additional counseling interns were very helpful to all stakeholders. In

addition, it was evident that math continued to be an area of growth. The teachers indicated that the lesson studies were because they were able to pick an area to develop as opposed to only focusing on one area (e.g. this year teachers chose among math workshop, mathematical questioning, number talks, and art integration). They indicated that there is a need for differentiated professional development for mathematics as we have teachers at varying degrees of knowledge and experience.

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

All students will attain proficiency in the core content areas.

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities: LFCSA Charter Petition

Identified Need:

Continued focus on mathematics instruction, with targeted focus on Hispanic and Socioeconomically Disadvantaged, and English Learner subgroups.

Increase individual teacher support and professional development in delivering ELD for English Learners.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Overall ELA and Math will increase by 5% over baseline, +1%	ELA: 47% Math: 37%	ELA: 50% Math: 39%	[Add outcome here]	[Add outcome here]

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
each year				
Economically Disadvantaged will increase by 5% over baseline, +1% each year	ELA: 32.0% Math: 20%	ELA: 40.0% Math: 25.9%	[Add outcome here]	[Add outcome here]
Hispanic will increase by 5% over baseline, +1% each year	ELA: 32.0% Math: 23.0%	ELA: 35.5% Math: 22.3%	[Add outcome here]	[Add outcome here]
English Learner will increase by 3% over baseline, +1% each year or above District and State Averages	ELA: 4% Math: 4%	ELA: 0% Math: 0%	[Add outcome here]	[Add outcome here]
Special Education Subgroups will increase by 3% over baseline, +1% each year	ELA: 27.0% Math: 30.0%	ELA: 17.2% Math: 13.8%	[Add outcome here]	[Add outcome here]

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)

[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

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)

English Learner, Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Modified

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

[Add 2019-20 selection here]

2017-18 Actions/Services

Support teachers with instructional delivery and identifying students for tracking and differentiation of instruction with a focus on subgroups in “Orange” or “Red” on the LCFF rubric (e.g. Hispanic and Socioeconomically Disadvantaged groups in math, English Learner performance on CAASPP, etc.) via instructional coach, teacher lead roles, master teachers, professional developments.

2018-19 Actions/Services

Support teachers with instructional delivery and identifying students for tracking and differentiation of instruction with a focus on subgroups in “Orange” or “Red” on the LCFF rubric (e.g. Hispanic and Socioeconomically Disadvantaged groups in math, English Learner performance on CAASPP, etc.) via instructional coach, teacher lead roles, master teachers, professional developments.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$ 650,000	\$1,203,015	[Add amount here]
Source	LCFF	LCFF	[Add source here]

Year	2017-18	2018-19	2019-20
Budget Reference	1000-1999 Certificated Salaries 3000-3999 Employee Benefits Ten Certificated Teachers	1000-1999 Certificated Salaries 3000-3999 Employee Benefits Twenty Certificated Teachers	[Add budget reference here]
Year	2017-18	2018-19	2019-20
Amount	519,670	519,670	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	5000-5999 Operational Services Facilities Cost	5000-5999 Operational Services Facilities Cost	[Add budget reference here]

Action 2

For Actions/Services not 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)
English Learner, Foster Youth, and Low Income	LEA-wide	All schools

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	[Add 2019-20 selection here]

Actions/Services

2017-18 Actions/Services

Support teachers with instructional delivery and identifying students for tracking and differentiation of instruction with a focus on subgroups in “Orange” or “Red” on the LCFF rubric (e.g. Hispanic and Socioeconomically Disadvantaged groups in math, English Learner performance on CAASPP, etc.) via instructional coach, teacher lead roles, master teachers, professional developments.

2018-19 Actions/Services

Support teachers with instructional delivery and identifying students for tracking and differentiation of instruction with a focus on subgroups in “Orange” or “Red” on the LCFF rubric (e.g. Hispanic and Socioeconomically Disadvantaged groups in math, English Learner performance on CAASPP, etc.) via instructional coach, teacher lead roles, master teachers, professional developments.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	30,000	10,000	[Add amount here]
Source	LCFF Supplemental	LCFF Supplemental	[Add source here]
Budget Reference	5000-5999 Operational Expenses Instructional Coaching	5000-5999 Operational Expenses Instructional Coaching	[Add budget reference here]
Year	2017-18	2018-19	2019-20
Amount	15,000	10,000	[Add amount here]
Source	LCFF Supplemental	LCFF Supplemental	[Add source here]
Budget Reference	1000-1999 Certificated Salaries & 3000-3999 Employee Benefits -Teacher Lead Roles	1000-1999 Certificated Salaries & 3000-3999 Employee Benefits - Teacher Lead Roles	[Add budget reference here]
Year	2017-18	2018-19	2019-20
Amount	14,000	14,000	[Add amount here]
Source	LCFF Supplemental	LCFF Supplemental	[Add source here]

Year	2017-18	2018-19	2019-20
Budget Reference	1000-1999 Certificated Salaries 3000-3999 Employee Benefits Summer Institute stipends	1000-1999 Certificated Salaries 3000-3999 Employee Benefits Summer Institute stipends	[Add budget reference here]
Year	2017-18	2018-19	2019-20
Amount	156,704	12,000	[Add amount here]
Source	LCFF Supplemental	LCFF Supplemental	[Add source here]
Budget Reference	1000-1999 Certificated Salaries 3000-3999 Employee Benefits Maintain and refine teacher ELD monitoring process. 10% of certificated classroom teacher salaries.	5000-5999 Non-Instructional Consultants – Individual Math Professional Development	[Add budget reference here]

Action 3

For Actions/Services not 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)
English Learner, Foster Youth, and Low Income	LEA-wide	All schools

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	[Add 2019-20 selection here]

Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Data Software System

Continue Implementation of Data Software System
Purchase new SIS system to integrate with data system.

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	9,300	4,350	[Add amount here]
Source	LCFF	LCFF Supplemental	[Add source here]
Budget Reference	5000 -5999 Operational Expenses New Data System (Illuminate)	5000-5999 Operational Expenses Instructional Coaching	[Add budget reference here]

Year	2017-18	2018-19	2019-20
Amount		12,500	[Add amount here]
Source		LCFF Supplemental	[Add source here]
Budget Reference		5000-5999 Operational Expenses Instructional Coaching	[Add budget reference here]

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

Unchanged Goal

Goal 2

Increase Average Daily Attendance Rate

State and/or Local Priorities addressed by this goal:

State Priorities:
 Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)
 Local Priorities: LFCSA Charter Petition

Identified Need:

Continue to improve attendance rate with a stronger focus on chronic absenteeism.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Increase attendance rate annually, of all students and subgroups, until we are above the District average. Increase by 2% until greater than the Authorizing District rate	Baseline: 94.1%	Percentage: 94.9% (as of 4/18, final TBD)	[Add outcome here]	[Add outcome here]
Reduce Chronic Absenteeism; decrease 1% from previous year. Lower chronic absenteeism rate annually, of all	Baseline: 15.7% District average: 11.7%	Percentage: TBD District average: TBD	[Add outcome here]	[Add outcome here]

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
students and subgroups, until we are above the District average.				

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)

[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

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)

English Learner, Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

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

[Add 2019-20 selection here]

2017-18 Actions/Services

Continue to employ part time attendance staff

2018-19 Actions/Services

Continue to employ part time attendance staff

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,491	\$10,491	[Add amount here]
Source	LCFF	LCFF	[Add source here]
Budget Reference	2000-2999 Classified Salaries 3000-3999 Employee Benefits PT Office Assistant & benefits	2000-2999 Classified Salaries 3000-3999 Employee Benefits PT Office Assistant & benefits	[Add budget reference here]

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

Unchanged Goal

Goal 3

Continue Improvement on School Climate and Culture through teacher/staff professional development; parent education and communication; facility improvements

State and/or Local Priorities addressed by this goal:

State Priorities:

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 6: School Climate (Engagement)

Priority 7: Course Access (Conditions of Learning)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)
Local Priorities: LFCSA Charter Petition

Identified Need:

Improving communication, shared vision for restorative practices, teacher professional development, social emotional learning supports for students.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension rate	Suspension: Baseline 0.4%	Suspension: Baseline 0.4%	[Add outcome here]	[Add outcome here]
Expulsion rate	Expulsion: Baseline 0.0%	Expulsion: Baseline 0.0%	[Add outcome here]	[Add outcome here]
Annual Survey Questions on Safety	Annual Survey Questions on Safety	Annual Survey Questions on Safety and Engagement – Harvard Parent Engagement Survey. (See Annual Update section for list of questions and responses). Average increase in positive response to questions was 8.9%.		

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)

[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

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)

English Learner, Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Modified

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

[Add 2019-20 selection here]

2017-18 Actions/Services

Ruth Beaglehole Empathy and Care in the Classroom. Monthly parent support group meetings provided to each classroom. All classes scheduled at least 1 community meeting with the consultant. A handful of classes held 2 or more sessions.

2018-19 Actions/Services

Maintain with slight changes to community meetings to be consolidated to grade level rather than classroom level.

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

2017-18 Actions/Services

Counselor .5 FTE for Safe School Facilitation and Social Emotional Learning (SEL) Support.
Coordinated Counseling Interns
Provide PD on Inclusion and SEL
Development of PBIS system for implementation in next year
Facilitated SEL committee work

2018-19 Actions/Services

Maintain

2019-20 Actions/Services

[Describe the 2019-20 action/service here]

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
.5 FTE School Psychologist .5 FTE Occupational Therapist	Maintain	[Describe the 2019-20 action/service here]
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Counseling Interns	Maintain	[Describe the 2019-20 action/service here]
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Stand Up Speak Out PD & Mind Up SEL Curriculum	[Describe the 2019-20 action/service here]
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Communications: Parent Square Software and PBIS/SEL video to help orient parents to our SEL processes.	[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,000	1,500	[Add amount here]
Source	LCFF Supplemental	Fundraising PTA	[Add source here]
Budget Reference	5000-5999 Operational Services Consultant on Development of Empathy and Care	5000-5999 Operational Services Consultant on Development of Empathy and Care	[Add budget reference here]

Year	2017-18	2018-19	2019-20
Amount	35,114	40,042	[Add amount here]

Year	2017-18	2018-19	2019-20
Source	LCFF Supplemental	LCFF Supplemental	[Add source here]
Budget Reference	1000-1999 Certificated Salaries 3000-3999 Employee Benefits Counselor .5 FTE for Safe School Facilitation	1000-1999 Certificated Salaries 3000-3999 Employee Benefits Counselor .5 FTE for Safe School Facilitation	[Add budget reference here]

Year	2017-18	2018-19	2019-20
Amount	103,880	120,950	[Add amount here]
Source	LCFF Supplemental	LCFF Supplemental	[Add source here]
Budget Reference	1000-1999 Certificated Salaries 3000-3999 Employee Benefits .5 FTE School Psychologist & .5 FTE Occupational Therapist	1000-1999 Certificated Salaries 3000-3999 Employee Benefits .5 FTE School Psychologist & .5 FTE Occupational Therapist	[Add budget reference here]

Year	2017-18	2018-19	2019-20
Amount	7500	18,500	[Add amount here]
Source	Fundraising PTA	LCFF Supplemental & PTA Fundraising	[Add source here]
Budget Reference	5000-5999 Operational Services Counseling Intern	5000-5999 Operational Services Counseling Intern (2)	[Add budget reference here]

Year	2017-18	2018-19	2019-20
Amount		12,000	[Add amount here]
Source		LCFF Supplemental	[Add source here]

Year	2017-18	2018-19	2019-20
Budget Reference		5000-5999 Operational Services Stand Up Speak Out PD & Mind Up SEL Professional Development	[Add budget reference here]
Year	2017-18	2018-19	2019-20
Amount		8950	[Add amount here]
Source		LCFF Supplemental & Fundraising PTA	[Add source here]
Budget Reference		5000-5999 Operational Services Parent Square & PBIS/SEL video	[Add budget reference here]

Unchanged

Goal 4

Continue internal and external mission and vision work on our interdisciplinary arts-integrated project work.

State and/or Local Priorities addressed by this goal:

State Priorities:
 Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Local Priorities: LFCSA Charter Petition

Identified Need:

Multiple modal learning in and through the arts via hands-on, constructivist, interdisciplinary projects. Deepen civic engagement experiences w/in the projects.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Maintain full time arts specialists	0.2 FTE for each position (visual arts, music, dance)	Maintained	[Add outcome here]	[Add outcome here]
Maintain part-time arts integration director	0.6 FTE of arts integration director	Maintained	[Add outcome here]	[Add outcome here]
External Work: Catalyst Series	Number of attendee for the conference & educator days ~75 attendees for both events	Maintained		

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)

[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

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)

English Learner, Foster Youth, and Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

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

[Add 2019-20 selection here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain full time arts specialists

Maintain

[Describe the 2019-20 action/service here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Maintain part-time arts integration director

Maintain

[Describe the 2019-20 action/service here]

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

External Work: Catalyst Series

Increase number of attendee for the conference & educator days ~100 attendees for both events

[Describe the 2019-20 action/service here]

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Amount	\$59,672	\$63,126	[Add amount here]
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Source	LCFF Supplemental	LCFF Supplemental	[Add source here]
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Budget Reference	1000-1999 Certificated Salaries 3000-3999 Employee Benefits .2 FTE of specialists	1000-1999 Certificated Salaries 3000-3999 Employee Benefits .2 FTE of specialists	[Add budget reference here]
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Year	2017-18	2018-19	2019-20
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Amount	\$58,057	\$58,057	[Add amount here]
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Year	2017-18	2018-19	2019-20
Source	LCFF	LCFF	[Add source here]
Budget Reference	1000-1999 Certificated Salaries 3000-3999 Employee Benefits .6 FTE of Arts Integration Director	1000-1999 Certificated Salaries 3000-3999 Employee Benefits .6 FTE of Arts Integration Director	[Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

261,603

7.81 %

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).

LFCSA has 41 English Language Learners, 184 low-income students with a total unduplicated population of 184 students. Total funding for unduplicated pupils in FY17/18 is \$261,603.00, and the proportionality percentage is 7.28. These students will benefit from the supplemental funding with additional and or improved actions and services as demonstrated by the increases in allocations in the above "Goals, Actions & Services" section of the LCAP specified as supplemental. See below for a bullet point overview of the additions and improvements:

- Professional Development via instructional coaches for Teachers
- Teacher Lead Roles developed
- Summer Institute Implemented
- ELPAC Training Leads
- All teachers dedicate 10% of time to EL Improvements

- Culture Community and Parent Liaison Pilot Program
- Counselor & Specialist Roles
- Differentiated Instruction

These expenditures are important in supporting academic progress of LFCSA's unduplicated population.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 288,426

7.99 %

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).

Total funding for unduplicated pupils in FY18/19 is \$288,426, and the proportionality percentage is 7.99.

The following actions/services are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as they both directly and indirectly support students in accessing the educational program. These students will benefit from the supplemental funding with additional and or improved actions and services as demonstrated by the increases in allocations in the above "Goals, Actions & Services" section of the LCAP specified as supplemental. These expenditures are important in supporting academic progress of LFCSA's unduplicated population:

- Professional Development via instructional coach, teacher leads, content leads will enhance the ability to continually improve students' academic performance.
- Continued work with the data software system so that teachers can learn how to use data to inform instruction
- Increased attendance and decreasing suspensions will lead higher access to instruction
- Specialized support via a school counselor, school psychologist, occupational therapist, and counseling interns support individualized SEL needs.
- Differentiated math PD will better equip teachers in our implementation of Cognitively Guided Instruction
- Continued work on strengthening our arts integration allows student multi-modal access to core content.

These are the most effective expenditures as they are focused on two needs we have determined by our SPSA, teacher development and social emotional learning supports for both students and teacher PD.