

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	Santa Rosa French American Charter School (SRFACS)		
Contact Name and Title	Richard Johnstone, Principal	Email and Phone	rjohnstone@srcs.k12.ca.us

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

The guiding philosophy of the Santa Rosa French-American Charter School is to provide a standards-based education program, taught primarily in the French language, and secondarily in American English for students in grades first through eight. Under charter school law, the school is open to all TK-8 grade students who live in California. Beginning in 2016/2017 school year SRFACS became a TK-6 School. The intention is to serve students who live in Sonoma County, with the explicit goal of attracting those who have an interest in the French language and culture, in addition to building a community of families who are interested in cultivating a global perspective. This type of French Immersion program has up until now only been available to California families who could afford private school. The nearest French schools to Sonoma County are in Corte Madera and San Francisco, and they are both private. The founding members of SRFACS are committed to delivering this highly desirable program to all California public school students.

Students at the Santa Rosa French-American Charter School excel through a structured and clearly defined teaching program oriented towards the acquisition of core knowledge, and receive systematic training in reading, writing, and the mastery of the French and English languages and mathematics, as well as solid cultural references, preparing them for success. Mastering a field of knowledge and its successful application brings self-esteem, which is the students' true instrument of motivation. Also, instructional minutes guiding the charter school operation are in line with those

required of other California schools: a minimum of 50,400 minutes per year, for grades one through three, and a minimum of 54,000 minutes for grades four through six. As with other schools within Santa Rosa City Schools, the academic calendar is determined by agreement between Santa Rosa City Schools and Santa Rosa Teachers Association.

With the longer lunch period to properly enjoy and digest food (55 minutes versus 40 minutes in most schools), the Santa Rosa French-American Charter School schedule is from 8:30-2:45 pm.

To help develop a global consciousness among students and connect them to other French-speakers around the world, SRFACS has developed relationships with other French language schools. SRFACS seeks to develop sister-school relationships in other cities abroad, and encourages students to communicate with similar age peers around the world. In addition, SRFACS students have opportunities to compete with other French-American schools in North America supported by the French Ministry of Education. Since July 2016, SRFACS has been accredited for Transitional Kindergarten through 5th Grade by the French Ministry of Education.

The fundamental objective of the school is to prepare students for an increasingly competitive and global world by providing skills that accompany the learning of a second language. According to the American Council on the Teaching of Foreign Language, learning a foreign language has broad cognitive and lifetime benefits, including:

- The development of problem solving abilities, memory skills, reading abilities, ability to hypothesize in science, and mathematics.
- Correlation with higher academic achievement, including standardized tests in math and English and college level academic performance.
- Foreign language study results gain in IQ points.
- Learning a second language can provide both cognitive development benefits in children and stave off brain disease like Alzheimer's in adulthood. World-renowned doctor, Dr. Andrew Weil, states that recent brain research indicates that learning a second language is one of the best cognitive exercises for the brain currently known.
- Beginning foreign language study in elementary school leads to a broader global perspective and enhanced career potential.

SRFACS attracts families who are from various parts of the world who have emigrated to Sonoma County for employment opportunities. As a result, SRFACS has a higher diversity of students who are bilingual and adding French as a 3rd language. This is our biggest challenge as we meet the needs of our ELL and FLL students. There has been a

big increase in French speaking students that will need EL support. These students get support in a variety of ways and bring more French culture into our school. The challenge of the LEA is to meet their needs along with the Latino population and EL students from various other countries.

LCAP HIGHLIGHTS

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

LCAP Goal 1: Conditions for success

- Grade Level Team Teacher Collaboration and support to analyze student assessment data and curriculum development.
- Hiring of full time Teacher on Special Assignment(TOSA) to help implement the harmonization of the French and Common Core standards.
- Data Driven Decision Making by using Let's Go Learn, SBAC, and Writing assessment results.
- Continued support for Teacher's Professional Development, Professional Learning Communities and Resource acquisition to enhance teaching strategies to meet the needs of our English Language Learners.

LCAP Goal 2: Student Performance

- Focus on Writing through adoption of Writing by Design Curriculum. Administered writing assessments Grades 2-6.
- Provided after school tutoring for English Language Learners as well as French tutoring.
- Provided 2-week Summer School program for English Language Learners.

LCAP Goal 3: School Climate

- Provided more opportunities to address student wellness such as development of the Tool Box Program, and after school programs (Girls on the Run, Girls and Boys Basketball). We continued iD 26.2 running program in out P.E. Classes.
- Clear avenues of communication with all stakeholders that insures equal access to information and opportunities to provide feedback. (ELAC, PAF, and SAB and faculty)
- Enhance community involvement through various events that aim at Parent Education and communication of the SRFACS Mission and Vision. Create more opportunities for new student/family orientation that aims at explaining our dual immersion program.

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

After school tutoring for ELL’s and FLL’s this led to EL students being reclassified.
Summer School for EL students and low income students to provide reading and writing support
Implementation of the Tool Box program to manage and change student behavior
Consistent increase in LGL math and reading scores

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

More math support to help make gains in the SBAC math scores in the EL and general student population. Continue math harmonization with more opportunities for collaboration among the French and English math teachers. The adoption of Singapore Math TK-5th math program in French and English. Increased effort in Student Wellness through Tool Box and implementing the BEST program. Encourage more after school sports teams and modify the P.E. program to increase student wellness. Retain SAY counselor services and hire a FTE 0.4 district counselor.

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 is a gap in these subgroups (ELL” s, Socioeconomic Disadvantaged, and Hispanic/Latino.

We did not have the 2 or more levels below However we recognize that the subgroups would benefit from math and English tutoring, Singapore Math, new 6th Grade math program, P.D. for French Teachers on analyzing the data from assessments. Summer School, TOSA harmonizing the math curriculum.

INCREASED OR IMPROVED SERVICES

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

Hiring a part-time TOSA to coordinate curriculum development and professional development. Hiring of two instructional assistants to work with our EL population. Full year EL after school tutoring by our English teachers. Maintain SAY Counseling hours.

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	\$133,492
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$133,492

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.

N/A

\$133,492

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: XXXX–XX

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

Goal 1

(1) Conditions of Learning: Creation of strong scope and sequence model for all grades that adheres to the model for dual immersion TK-6 which aligns with California State Standards as well French Ministry of Education Standards.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

A strong scope and sequence for all grade levels that adheres to 90-10 model for dual immersion in TK, 80-20 in grades K-4, 65-35 in grades 5, and 50-50 in grades 6 using research and data in order to increase academic achievement whereas 80% of students will perform at proficient level on all assessments.

Student performance on ELA SBA test: 52% and Math SBA Test: 35%

ACTIONS / SERVICES

Action 1a

Actions/Services

PLANNED:

Provide collaboration opportunities to develop and

ACTUAL

Grade level French teams met periodically but there were no monthly scheduled meetings. TOSA met with French teachers twice to work on the new French

implement units and projects for each grade level that will link Common Core and French Ministry of Education standards in **grades K-6**. Each teacher will receive 2 hrs./month collaboration time, one hour to meet with grade level/subject teams conducted by the TOSA and one hour to meet with grade level/subject teams. [25 teachers x \$45/hr. x 2 hrs./month x 9 months = \$20,250]

curriculum. They also met a second time to discuss and complete the French/English Math vocabulary. There was very little of no collaboration meetings that included the English teachers and French teachers. English teachers met informally. The TOSA position was not filled until November 1st and there was less coordination time work with teachers.

BUDGETED
\$20,250

ESTIMATED ACTUAL
\$17,300

Expenditures

Action
1b

PLANNED: Professional development opportunities for teachers in Common Core State Standards and Dual Immersion. Model through Project GLAD
– all new teachers trained

ACTUAL

Project GLAD is a district funded program in which no teachers received training last year. The plan was to train all new teachers but the GLAD training will not work with our French teachers who are somewhat transient.

Actions/Services

Expenditures		BUDGETED \$0	ESTIMATED ACTUAL \$0
Action1c			
Actions/Services		PLANNED: Utilize a TOSA to coordinate strong scope and sequence of dual immersion and CCSS with the continuation of training staff in both French and English based curriculum, providing feedback on current curriculum, and developing common units to share per grade level.	ACTUAL: The Math Harmonization documents were updated to include the new French standards. Mentored one teacher and used Singapore math to teach a geometry unit.
Expenditures		BUDGETED See 1e	ESTIMATED ACTUAL See 1e
Action 1d			
Actions/Services		PLANNED:: Professional development opportunities for teachers to visit other Dual Immersion model schools in surrounding counties	ACTUAL: Seven teachers visited the Berkeley Bilingual school and we had planned for more visits but we ran out of time.
Expenditures		BUDGETED \$1000	ESTIMATED ACTUAL \$3200
Action 1e			
Actions/Services		PLANNED: Create new 1.0 TOSA position to coordinate parent outreach/communication, harmonization of the French Ministry of Education, and CA Common Core standards, and after-school academic support. This position will replace the two 1.0FTE Instructional Aides	ACTUAL: Set up after school academic support for our EL learners.

Expenditures	BUDGETED \$100,000	ESTIMATED ACTUAL \$80,000
Action1f		
Actions/Services	PLANNED: Implement a grade-level appropriate, school-wide evidence based writing prompt in grades 2-6 that will be administered three times during the school year as evidenced by student learning outcomes based on teacher-developed prompts and rubrics. common grade-level writing prompts with the goal of 50% of students reaching proficiency by the 3 rd writing sample/prompt.	ACTUAL: We did one of 3 writing assessments and used prompts and rubrics. This was a personal narrative.
Expenditures	BUDGETED \$20,000	ESTIMATED ACTUAL \$1000
Action 1g		
Actions/Services	PLANNED: Increase staff retention by providing additional support for teachers new to the school by recruiting teacher buddies.	ACTUAL: Two teachers were provided housing and other duties having to do with orientation to a new country and school.
Expenditures	BUDGETED \$6000	ESTIMATED ACTUAL \$1000

Goal 2

Pupil Outcomes: Increase performance on standardized assessments.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☒ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase the performance of all pupils on standardized assessments for each assessment cycle by showing growth of one level on the CELDT, SBAC (if applicable), and French National Evaluation in Grade 3)
Focus on grades K-6

ACTUAL

French National Evaluation of the 3rd Grade was baseline data. CELDT scores showed growth of one level and % resulted in being reclassified. SBAC scores for ELA and Math are pending, however looking at this year's lead indicators/metrix students have shown growth in ELA and math as indicated by our Let's Go Learn results.

ACTIONS / SERVICES

Action 2a.

Actions/Services

PLANNED: Train all teachers for the implementation of standardized assessments (SBA and Let's Go Learn) and obtain necessary materials for administration of tests as assessments change

ACTUAL: All 3rd-6th Grade teachers received SBAC training. Grade 1-6 teachers got district training in LGL.

Expenditures

BUDGETED
\$0

ESTIMATED ACTUAL
\$0

Action 2b

Actions/Services

PLANNED: Continue to provide the opportunity for teachers to collaborate regarding testing data and create data-considered instruction

ACTUAL: Teachers collaborated on a team by team basis and worked with the principal and RSP teacher on testing data when it came student study team meetings and meetings involving EL students up for reclassification

Expenditures

BUDGETED
\$0

ESTIMATED ACTUAL
\$0

Action 2c

Actions/Services

PLANNED: Continue English, math and science summer camp focused on English Learners, Low Income, and struggling students from two weeks.

ACTUAL: This summer camp will be implemented and 50 EL learners receiving tutoring will be invited to the camp. We budgeted for 4 teachers but only need two based on the tutoring numbers.

Expenditures

BUDGETED
\$12,000

ESTIMATED ACTUAL
\$6000

Action 2d

Actions/Services

PLANNED: By the end of the first trimester the Site Leadership Team:

1. presents to staff, school focus on Evidence-based Writing and the reasons for that focus.
2. collaborates with teachers to develop a writing prompt appropriate for each grade level that will be assigned in French and English classrooms.
3. collaborates with teachers to develop a

ACTUAL

1. Presented evidence based writing to staff
2. Site Leadership team developed writing prompts with input from selected teachers.
3. We used a modified SBAC rubric
4. Teacher teams met to

Expenditures

simple rubric that reflects their understanding of proficiency levels

4. supports/guides teachers, preferably in teams, through scoring process
5. collects baseline data
6. analyzes baseline data with grade level teams to identify student needs
7. facilitates discussion with teachers to identify professional development needs

shares out grade level findings/
recommendations with whole staff to build consensus on priorities for student learning and for teacher learning in 2016-17 with a cross-curricular focus on evidenced-based writing.

score papers.

5. Collected the baseline data
6. Analyzed baseline data in grade level teams.

BUDGETED
12,000

ESTIMATED ACTUAL:
\$6000

Action 2e

Actions/Services

PLANNED: Provide after school tutoring by teachers for struggling students.

ACTUAL: Provided English tutoring for EL students and teacher-recommended students who were struggling in English. French tutoring for struggling students.

Expenditures

BUDGETED
10,750

ESTIMATED ACTUAL
\$7300

Goal 3

Engagement, School Climate: Create a strong foundation and adherence to charter document by involving all stakeholders thus improving school climate.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase all stakeholder involvement and understanding of dual language immersion model

ACTUAL

More stakeholder involvement through better communication of the LCAP goals and actions. Dual immersion presentations at SAB, PAF, ELAC meetings. Attendance of the meetings increased this year.

ACTIONS / SERVICES

Action 3a

Actions/Services

PLANNED: Continue to adhere to charter document and parent involvement provision

ACTUAL: % of parents volunteering, average number of hours, cleanup cafeteria, field trips, garden project, lost and found, marquis, and traffic control.

Expenditures

BUDGETED
\$0

ESTIMATED ACTUAL
\$0

Action 3b

Actions/Services

PLANNED: Consider findings based on parent surveys and make improvements as needed. Conduct new survey and review findings.

ACTUAL: Administered the survey analyzed and compared data for a 4-year period. Shared with all stakeholders and asked for input for completing this year's LCAP.

Expenditures

BUDGETED
\$0

ESTIMATED ACTUAL
\$0

Action3c

Actions/Services

PLANNED: Create educational opportunities for parents – including before school year to share information about dual language schools. In August, an Orientation will be held for new and returning families, students, and staff. Three Parent Information Sessions will be held, one every trimester, to update families on the French and California scope and sequence, units, and/or projects. These TOSA coordinated sessions, will be grouped as follows: Grades K-2, Grades 3-4, Grade 5, and Grade 6

ACTUAL: We did have 2 Parent Education Nights that highlighted immersion, and Tool Box Program.

Expenditures

BUDGETED
\$0

ESTIMATED ACTUAL
\$0

Action 3d

Actions/Services

PLANNED: Support the development of students' social-emotional skills by providing TOOLBOX training (dovetaillearning.org) for at least 10 teachers. These teachers will train

ACTUAL: Completed

other teachers (trainer-of-trainer model) during on-site meetings and adapt/translate the materials for implementation in French classrooms. TOOLBOX will empower students to better cope with social-emotional issues and improve classroom behavior. To complement TOOLBOX, SRFACS will apply for district provided Best Plus training on best practices in consistent schoolwide discipline, restorative justice, and positive behavior building.
Costs for replicating the French version of TOOLBOX posters and fan-deck.

BUDGETED
\$12,000

ESTIMATED ACTUAL
\$15,000

Expenditures

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.

GOAL 1

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

Provided collaboration time to develop units that harmonize the Common Core and French standards by grade level teams. The TOSA facilitated the sessions resulting in the completion of the math harmonization of the standards. The new school report card was developed to reflect the changes in new French standards and the Common Core. Teachers visited dual immersion model schools and math PD was provided by the immersion schools.

Originally, three writing assessments were to be created and administered. However, with impacted calendars, the school administered one of the three writing assessments. This helped the school establish baseline data for one of narrative genre.

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

Formative data as reflected by Let's Go Learn 2015-2016 results in reading and math showed growth in grades 1-6. Writing benchmark data also showed growth. Summative data as reflected by the SBAC 2015-2016 results were more favorable in ELA showing a growth with the majority of subgroups (All school, SED, Hispanic) and maintaining with the others (White and ELs). Math did not show the same growth as the majority of the subgroups (All school, White, ELs, and SED). However, the Hispanic/Latino subgroup experienced positive gains.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenditures were lower than Budgeted because of impacted calendars and shortened calendar for the TOSA.

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.

There were no changes during the 2016-2017 school year. However, changes will be made for 2017-2018.

GOAL 2

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

After testing administration training, teachers were provided opportunity to collaborate on data analysis and modification of instruction/curriculum based on findings. Data analysis focused on English and French writing assessments.

Students were provided after school tutoring for English Language Learners as well as French tutoring. Students were provided 2-week Summer School program for English Language Learners.

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

Formative data as reflected by Let's Go Learn 2015-2016 results in reading and math showed growth in grades 1-6 (check the score by grade level). Writing benchmark data also showed growth. Summative data as reflected by the SBAC 2015-2016 results were more favorable in ELA showing a growth with the majority of subgroups (All school, SED, Hispanic) and maintaining with the others (White and ELs). Math did not show the same growth as the majority of the subgroups (All school, White, ELs, and SED). However, the Hispanic/Latino subgroup experienced positive gains. (Goal 1)

CELDT levels also grew allowing for the reclassification of many students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Actual expenditures were lower than Budgeted for summer school because not as many students participated and fewer teachers were needed. Actual allocations for the writing assessments were also lower than actual Budgeted because only one assessment was administered. The tutoring program showed very little difference between Budgeted and Actual 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.

Intent of the goals and outcomes was addressed during the school year as outlined in the LCAP however the extent to which the goals and outcomes were implemented met only initial stages of the actions and services. Next year's LACP will reflect a continuation and needed modifications to the existing LCAP.

GOAL 3

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

The school provided more opportunities to address student wellness such as development of the Tool Box Program, and after school programs (Girls on the Run, Girls and Boys Basketball). We continued iD 26.2 running program in out P.E. Classes.

Clear avenues of communication with all stakeholders insured equal access to information and opportunities to provide feedback. (ELAC, PAF, and SAB and faculty)

Community involvement was enhanced through various events that aim at Parent Education and communication of the SRFACS Mission and Vision. More opportunities were provided for new student/family orientation that aims at explaining our dual immersion program.

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

Parent surveys were used to guide changes needed for school climate, communication, curriculum and community involvement. As a result of the changes, this year's surveys reflected positive growth in all the above areas.

The school experienced reduced the number of office referrals this past year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was no difference between Budgeted and Actual Expenditures for this Goal.

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.

There were no changes made to this goal or its actions and services. h

Stakeholder Engagement

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

On a monthly basis, the school leadership team with the school administration analyzed ongoing assessment/student learning results to inform progress on the LCAP. This information was brought back to the teachers at bi-monthly staff meeting to generate staff discussion on the actions and services of each LCAP goal.

LCAP updates were presented quarterly to ELAC, School Advisory Board and Parent Association Foundation. The information shared included state and local metrics that were both formative and summative such as CELDT, Let's Go Learn and SBAC data. These groups were also given opportunities during the presentation to provide input on possible root causes as well as possible solutions to the LCAP (Goal 1, 2 and 3). A few examples are recommendations by ELAC and PAF to purchase and implement supplementary reading programs as well as supplementary online math programs.

Student Council as the representative body for the students were involved in giving feedback on wellness programs (Goal 3) such as Toolbox, PE program, and community outreach programs on a quarterly basis.

Surveys such as the Parent Survey and Student Wellness survey in the 5th grade helped gather more information on school climate that informed the direction of the LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The consultations supported the needs on the LCAP to extend into the next few years as well as reaching out to more students. A few examples include increasing the after-school enrichment program as well as improve facilities for sports, increase athletic programs, and outdoor nature areas and activities. Consultations also served the purpose of clarity in communication of specific academic and wellness goals on the LCAP to the local community. The school will expand the feedback loop to include students beyond the Student Council as well as all staff using surveys similar to the parent survey. As a result of this year's initiative on parent outreach, the school has increased its programs for parents and will continue to do so. For example, a more comprehensive orientation to the school for new families grew from this feedback.

As a consequence of these consultations, other needs came to light for which the PAF would focus and fund wellness initiatives.

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.

	<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Goal 1	Conditions of Learning: Creation of strong scope and sequence curricular model for all grades that adheres to the model for dual immersion K-6 which aligns with California Common Core State Standards as well French Ministry of Education Standards.

State and/or Local Priorities Addressed by this goal:

STATE ☒ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL _____

Identified Need

Based on Let's Go Learn results show a need for in-classroom support for Primary English Learners. SBAC score also reflect a growing need to support LTELs.
 Scores on the Math SBA showed decrease in proficiency in many subgroups across all grade levels. There is a need to implement a math program that bridges both sets of standards (French Ministry and Common Core).
 Teachers need more opportunities to collaborate and implement the harmonization of both sets of standards in the classroom.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA-All students	52%	+5%	+5%	+5%
SBAC ELA-EL's	52%	+5%	+5%	+5%
SBAC-ELA White	58%	+5%	+5%	+5%

SBAC ELA Hispanic/Latino	40%	+5%	+5%	+5%
SBAC Math-All	35%	+5%	+5%	+5%
SBAC Math-El's	40%	+5%	+5%	+5%
SBAC Math-White	36%	+5%	+5%	+5%
SBAC Math Hispanic/Latino	32%	+5%	+5%	+5%
CEDLT/ELPAC	60% increased one level	+5%	+5%	+5%

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

☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s)

☐ All schools ☐ Specific Schools: SRFACS ☐ Specific Grade spans: _____

OR

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

Students to be Served

☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services

☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)

☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged 1A

Provide collaboration opportunities to develop and implement units and projects for each grade level that will link Common Core and French Ministry of Education standards in **grades K-6**. Each teacher will receive 2 hrs./month collaboration time, one hour to meet with grade level/subject teams conducted by the TOSA and one hour to meet with grade level/subject teams. These meetings will focus on the harmonization of the dual immersion curricula and provide release time for the English and French teachers to plan units.

2018-19

☐ New ☐ Modified ☒ Unchanged 1A

Provide collaboration opportunities to develop and implement units and projects for each grade level that will link Common Core and French Ministry of Education standards in **grades K-6**. Each teacher will receive 2 hrs./month collaboration time, one hour to meet with grade level/subject teams conducted by the TOSA and one hour to meet with grade level/subject teams. These meetings will focus on the harmonization of the dual immersion curricula and provide release time for the English and French teachers to plan units of study.

2019-20

☐ New ☐ Modified ☒ Unchanged 1A

Provide collaboration opportunities to develop and implement units and projects for each grade level that will link Common Core and French Ministry of Education standards in **grades K-6**. Each teacher will receive at least one hour /month collaboration time with the TOSA or to meet with grade level/subject teams. These meetings will focus on the harmonization of the dual immersion curricula and provide release time for the English and French teachers to plan units of study.

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 1B	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged 1B	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged 1B
<p>Professional development opportunities for teachers in Common Core State Standards.</p> <p>Provide training for all teachers in our newly adopted K-5 Singapore Math Program.</p> <p>Continue to train English and French teachers in the implementation of Writing by Design Curriculum.</p> <p>Provide opportunities for both French and English teachers to participate in the District's FOSS science training to help implement the use of modules K-6.</p> <p>Continue to provide professional development opportunities for teachers such as visits to other Dual Immersion schools in the county and statewide. The school leadership team will provide training in analyzing the evidence of student learning through monthly meetings and during two professional development days held at SRFACS.</p> <p>Continue to work with InnovateEd to support continuous improvement through learning rounds and data analysis to support data-driven decision making.</p>	<p>Professional development opportunities for teachers in Common Core State Standards.</p> <p>Provide training for all teachers in our newly Adopted K-5 Singapore Math Program.</p> <p>Continue to train English and French teachers in the implementation of Writing by Design Curriculum.</p> <p>Provide opportunities for both French and English teachers to participate in the District's FOSS science training to help implement the use of modules K-6.</p> <p>Continue to provide professional development opportunities for teachers such as visits to other Dual Immersion schools in the county and statewide. The school leadership team will provide training in analyzing the evidence of student learning through monthly meetings and during two professional development days held at SRFACS.</p> <p>Continue to work with InnovateEd to support continuous improvement through learning rounds and data analysis to support data-driven decision making.</p>	<p>Professional development opportunities for teachers in Common Core State Standards. Provide training for all teachers in our newly Adopted K-5 Singapore Math Program.</p> <p>Continue to train English and French teachers in the implementation of Writing by Design Curriculum.</p> <p>Provide opportunities for both French and English teachers to participate in the District's FOSS science training to help implement the use of modules K-6.</p> <p>Continue to provide professional development opportunities for teachers such as visits to other Dual Immersion schools in the county and statewide. The school leadership team will provide training in analyzing the evidence of student learning through monthly meetings and during two professional development days held at SRFACS.</p> <p>Continue to work with InnovateEd to support continuous improvement through learning rounds and data analysis to support data-driven decision making.</p>

☐ N

<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 1C	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged 1C	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged 1C
<p>Continue grade-level appropriate, school-wide evidence based writing assessment in grades 3-6 that will be administered two times during</p>	<p>Continue a grade-level appropriate, school-wide evidence based writing assessment in grades 3-6 that will be administered three</p>	<p>Continue grade-level appropriate, school-wide evidence based writing assessment in grades 3-6 that will be administered two times during</p>

the school year in English and French classes. Teachers will collaborate on selecting Grade-level appropriate writing prompts to measure student outcomes in two genres. Assessment data will be compared with a goal of 50% of the students reaching proficiency by the 2nd writing sample. The writing assessment will be used to prepare the students for the SBA ELA exams; especially our EL learners.

times during the school year in English and French classes. Teachers will collaborate on selecting Grade-level appropriate writing prompts to measure student outcomes in three genres. Assessment data will be compared with a goal of 70% of the students reaching proficiency by the 3rd writing sample. The writing assessment will be used to prepare the students for the SBA ELA exams; especially our EL learners.

the school year in English and French classes. Teachers will collaborate on selecting Grade-level appropriate writing prompts to measure student outcomes in two genres. Assessment data will be compared with a goal of 80% of the students reaching proficiency by the 2nd writing sample. The writing assessment will be used to prepare the students for the SBA ELA exams; especially our EL learners.

☒ New ☐ Modified ☐ Unchanged 1D

Create new instructional assistant positions (.75 FTE) to work with the English Language Learners in all classrooms.

☐ New ☐ Modified ☒ Unchanged 1D

☐ New ☐ Modified ☒ Unchanged 1D

☐ New ☒ Modified ☐ Unchanged 1E

Continue the TOSA position (1.0 FTE) to coordinate parent outreach/communication, harmonization of the French Ministry of Education, and CA Common Core standards, and after-school academic support.

☐ New ☐ Modified ☒ Unchanged 1E

Continue the TOSA position (1.0 FTE) to coordinate parent outreach/communication, harmonization of the French Ministry of Education, and CA Common Core standards, and after-school academic support.

☐ New ☐ Modified ☒ Unchanged 1E

Continue the TOSA position (1.0 FTE) to coordinate parent outreach/communication, harmonization of the French Ministry of Education, and CA Common Core standards, and after-school academic support.

BUDGETED EXPENDITURES(1A)

Amount	\$4,000	Amount	\$4,000	Amount	\$4,000
Source	LCAP	Source	LCAP	Source	LCAP
Budget Reference	0500	Budget Reference	0500	Budget Reference	0500

BUDGETED EXPENDITURES(1B)

Amount		Amount		Amount	
Source	General District Funding	Source	General District Funding	Source	General District Funding

Budget Reference

Budget Reference

Budget Reference

BUDGETED EXPENDITURES (1C)

Amount \$1000

Amount \$1000

Amount \$1000

Source LCAP

Source LCAP

Source LCAP

Budget Reference 0500

Budget Reference 0500

Budget Reference 0500

BUDGETED EXPENDITURES(1D)

Amount \$28,832

Amount \$28,832

Amount \$28,832

Source LCAP

Source LCAP

Source LCAP

Budget Reference 0500

Budget Reference 0500

Budget Reference 0500

BUDGETED EXPENDITURES(1E)

Amount \$80,000

Amount \$80,000

Amount \$80,000

Source LCAP

Source LCAP

Source LCAP

Budget Reference 0500

Budget Reference 0500

Budget Reference 0500

☐ New☒ Modified☐ Unchanged

Goal 2

Pupil Achievement: Increase the number of students meeting/exceeding proficiency on standardized assessments by 5%. (SBA Math, ELA and CELDT/ELPAC)

[State and/or Local Priorities Addressed by this goal:](#)

STATE ☐ 1 ☒ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

[Identified Need](#)

More Math support to help student achievement on SBAC tests as well as our district's Let's Go Learn Test. Create opportunities in the schedule to offer more math support through complete harmonization of the French and English Math programs. Continue to offer after school tutoring with an emphasis on math. Need to have vertical alignment of the Math program that is harmonized with the English Math Standards. Provide more tutoring for the EL students after school and during summer programs to help students be reclassified in the upper elementary levels and increase in SBAC ELA scores.

[EXPECTED ANNUAL MEASURABLE OUTCOMES](#)

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
ELA SBAC All	52% Met/Exceeded	+5%	+5%	+5%
Math SBAC All	36% Met/Exceeded	+5%	+5%	+5%
LGL DORA	66% Proficient/Above	+2%	+2%	+2%
LGL ADAM	78% Proficient/Above	+2%	+2%	+2%
CELDT	60% Increased one level	+5%	+5%	+5%

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 ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☐ All schools ☐ Specific Schools: SRFACS ☐ Specific Grade spans: K-6

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools: _____ ☐ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2A	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Train all new teachers for the implementation of standardized assessments (SBA and Let's Go Learn) and obtain necessary materials for administration of tests as assessments change.(District Supported)	Train all new teachers for the implementation of standardized assessments (SBA and Let's Go Learn) and obtain necessary materials for administration of tests as assessments change.	Train all new teachers for the implementation of standardized assessments (SBA and Let's Go Learn) and obtain necessary materials for administration of tests as assessments change.
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2B	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Continue to provide the opportunity for teachers to collaborate regarding testing data and create data-considered instruction. Create collaborative opportunities for data analysis and differentiated instruction planning.(\$1,000)	Continue to provide the opportunity for teachers to collaborate regarding testing data and create data-considered instruction. Create collaborative opportunities for data analysis and differentiated instruction planning.	Continue to provide the opportunity for teachers to collaborate regarding testing data and create data-considered instruction. Create collaborative opportunities for data analysis and differentiated instruction planning.

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged 2C	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Continue English, math and science summer camp focused on English Learners, Low Income, and struggling students for two weeks.(\$6,000)	Continue English, math and science summer camp focused on English Learners, Low Income, and struggling students for two weeks.	Continue English, math and science summer camp focused on English Learners, Low Income, and struggling students for two weeks.
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2D	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>By the end of the first trimester the Site LeadershipTeam:</p> <ol style="list-style-type: none"> 1. Introduces to staff and other stakeholders the purpose of the focus on Evidence-based Writing. 2. Collaborates with new teachers to develop a writing prompt appropriate for each grade level that will be assigned in the English classrooms. 3. Collaborates with new teachers to develop a simple rubric that reflects their understanding of proficiency levels. 4. Supports/guides teachers, preferably in teams, through scoring process 5. Collects baseline data to be compared to a final writing assessment. 6. Analyzes baseline data with grade level teams to identify student needs. 7. Facilitates discussion with teachers to identify professional development needs. (Writing by Design) 8. Shares out grade level findings/ recommendations with whole staff to build consensus on priorities for student learning and for teacher learning in 2017-18 with a cross-curricular focus on evidenced-based writing. (\$1000) 	<p>By the end of the first trimester the Site LeadershipTeam:</p> <ol style="list-style-type: none"> 1. Presents to staff and other stakeholders the purpose of the focus on Evidence-based Writing. 2. Collaborates with teachers to develop a writing prompt appropriate for each grade level that will be assigned in the English classrooms. 3. Collaborates with teachers to develop a simple rubric that reflects their understanding of proficiency levels. 4. Supports/guides teachers, preferably in teams, through scoring process 5. Collects baseline data to be compared to a final writing assessment. 6. Analyzes baseline data with grade level teams to identify student needs. 7. Facilitates discussion with teachers to identify professional development needs. (Writing by Design) <p>Shares out grade level findings/ recommendations with whole staff to build consensus on priorities for student learning and for teacher learning in 2017-18 with a cross-curricular focus on evidenced-based writing.</p>	<p>By the end of the first trimester the Site LeadershipTeam:</p> <ol style="list-style-type: none"> 1. Presents to staff and other stakeholders the purpose of the focus on Evidence-based Writing. 2. Collaborates with teachers to develop a writing prompt appropriate for each grade level that will be assigned in the English classrooms. 3. Collaborates with teachers to develop a simple rubric that reflects their understanding of proficiency levels. 4. Supports/guides teachers, preferably in teams, through scoring process 5. Collects baseline data to be compared to a final writing assessment. 6. Analyzes baseline data with grade level teams to identify student needs. 7. Facilitates discussion with teachers to identify professional development needs. (Writing by Design) <p>Shares out grade level findings/ recommendations with whole staff to build consensus on priorities for student learning and for teacher learning in 2017-18 with a cross-curricular focus on evidenced-based writing.</p>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged 2E	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Provide after school tutoring by teachers for EL students who are struggling with writing, reading comprehension, and math concepts.	Provide after school tutoring by teachers for EL students who are struggling with writing, reading comprehension, and math concepts. Use of	Provide after school tutoring by teachers for EL students who are struggling with writing, reading comprehension, and math concepts.

Use of newly adopted on-line resources such as; Math IXL, Raz-Kids and Lexia to prepare students for the SBAC Tests. In class use of the Let's Go Learn EDGE program for remedial practice of math standards; especially Concepts and Procedures. (\$6,000)

newly adopted on-line resources such as; Math IXL, Raz-Kids and Lexia to prepare students for the SBAC Tests. In class use of the Let's Go Learn EDGE program for remedial practice of math standards; especially Concepts and Procedures.

Use of newly adopted on-line resources such as; Math IXL, Raz-Kids and Lexia to prepare students for the SBAC Tests. In class use of the Let's Go Learn EDGE program for remedial practice of math standards; especially Concepts and Procedures.

Budget Expenditures

2017-18	2018-19	2019-20
Amount	Amount	Amount
\$14,000	\$14,000	\$14,000
Source	Source	Source
LCAP	LCAP	LCAP
Budget Reference	Budget Reference	Budget Reference
0500	0500	0500

Goal 3

Engagement and School Climate: Create a strong foundation and adherence to charter document by involving all stakeholders thus improving school climate.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8
 COE ☐ 9 ☐ 10
 LOCAL _____

Identified Need

Increase student and parent engagement through research based community school strategies. Focus on student wellness opportunities as well as more parent communication; especially new parents. Increased effort in Student Wellness through Tool Box and implementing the BEST program. Encourage more after school sports teams and modify the P.E. program to increase student wellness. Retain SAY counselor services and hire a FTE 0.4 district counselor. Add Restorative Justice program.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
BEST Data	Pending/New Program	Compare Behavioral Referrals from 2016/2017	Compare Behavioral Referrals from previous year	Compare Behavioral Referrals from previous year
Counseling Referrals	Increased 50% from 2015/16	Addition of District Counselor (0.4 FTE)	Maintain Counseling and increase SAY Services	Maintain Counseling and SAY services.
Restorative Justice	Pending/New Program	% of Students Served	% of Students Served	% of Students Served

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 ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)] _____

Location(s) ☐ All schools ☐ Specific Schools:SRFACS ☒ Specific Grade spans:TK-6

OR

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

Students to be Served ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s) ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18

☐ New ☒ Modified ☐ Unchanged

Continue to adhere to charter document and parent involvement provision. Gather data on total volunteer hours per year to measure growth.

☐ New ☒ Modified ☐ Unchanged

Consider findings based on parent surveys and make improvements as needed. Conduct new survey and review findings and add teacher and student surveys for comparison of the 3 stakeholder groups.

☐ New ☒ Modified ☐ Unchanged

2018-19

☐ New ☐ Modified ☒ Unchanged

Continue to adhere to charter document and parent involvement provision. Gather data on total volunteer hours per year to measure growth.

☐ New ☐ Modified ☒ Unchanged

Consider findings based on parent surveys and make improvements as needed. Conduct new survey and review findings and add teacher and student surveys for comparison of the 3 stakeholder groups.

☐ New ☐ Modified ☒ Unchanged

2019-20

☐ New ☐ Modified ☒ Unchanged

Continue to adhere to charter document and parent involvement provision. Gather data on total volunteer hours per year to measure growth.

☐ New ☐ Modified ☒ Unchanged

Consider findings based on parent surveys and make improvements as needed. Conduct new survey and review findings and add teacher and student surveys for comparison of the 3 stakeholder groups.

☐ New ☐ Modified ☒ Unchanged

☐ N

<p>Create educational opportunities for parents – including before school year to share information about dual language schools. In August, an Orientation will be held for new and returning families, students, and staff. Three Parent Information Sessions will be held, one every trimester, to update families on the French and California scope and sequence, units, and/or projects. These TOSA coordinated sessions, will be grouped as follows: Grades K-2, Grades 3-5, and Grade 6. (General District Funding)</p>	<p>Create educational opportunities for parents – including before school year to share information about dual language schools. In August, an Orientation will be held for new and returning families, students, and staff. Three Parent Information Sessions will be held, one every trimester, to update families on the French and California scope and sequence, units, and/or projects. These TOSA coordinated sessions, will be grouped as follows: Grades K-2, Grades 3-5, and Grade 6. (General District Funding)</p>	<p>Create educational opportunities for parents – including before school year to share information about dual language schools. In August, an Orientation will be held for new and returning families, students, and staff. Three Parent Information Sessions will be held, one every trimester, to update families on the French and California scope and sequence, units, and/or projects. These TOSA coordinated sessions, will be grouped as follows: Grades K-2, Grades 3-5, and Grade 6. (General District Funding)</p>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Support the development of students’ social-emotional skills by providing TOOLBOX training (dovetaillearning.org) for all staff members. TOSA and French lead teachers will provide translation and follow-up training. TOOLBOX continues to empower students to better cope with social-emotional issues and improve classroom behavior. To complement TOOLBOX, SRFACS will apply for district provided Best Plus training on best practices in consistent schoolwide discipline, restorative justice, and positive behavior building. An anti-bullying program called Power of One will be implemented with a student assembly. Schoolwide program to embrace our student diversity and teach tolerance and acceptance of other cultures. (General District Funding)</p>	<p>Support the development of students’ social-emotional skills by providing TOOLBOX training (dovetaillearning.org) for all staff members. TOSA and French lead teachers will provide translation and follow-up training. TOOLBOX continues to empower students to better cope with social-emotional issues and improve classroom behavior. To complement TOOLBOX, SRFACS will apply for district provided Best Plus training on best practices in consistent schoolwide discipline, restorative justice, and positive behavior building. An anti-bullying program called Power of One will be implemented with a student assembly. Schoolwide program to embrace our student diversity and teach tolerance and acceptance of other cultures. (General District Funding)</p>	<p>Support the development of students’ social-emotional skills by providing TOOLBOX training (dovetaillearning.org) for all staff members. TOSA and French lead teachers will provide translation and follow-up training. TOOLBOX continues to empower students to better cope with social-emotional issues and improve classroom behavior. To complement TOOLBOX, SRFACS will apply for district provided Best Plus training on best practices in consistent schoolwide discipline, restorative justice, and positive behavior building. An anti-bullying program called Power of One will be implemented with a student assembly. Schoolwide program to embrace our student diversity and teach tolerance and acceptance of other cultures. (General District Funding)</p>
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
<p>Create and maintain school website with links to the SRFACS parent website. Continue parent link messages and monthly parent newsletter to establish stronger communication. Update school brochures and handouts for prospective</p>	<p>Create and maintain school website with links to the SRFACS parent website. Continue parent link messages and monthly parent newsletter to establish stronger communication. Update school brochures and handouts for prospective</p>	<p>Create and maintain school website with links to the SRFACS parent website. Continue parent link messages and monthly parent newsletter to establish stronger communication. Update school brochures</p>

families. Update student/parent handbook to address new procedures and rules. (General District Funding)	families. Update student/parent handbook to address new procedures and rules. (General District Funding)	and handouts for prospective families. Update student/parent handbook to address new procedures and rules. (General District Funding)
<input type="checkbox"/> New <input checked="" type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Increase Library Technician's hours from 8 to 12 hours per week. Increase IMT hours from 3.5/day to 4.0/day. This change will assist in better curriculum management of our dual English and French programs. (\$5,266)	Maintain Library Technicians hours from 8 to 12 hours per week. Increase IMT hours from 3.5/day to 4.0/day. This change will assist in better curriculum management of our dual English and French programs.	Maintain Library Technicians hours from 8 to 12 hours per week. Increase IMT hours from 3.5/day to 4.0/day. This change will assist in better curriculum management of our dual English and French programs.

BUDGETED EXPENDITURES

2017-18

Amount	\$5,266
Source	LCAP
Budget Reference	0500

2018-19

Amount	\$5,266
Source	LCAP
Budget Reference	0500

2019-20

Amount	\$5,266
Source	LCAP
Budget Reference	0500

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

☒ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds:

\$133,492

Percentage to Increase or Improve Services:

6.0 %

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](#)).

Action 1B: Harmonize the Math program to improve student performance. Continue learning rounds to identify student learning and teaching practices that can help the EL and SED students.

Action 1C: Focus on writing with assessments twice a year to improve teaching of writing in our ELA classes.

Action 1D: Addition of instructional assistant that concentrates on supporting the EL students who are mainstreamed into classes.

Action 1E: Continue with TOSA who will direct curriculum development, assessment tools, data analysis, and teacher training.

Action 2C: English Summer Camp for English Learners, Low Income, and struggling students who need remediation.

Action 2E: Provide after school tutoring for EL and SED students and others identified by teachers.

Action 3C: Continue Tool Box program for managing student behavior and Best Plus staff team to implement the BEST program.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where "chronic absentee" means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

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