

Title 5. EDUCATION

Division 1. California Department of Education

Chapter 14.5. Local Control Funding Formula

Subchapter 1. Local Control Funding Formula Spending Regulations for Supplemental and Concentration Grants and Local Control and Accountability Plan Template

Article 1. Local Control and Accountability Plan and Spending Requirements for Supplemental and Concentration Grants

§ 15494. Scope.

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15495. Definitions.

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

(b) "English learner parent advisory committee," as used in Education Code sections 52063 and 52069 for those school districts or schools and programs operated by county superintendents of schools whose enrollment includes at least 15 percent English learners and at least 50 pupils who are English learners, shall be composed of a majority of parents, as defined in subdivision (e), of pupils to whom the definition in Education Code section 42238.01(c) applies. A governing board of a school district or a county superintendent of schools shall not be required to establish a new English learner parent advisory committee if a previously established committee meets these requirements.

(c) “Local control and accountability plan (LCAP)” means the plan created by an LEA pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in conformance with the LCAP and annual update template found in section 15497.5.

(d) “Local educational agency (LEA)” means a school district, county office of education, or charter school.

(e) “Parents” means the natural or adoptive parents, legal guardians, or other persons holding the right to make educational decisions for the pupil pursuant to Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or 56055, including foster parents who hold rights to make educational decisions.

(f) “Parent advisory committee,” as used in Education Code sections 52063 and 52069, shall be composed of a majority of parents, as defined in subdivision (e), of pupils and include parents of pupils to whom one or more of the definitions in Education Code section 42238.01 apply. A governing board of a school district or a county superintendent of schools shall not be required to establish a new parent advisory committee if a previously established committee meets these requirements, including any committee established to meet the requirements of the federal No Child Left Behind Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of Title I of that act.

(g) “Prior year” means one fiscal year immediately preceding the fiscal year for which an LCAP is approved.

(h) “Services” as used in Education Code section 42238.07 may include, but are not limited to, services associated with the delivery of instruction, administration, facilities, pupil support services, technology, and other general infrastructure necessary to operate and deliver educational instruction and related services.

(i) “State priority areas” means the priorities identified in Education Code sections 52060 and 52066. For charter schools, “state priority areas” means the priorities identified in Education Code section 52060 that apply for the grade levels served or the nature of the program operated by the charter school.

(j) “Subgroup” means the numerically significant pupil subgroups identified pursuant to Education Code section 52052.

(k) “to improve services” means to grow services in quality.

(l) “to increase services” means to grow services in quantity.

(m) “unduplicated pupil” means any of those pupils to whom one or more of the definitions included in Education Code section 42238.01 apply, including pupils eligible for free or reduced price meals, foster youth, and English learners.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for Supplemental and Concentration Grants.

(a) An LEA shall provide evidence in its LCAP to demonstrate how funding apportioned on the basis of the number and concentration of unduplicated pupils, pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to support such pupils. This funding shall be used to increase or improve services for unduplicated pupils as compared to the services provided to all pupils in proportion to the increase in funds apportioned on the basis of the number and concentration of unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA shall include in its LCAP an explanation of how expenditures of such funding meet the LEA's goals for its unduplicated pupils in the state priority areas. An LEA shall determine the percentage by which services for unduplicated pupils must be increased or improved above services provided to all pupils in the fiscal year as follows:

(1) Estimate the amount of the LCFF target attributed to the supplemental and concentration grants for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

(2) Estimate the amount of LCFF funds expended by the LEA on services for unduplicated pupils in the prior year that is in addition to what was expended on services provided for all pupils. The estimated amount of funds expended in 2013-14 shall be no less than the amount of Economic Impact Aid funds the LEA expended in the 2012-13 fiscal year.

(3) Subtract subdivision (a)(2) from subdivision (a)(1).

(4) Multiply the amount in subdivision (a)(3), by the most recent percentage calculated by the Department of Finance that represents how much of the statewide funding gap between current funding and full implementation of LCFF is eliminated in the fiscal year for which the LCAP is adopted.

(5) Add subdivision (a)(4) to subdivision (a)(2).

(6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant to Education Code sections 42238.02 and 2574, as implemented by Education Code sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program, in the fiscal year for which the LCAP is adopted.

(7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

(8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero or when LCFF is fully implemented statewide, then an LEA shall determine its percentage for purposes of this section by dividing the amount of the LCFF target attributed to the supplemental and concentration grant for the LEA calculated pursuant to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the Targeted Instructional Improvement Grant program and the Home to School Transportation program.

(b) This subdivision identifies the conditions under which an LEA may use funds apportioned on the basis of the number and concentration of unduplicated pupils for districtwide, schoolwide, countywide, or charterwide purposes: Pursuant to Education Code section 42238.07(a)(2), an

LEA may demonstrate it has increased or improved services for unduplicated pupils under subdivision (a) of this section by using funds to upgrade the entire educational program of a schoolsite, a school district, a charter school, or a county office of education as follows:

(1) A school district that has an enrollment of unduplicated pupils of 55 percent or more of the district's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(2) A school district that has an enrollment of unduplicated pupils less than 55 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a districtwide basis. A school district expending funds on a districtwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a districtwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(3) A school district that has an enrollment of unduplicated pupils at a school that is 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP is adopted or in the prior year may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its unduplicated pupils in the state and any local priority areas.

(4) A school district that has an enrollment of unduplicated pupils that is less than 40 percent of the schoolsite's total enrollment in the fiscal year for which an LCAP is adopted may expend supplemental and concentration grant funds on a schoolwide basis. A school district expending funds on a schoolwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a schoolwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the district's goals for its

unduplicated pupils in the state and any local priority areas.

(C) Describe how these services are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description shall provide the basis for this determination, including, but not limited to, any alternatives considered and any supporting research, experience, or educational theory.

(5) A county office of education expending supplemental and concentration grant funds on a countywide basis or a charter school expending supplemental and concentration grant funds on a charterwide basis shall do all of the following:

(A) Identify in the LCAP those services that are being funded and provided on a countywide or charterwide basis.

(B) Describe in the LCAP how such services are principally directed towards, and are effective in, meeting the county office of education's or charter school's goals for its unduplicated pupils in the state and any local priority areas, as applicable.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15497. County Superintendent of Schools Oversight of Demonstration of Proportionality.

In making the determinations required under Education Code section 52070(d)(3), the county superintendent of schools shall include review of any descriptions of districtwide or schoolwide services provided pursuant to sections 15496(b)(1) through (b)(4) when determining whether the school district has fully demonstrated that it will increase or improve services for unduplicated pupils pursuant to section 15496(a). If a county superintendent of schools does not approve an LCAP because the school district has failed to meet its requirement to increase or improve services for unduplicated pupils as specified in this section, it shall provide technical assistance to the school district in meeting that requirement pursuant to Education Code section 52071.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

Introduction:

LEA: Los Feliz Charter School for the Arts

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LCAP

Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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 Education Code.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA's goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code 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 Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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?

Involvement Process	Impact on LCAP
<p>Stakeholders input was solicited via LCAP meetings, the Annual Survey, and feedback from committee to the School Site Council. In addition, other meetings were held with parents to obtain feedback on what were perceived to be priority needs for the school.</p> <p>The School Site Council reviewed the SPSA and reflected on progress and goals in the priorities.</p> <p>The draft LCAP was shared with stakeholders and feedback was solicited. Feedback will be reviewed and potentially incorporated into the final LCAP draft for Board approval.</p>	<p>The results of the Annual Survey informed the development of the goals for several of the state identified priority areas. In addition, parent meetings produced suggestions for several of the identified areas of need.</p> <p>The School Site Council was the main group that was involved in monitoring, reviewing, and constructing this year's LCAP for Board approval.</p>
<p>Annual Update:</p> <p>The School Site Council (SSC), which is comprised of parents, teachers, support staff, and administration, reviewed the LCAP in relation to data, feedback from committees, and the Annual Survey. They met to review student performance data, attendance data, and other data pertaining to the priority areas.</p> <p>Information sessions were offered to stakeholders to obtain feedback prior to finalizing the plan.</p> <p>The LCAP was then distributed to families via the weekly newsletter and posted on the school website.</p> <p>The LCAP was then finalized by the School Site Council and presented to the LFCSA Board of Directors for final approval on June 22, 2016.</p>	<p>Annual Update:</p> <p>The involvement of the SSC has helped to build shared understanding about the LCAP and the multi-stakeholder perspective has impacted the LCAP in the following ways:</p> <p>Unifying of Site Council, PTA, and Board efforts so that the school can concentrate its efforts on the State Priorities.</p>

Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA's goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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 Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?

- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 Education Code sections 42238.01 and subgroups as defined in 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 schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, 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?

GOAL: 1	All students will attain proficiency in the core content areas.	Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need: Implementation of CCSS, course access, and pupil achievement

Goal Applies to: Schools: Los Feliz Charter School for the Arts

Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:

Percentage of students at every applicable grade level, including all student subgroups, score at a higher proficiency rate than local schools on the CAASPP statewide assessment in the area of English Language Arts/Literacy and Mathematics.

School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education (pending)

Students at every applicable grade level, including all student subgroups, demonstrate growth in the CAASPP assessments in the areas of English Language Arts/Literacy and Mathematics.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Analyze 2015-16 CAASPP data for growth for all students and by subgroups in Fall 2016. Administer SBAC Interim Assessments prior to mid-year. Analyze SBSC Interim Assessments.	LEA-wide	_X_ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base Grant Object Code, 1110 \$2,044 Object Code, 1300 \$489 Object Code, 2400 \$270 Object Code, 4310 \$3,000

LCAP Year 2: 2017 -18

Expected Annual Measurable Outcomes:	CAASPP implementation, analyze data and set target growth areas. School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education (pending) Students at every applicable grade level, including all student subgroups, demonstrate growth in the CAASPP assessments in the areas of English Language Arts/Literacy and Mathematics. New targets to be set Fall 2017
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Analyze 2016-17 CAASPP data for growth for all students and by subgroups in Fall 2017. Analyze SBAC Interim Assessment data for growth for all students and by subgroups after formative administration.	LEA-wide	<u> X </u> ALL ----- ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____	<i>LCFF Base Grant</i> Object Code, 1110 \$2,044 Object Code, 1300 \$489 Object Code, 2400 \$270 Object Code, 4310 \$3,000

LCAP Year 3: 2018 -19

Expected Annual Measurable Outcomes:	CAASPP implementation, analyze data and set target growth areas. School will meet the annual API Growth Target, or equivalent, as mandated by the CA State Board of Education (pending) Students at every applicable grade level, including all student subgroups, demonstrate growth in the CAASPP assessments in the areas of English Language Arts/Literacy and Mathematics. New targets to be set Fall 2018.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Analyze 2016-17 CAASPP data for growth for all students and by subgroups in Fall 2018.</p> <p>Analyze SBAC Interim Assessment data for growth for all students and by subgroups after trimester administration.</p>	<p>LEA-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p><i>LCFF Base Grant</i></p> <p>Object Code, 1110 \$2,044</p> <p>Object Code, 1300 \$489</p> <p>Object Code, 2400 \$270</p> <p>Object Code, 4310 \$3,000</p>
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GOAL: 2	Teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS).	Related State and/or Local Priorities: 1__ 2_X 3_X 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Identified Need: Implementation of CCSS, course access, and pupil achievement.

Goal Applies to: Schools: Los Feliz Charter School for the Arts
 Applicable Pupil Subgroups:

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes: Teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS) – Math (major focus)/ ELD (minor focus) – Interdisciplinary PBL (ongoing)

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Year 2 Professional Development focus: Math (major) ELD (minor) <ul style="list-style-type: none"> • Cognitively Guided Instruction (Math) \$8K • Scottish Storyline (PTA) \$13K – 10 teachers • Diversity/Inclusion/Safe Schools PD Classroom PTA 10K; LFCSA (2K) • New to LFCSA induction \$3K (3 days) • Summer Institute \$15,625 • Individual teacher conferences \$7K • Teacher lead bonuses \$20K • Instructional Coach \$30K 	LEA-wide	_X_ ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	LCFF Base Grant Object Code, 1110 \$15,000 LCFF Supplemental & Concentration Grant Object Code, 1175 \$38,625 Object Code, 5200 \$7,000 Fundraising, PTA Object Code, 5850 \$33,500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:		Teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS) – Next Generation Science Standards (major focus)/ Math (minor)	
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Year 2 Professional Development focus: Next Generation Science</p> <ul style="list-style-type: none"> • External experts (\$13K) • New to LFCSA induction \$3K (3 days) • Summer Institute \$13K • Lesson Studies \$25K • Individual teacher conferences \$7K • Teacher lead bonuses \$20K 		<p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p><i>LCFF Base Grant</i></p> <p>Object Code, 1110 \$15,000</p> <p><i>LCFF Supplemental & Concentration Grant</i></p> <p>Object Code, 1175 \$38,625</p> <p>Object Code, 5200 \$7,000</p> <p><i>Fundraising, PTA</i></p> <p>Object Code, 5850\$33,500</p>
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:		Teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS) – (focus TBD).	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Year 3 Professional Development focus: TBD</p> <ul style="list-style-type: none"> • External experts • New to LFCSA induction \$3K (3 days) • Summer Institute \$13K • Lesson Studies \$25K • Individual teacher conferences \$7K • Teacher lead bonuses \$20K 	<p>LEA-wide</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p><i>LCFF Base Grant</i></p> <p>Object Code, 1110 \$15,000</p> <p><i>LCFF Supplemental & Concentration Grant</i></p> <p>Object Code, 1175 \$38,625</p> <p>Object Code, 5200 \$7,000</p> <p><i>Fundraising, PTA</i></p> <p><i>Object Code,</i> 5850 \$33,500</p>

GOAL: 3	Continue to enhance the level of Art Integration in the curriculum and move closer to a model school.	Related State and/or Local Priorities:
		1__ 2_X 3_X 4__ 5_X 6__ 7__ 8_X
		COE only: 9__ 10__
Identified Need:	Need to increase ability to plan and deliver interdisciplinary CCSS and Arts standards to meet the mission of the charter	

Goal Applies to:	Schools: Los Feliz Charter School for the Arts
	Applicable Pupil Subgroups: All

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Continue to enhance the level of Art Integration in the curriculum.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain full time specialists CalArts Theater Arts partnership (PTA 3.5K) Teacher PD on definition of art integration and enhancing curricular plans with AI. Catalyst Educator Days Resource Library (online) - Art Integration webpage	LEA-wide	<u> </u> X <u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups:(Specify)_____	<i>LCFF Supplemental & Concentration Grant</i> Object Code, 2100 \$60,000 Object Code Series, 3000 \$6,000 <i>Fundraising, PTA</i> Object Code, 5850 \$3,500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Continue to enhance the level of Art Integration in the curriculum.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CalArts Theater Arts partnership (PTA 3.5K)	LEA-wide	<u> </u> X <u> </u> ALL ----- OR:	<i>LCFF Supplemental & Concentration Grant</i>

Teacher PD on definition of art integration and enhancing curricular plans with AI.		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Object Code, 2100 \$40,800 Object Code Series, 3000 \$6,100
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Continue to enhance the level of Art Integration in the curriculum.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
CalArts Theater Arts partnership (PTA 3.5K) Teacher PD on definition of art integration and enhancing curricular plans with AI.	LEA-wide	<input checked="" type="checkbox"/> ALL ----- ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<i>LCFF Supplemental & Concentration Grant</i> Object Code, 2100 \$41,616 Object Code Series, 3000 \$4,162

GOAL: 4	Teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.	Related State and/or Local Priorities:
		1 <input checked="" type="checkbox"/> 2__ 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__
		COE only: 9__ 10__
		Local: Specify _____

Identified Need:	95% of teachers held EL authorization;
Goal Applies to:	Schools: Los Feliz Charter School for the Arts
	Applicable Pupil Subgroups:

LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	100% of teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
100% of teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.	LEA-wide	<u> X </u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	<i>N/A General Operations cost</i>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	100% of teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>100% of teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.</p>	<p>LEA-wide</p>		<p><i>N/A General Operations cost</i></p>
<p>LCAP Year 3: 2018-19</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>100% of teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>100% of teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.</p>	<p>LEA-wide</p>	<p><u> X </u> ALL ----- ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p><i>N/A General Operations cost</i></p>

GOAL: 5	The school will maintain a high ADA rate		Related State and/or Local Priorities: 1__ 2__ 3_X 4_X 5__ 6__ 7__ 8_X COE only: 9__ 10__ Local: Specify _____

Identified Need:	Increase attendance rate to ensure students are accessing and engaging in the curriculum.		
Goal Applies to:	Schools:	Los Feliz Charter School for the Arts	
	Applicable Pupil Subgroups:	All	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase attendance rate annually until we are above the District average target of 96% Increase parent engagement (e.g. volunteer hours, community activities)		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development for office staff on tracking absences with "triggers" for parent notification and involvement. Continue to share Independent Study policy with teachers and parents. Parent blasts	LEA-wide	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<i>LCFF Base Grant</i> <i>Object Code, 5200</i> <i>\$2,500</i>

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Increase attendance rate annually until we are above the District average 96% Increase parent engagement (e.g. volunteer hours, community activities)		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>Professional Development for office staff on tracking absences with “triggers” for parent notification and involvement. Continue to share Independent Study policy with teachers and parents. Parent blasts</p>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p><i>LCFF Base Grant</i> <i>Object Code, 5200</i> <i>\$2,500</i></p>
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LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase attendance rate annually until we are above the District average 96% Increase parent engagement (e.g. volunteer hours, community activities)</p>
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<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Track absences with “triggers” for parent notification and involvement. Share Independent Study policy with teachers and parents.</p>	<p>LEA-wide</p>	<p><u>X</u> ALL ----- ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p><i>LCFF Base Grant</i> <i>Object Code, 5200</i> <i>\$2,500</i></p>

GOAL: 6	English Learner (EL) students participate in English Language Arts/Literacy instruction with appropriate instructional support;	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____

Identified Need:	Increase EL academic performance to ensure students are accessing and engaging in the curriculum.
Goal Applies to:	Schools: Los Feliz Charter School for the Arts <hr/> Applicable Pupil Subgroups: English Learners

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	Increase reclassification rate annually until we are above the District average (~14%).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to refine implementation of ELD folders Create Professional Development plan for ELD standards and ELD folder monitoring of progress. Continue to monitor internal assessments for EL progress to identify potential students ready for reclassification. Create Teacher Lead Role for ELD support (\$1K) Leveled Readers	LEA-wide	__ALL ----- OR: __Low Income pupils __X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<i>LCFF Supplemental & Concentration Grant</i> Object Code, 2100 \$92,000 Object Code, 3000 \$9,200 Object Code, 4310 \$1,500

LCAP Year 2: 2017-18

Expected Annual Measurable	Increase reclassification rate annually until we are above the District average (~14%).
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Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to refine implementation of ELD folders</p> <p>Create Professional Development plan for ELD standards and ELD folder monitoring of progress.</p> <p>Continue to monitor internal assessments for EL progress to identify potential students ready for reclassification.</p> <p>Continue to utilize teacher Lead Role for ELD support (\$1K)</p> <p>Leveled Readers</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p><i>LCFF Supplemental & Concentration Grant</i></p> <p>Object Code, 2100 \$95,717</p> <p>Object Code, 3000 \$9,572</p> <p>Object Code, 4310 \$1,500</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Increase reclassification rate annually until we are above the District average (~14%).
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Continue to refine implementation of ELD folders</p> <p>Create Professional Development plan for ELD standards and ELD folder monitoring of progress.</p> <p>Continue to monitor internal assessments for EL progress to identify potential students ready for reclassification.</p> <p>Continue to utilize teacher Lead Role for ELD support (\$1K)</p> <p>Leveled Readers</p>	LEA-wide	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p><i>LCFF Supplemental & Concentration Grant</i></p> <p>Object Code, 2100 \$92,000</p> <p>Object Code, 3000 \$9,200</p> <p>Object Code, 4310, \$1,500</p>

GOAL: 7	STRATEGY: Improve school climate for student behavior and reduction in sound to support quality of instruction.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Improve school climate by making improvements in student/staff/family support and changes to the physical infrastructure.		
Goal Applies to:	Schools: Los Feliz Charter School for the Arts <hr style="border-top: 1px dashed black;"/> Applicable Pupil Subgroups: All		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Decrease the number of referrals by increasing awareness of Safe School practices; development of social skills; reducing ambient noise; and build shared understanding of school wide culture.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
New PD opportunity for all staff/parents related to Diversity/Inclusion/Safe School – Responsive Classroom (see goal 2) Use part time counselor staff to help identify and support student needs with interpersonal relationships and access to the curriculum. Sound reduction – panels/ceiling Bring in 2 counseling interns with outside contract services (\$15K – PTA 10.5K; LFCSA 4.5K) Safe school lead (\$13K) –back up for admin – parent training on definition – training on how parents can take steps to repair. Maintain Safe School Committee	LEA-wide	_X_ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<i>LCFF Supplemental & Concentration Grant</i> Object Code, 1200 \$22,000 Object Code Series, 3000 \$2,200 Object Code, 5850 \$4,500 <i>Fundraising, PTA</i> Object Code, 5850 \$10,500

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Decrease the number of referrals by increasing awareness of Safe School practices; development of social skills; reducing ambient noise; and build shared understanding of school wide culture.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Use part time counselor staff to help identify and support student needs with interpersonal relationships and access to the curriculum.</p> <p>Sound reduction – panels/ceiling – continue with installations</p> <p>Safe school lead – back up for admin – parent training on definition – training on how parents can take steps to repair.</p> <p>Maintain Safe School Committee</p>	LEA-wide	<p><u> X </u> ALL ----- -----</p> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p><i>LCFF Supplemental & Concentration Grant</i></p> <p>Object Code, 1200 \$22,440</p> <p>Object Code Series, 3000 \$2,244</p> <p>Object Code, 5850 \$4,500</p> <p><i>Fundraising, PTA</i></p> <p>Object Code, 5850 \$10,500</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Decrease the number of referrals by increasing awareness of Safe School practices; development of social skills; reducing ambient noise; and build shared understanding of school wide culture.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Use part time counselor staff to help identify and support student needs with interpersonal relationships and access to the curriculum.</p> <p>Sound reduction – panels/ceiling – continue with upstairs</p> <p>Continue with 2 counseling interns with outside contract services (\$7500)</p>	LEA-wide	<p><u> X </u> ALL ----- -----</p> <p>OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p><i>LCFF Supplemental & Concentration Grant</i></p> <p>Object Code, 1200 \$22,889</p> <p>Object Code Series, 3000</p>

			\$2,289 Object Code, 5850 \$4,500 <i>Fundraising, PTA</i> Object Code, 5850 \$10,500
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GOAL: 8	STRATEGY: Improve school climate for student behavior to maintain low suspension and expulsion rates.		Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7_X 8_X COE only: 9__ 10__ Local: Specify _____	
Identified Need:	Improve school climate by making improvements in student/staff/family support and changes to the physical infrastructure.			
Goal Applies to:	Schools:	Los Feliz Charter School for the Arts		
Applicable Pupil Subgroups:	All			
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Maintain a low suspension and expulsion rate.			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures	
Employees will be trained and implement the Safe School System and Cool Tools; teachers will use positive behavior supports and hold community circles to address issues; Administration will work with teachers, staff and families to manage student behavior issues and concerns. Maintain Safe School Committee	LEA-wide	_X_ ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	<i>LCFF Supplemental & Concentration Grant</i> Object Code, 1200 \$22,000 Object Code Series, 3000 \$2,200	

			Object Code, 5850 \$4,500 <i>Fundraising, PTA</i> Object Code, 5850 \$10,500
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Decrease the number of referrals by increasing awareness of Safe School practices; development of social skills; reducing ambient noise; and build shared understanding of school wide culture.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Employees will be trained and implement the Safe School System and Cool Tools; teachers will use positive behavior supports and hold community circles to address issues; Administration will work with teachers, staff and families to manage student behavior issues and concerns.</p> <p>Maintain Safe School Committee</p>	LEA-wide	<p><u>X</u> ALL ----- ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____</p>	<p><i>LCFF Supplemental & Concentration Grant</i></p> <p>Object Code, 1200 \$22,440</p> <p>Object Code Series, 3000 \$2,244</p> <p>Object Code, 5850 \$4,500</p> <p><i>Fundraising, PTA</i></p> <p>Object Code, 5850 \$10,500</p>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Decrease the number of referrals by increasing awareness of Safe School practices; development of social skills; reducing ambient noise; and build shared understanding of school wide culture.
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Actions/Services	Scope of	Pupils to be served within identified scope of	Budgeted
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	Service	service	Expenditures
<p>Employees will be trained and implement the Safe School System and Cool Tools; teachers will use positive behavior supports and hold community circles to address issues; Administration will work with teachers, staff and families to manage student behavior issues and concerns.</p> <p>Maintain Safe School Committee</p>	<p>LEA-wide</p>	<p><u> X </u> ALL ----- ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify)_____</p>	<p><i>LCFF Supplemental & Concentration Grant</i></p> <p>Object Code, 1200 \$22,889</p> <p>Object Code Series, 3000 \$2,289</p> <p>Object Code, 5850 \$4,500</p> <p><i>Fundraising, PTA</i></p> <p>Object Code, 5850 \$10,500</p>

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 Education Code 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 schoolsites 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?

Original GOAL from prior year LCAP:	All students will attain proficiency in the core content areas.		Related State and/or Local Priorities: 1_X 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Los Feliz Charter School for the Arts		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	Students at every applicable grade level, including all student subgroups, demonstrate growth in the CAASPP assessments in the areas of English Language Arts/Literacy and Mathematics		Actual Annual Measurable Outcomes:	CAASPP ELA: 52% Met or Exceeded Standard CAASPP Math: 36% Met or Exceeded Standard No growth target set due to first year of data for CAASPP
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures		
			Estimated Actual Annual Expenditures	

<p>Analyze 2014-15 EOY NWEA MAP data for growth for all students and by subgroups in Fall 2015.</p> <p>Implement SBAC Interim Assessments</p> <p>Maintain use of MAP assessments as we explore SBAC interims.</p>	<p><i>LCFF Base Grant</i></p> <p>Object Code, 1110 \$2,044</p> <p>Object Code, 1300 \$489</p> <p>Object Code, 2400 \$270</p> <p>Object Code, 4310 \$3,000</p>	<p>Decision to focus on SBAC Interim SBAC Assessment Implementation</p> <p>Teachers sent to SBAC Interim Hand Scoring Training</p>	<p><i>LCFF Base Grant</i></p> <p>Object Code, 1110 \$2,044</p> <p>Object Code, 1300 \$489</p> <p>Object Code, 2400 \$270</p> <p>Object Code, 4310 \$3,000</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and</p>			

expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue with Interim Implementation. Schedule implementation for both subjects for 2016-17.
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Original GOAL from prior year LCAP:	Teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS).	Related State and/or Local Priorities: 1_X 2_X 3__ 4_X 5_X 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Los Feliz Charter School for the Arts	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	Teachers will participate in annual professional development on the implementation of CA Common Core State Standards (CA CCSS) – Math (major focus)/ ELD (minor focus) – Interdisciplinary PBL (ongoing)	Actual Annual Measurable Outcomes:	Teachers will participated in professional development on the implementation of CA Common Core State Standards (CA CCSS) – Math via individual conferences, lesson studies, pupil free days. (major focus)/ ELD (minor focus) – PD on reclassification process - Interdisciplinary PBL (ongoing) – support given within teams.
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LCAP Year: 2015-16

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

<p>Year 1 Professional Development focus: Math (major) ELD (minor)</p> <ul style="list-style-type: none"> • External experts (none allocated yet) • Summer institute (PTA) \$16K • New to LFCSA induction (PTA) \$5K (3 days) • Lesson Studies \$25K • Individual teacher conferences \$15K 	<p><i>LCFF Base Grant</i></p> <p>Object Code, 1110 \$15,000</p> <p><i>Fundraising, PTA</i></p> <p>Object Code, 1175 \$21,000</p> <p>Object Code, 5851 \$25,000</p>	<p>Instructional Coach contracted in Spring (\$7K) 100% of teachers participated in the summer Institute PD All new teachers participated in induction.. All grade level teams participated in multiple lesson studies. Some teachers attended individual conferences (art, math)</p>	<p><i>LCFF Base Grant</i></p> <p>Object Code, 1110 \$16,000</p> <p><i>Fundraising, PTA</i></p> <p>Object Code, 1110 \$21,000</p> <p>Object Code, 5851 \$25,000</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures :</p>			

will be made as a result of reviewing past progress and/or changes to goals?

Need for continued PD on Scottish Storyline for all teachers, and support for Schoolwide Math implementation.

Original GOAL from prior year LCAP:	Arts Specialists: Increase Dance, Music, Visual Arts from 4 days to 5 days for fuller Arts and CCSS integration.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:		Schools:	Los Feliz Charter School for the Arts	
Expected Annual Measurable Outcomes:		Arts Specialists: Increase Dance, Music, Visual Arts from 4 days to 5 days for fuller Arts and CCSS integration.	Actual Annual Measurable Outcomes:	Arts Specialists: Increase Dance, Music, Visual Arts from 4 days to 5 days for fuller Arts and CCSS integration.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Arts Specialist currently impacted by part-time teaching schedule. (This was not a prior goal). Arts Specialists: Increase Dance, Music, Visual Arts	<i>LCFF Supplemental & Concentration Grant</i> Object Code, 2100 \$40,000 Object Code Series, 3000 \$5,000		<i>Supplemental & Concentration Grant</i> Object Code, 2100 \$40,000 Object Code Series, 3000 \$5,000	

Scope of service: Schoolwide		Scope of service: Schoolwide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		None	

Original GOAL from prior year LCAP:	Teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.	Related State and/or Local Priorities: 1_ <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Los Feliz Charter School for the Arts Applicable Pupil Subgroups: All		
Expected Annual Measurable Outcomes:	100% of teachers are required to hold a credential will hold a valid CA Teaching Credential with appropriate English learner authorization as defined by the CA Commission on Teaching Credentialing.	Actual Annual Measurable Outcomes: 100% of teachers held valid CA Credential 90% of teachers held an English Learner Authorization	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
HR monitoring of teacher credentials.	LCFF Base Grant Object Code, 2400 \$643	HR monitoring of teacher credentials. One teacher found to lack EL authorization. One teacher hired with temporary certificate	LCFF Base Grant Object Code, 2400 \$643
Scope of service:	Schoolwide	Scope of service:	Schoolwide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to	Ensured closer tracking of credentialing needs. Training for office staff on school pathways. This is also related to CALPADS reporting. 2016-2017		

Original GOAL from prior year LCAP:	The school will maintain a high ADA rate		Related State and/or Local Priorities: 1_ 2_ <input checked="" type="checkbox"/> 3_ 4_ <input checked="" type="checkbox"/> 5_ 6_ 7_ <input checked="" type="checkbox"/> 8_ COE only: 9_ 10_ Local : Specify _____	
Goal Applies to:	Schools:	Los Feliz Charter School for the Arts		
Expected Annual Measurable Outcomes:	Increase attendance rate to ensure students are accessing and engaging in the curriculum.	Actual Annual Measurable Outcomes:	Achieved 95% attendance rate.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Hire half-time office assistant to help with attendance and parent/community engagement.	<i>LCFF Base Grant</i> Object Code, 2400 \$16,000 Object Code 3000 Series \$1,600	Hired half-time office assistant to help with attendance and parent/community engagement	<i>LCFF Supplemental & Concentration Grant</i> Object Code, 2400 \$16,000 Object Code 3000 Series \$1,600	
Scope of service:	Schoolwide	Scope of service:	Schoolwide	
<u> </u> X ALL		<u> </u> X ALL		

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	None – continue with improving attendance tracking and communications.	

Original GOAL from prior year LCAP:	English Learner (EL) students participate in English Language Arts/Literacy instruction with appropriate instructional support;	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____	
Goal Applies to:	Schools: Los Feliz Charter School for the Arts	Applicable Pupil Subgroups: English Learners	
Expected Annual Measurable Outcomes:	Increase reclassification rate annually until we are above the District average (~14%).	Actual Annual Measurable Outcomes: Attained 8% rate in 2015-16.	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Implement ELD folders Professional Development for ELD standards and ELD folder monitoring of progress. Monitor internal assessments for EL progress to identify potential students ready for reclassification.	<i>LCFF Supplemental & Concentration Grant</i> Object Code, 1300 \$8,670	English Learner (EL) students participate in English Language Arts/Literacy instruction with appropriate instructional support via differentiated instruction and RTI support; Teachers receive professional development on reclassification.	<i>LCFF Supplemental & Concentration Grant</i> Object Code, 1300 \$8,670

	<p>Object Code, 2100 \$107,175</p> <p>Object Code, 2400 \$3,060</p> <p>Object Code 3000 Series \$17,836</p>		<p>Object Code, 2100 \$107,175</p> <p>Object Code, 2400 \$3,060</p> <p>Object Code 3000 Series \$17,836</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Professional Development monitoring of the new ELD standards with the newly created monitoring documents. Creation of teacher lead role in ELA/ELD to support instructional practices.</p>		

Original GOAL from prior year LCAP:	Improve school climate for student behavior and reduction in sound to support quality of instruction.		Related State and/or Local Priorities: 1_ 2_X 3__ 4_X 5_X 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Los Feliz Charter School for the Arts		
Expected Annual Measurable Outcomes:	Decrease the number of referrals by increasing awareness of Safe School practices; development of social skills; reducing ambient noise; and build shared understanding of school wide culture.	Actual Annual Measurable Outcomes:	Increase awareness of Safe School practices; development of social skills; reducing ambient noise; and build shared understanding of school wide culture.	
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Hire 2 additional aides to help supervision needs. 1 of the 2 to serve as a Safe School repair facilitator.	<i>LCFF Base Grant</i>	Hired 2 additional aides to help supervision needs. 1 of the 2 to serve as a Safe School repair facilitator.	<i>LCFF Base Grant</i>	
PD for all staff/parents with Ruth Beaglehole from Echo Parenting/ NonViolent Parenting practices related to Safe School.	Object Code, 1200 \$90,000	PD for all staff/parents with Ruth Beaglehole from Echo Parenting/ NonViolent Parenting practices related to Safe School.	Object Code, 1200 \$90,000	
Use part time counselor and psychologist staff to help identify and support student needs with interpersonal relationships and access to the curriculum.	Object Code, 5850 \$3,000	Use part time counselor and psychologist staff to help identify and support student needs with interpersonal relationships and access to the curriculum.	Object Code, 5850 \$3,000	
Sound Assessment to decrease ambient noise		Sound Assessment to decrease ambient noise	<i>LCFF Supplemental & Concentration Grant</i>	
Public Address System to build shared culture via school wide communication	<i>LCFF Supplemental</i>	Did not install PA system	Object Code, 2100 \$26,000	

	<p>& <i>Concentration Grant</i></p> <p>Object Code, 2100</p> <p>\$26,000</p> <p>Object Code 3000 Series</p> <p>\$2,600</p> <p><i>Fundraising, PTA</i></p> <p>Object Code, 5850</p> <p>\$5000</p> <p>\$4,762</p>		<p>Object Code 3000 Series \$2,600</p> <p><i>Fundraising, PTA</i></p> <p>Object Code, 5850 \$5000</p>
<p>Scope of service: Schoolwide</p>		<p>Scope of service: Schoolwide</p>	
<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p><input checked="" type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<p>Continue work on school climate with behavior and physical environment improvements.</p>		

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>252,350</u>
<p>The LFCSA Current Year Investment for high needs students (prior year plus Gap Closing Increment) in 2016-176 is \$252,350. A total \$252,350 of LCFF supplemental and concentration grant funds were budgeted school-wide for English Language Arts Instruction to support the goals and actions specific to unduplicated numbers of EL, low income, and foster youth to ensure that schools could make decisions to continue employing support personnel to meet the needs of targeted subgroups, based on stakeholder feedback. LFCSA leadership and the School Site Council will align the Single Plans for Student Achievement to the goals and actions in the approved Local Control Accountability Plan.</p> <p>Due to the fact that our unduplicated count is less than 55%, the goals and action plans are mainly applied at the schoolwide level.</p> <p>The differentiated goals that were established were related to the needs of English Learners.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

7.11	%
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The services provided for our unduplicated FRL, EL and Foster population were allocated on a school-wide basis and provide for increased and improved services for these pupils in proportion to the increase in funding provided for such pupils in that LCAP year. This proportionality percentage is met as demonstrated by the increases in allocations.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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 California Code of Regulations, title 5, 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).

8-22-14 [California Department of Education]