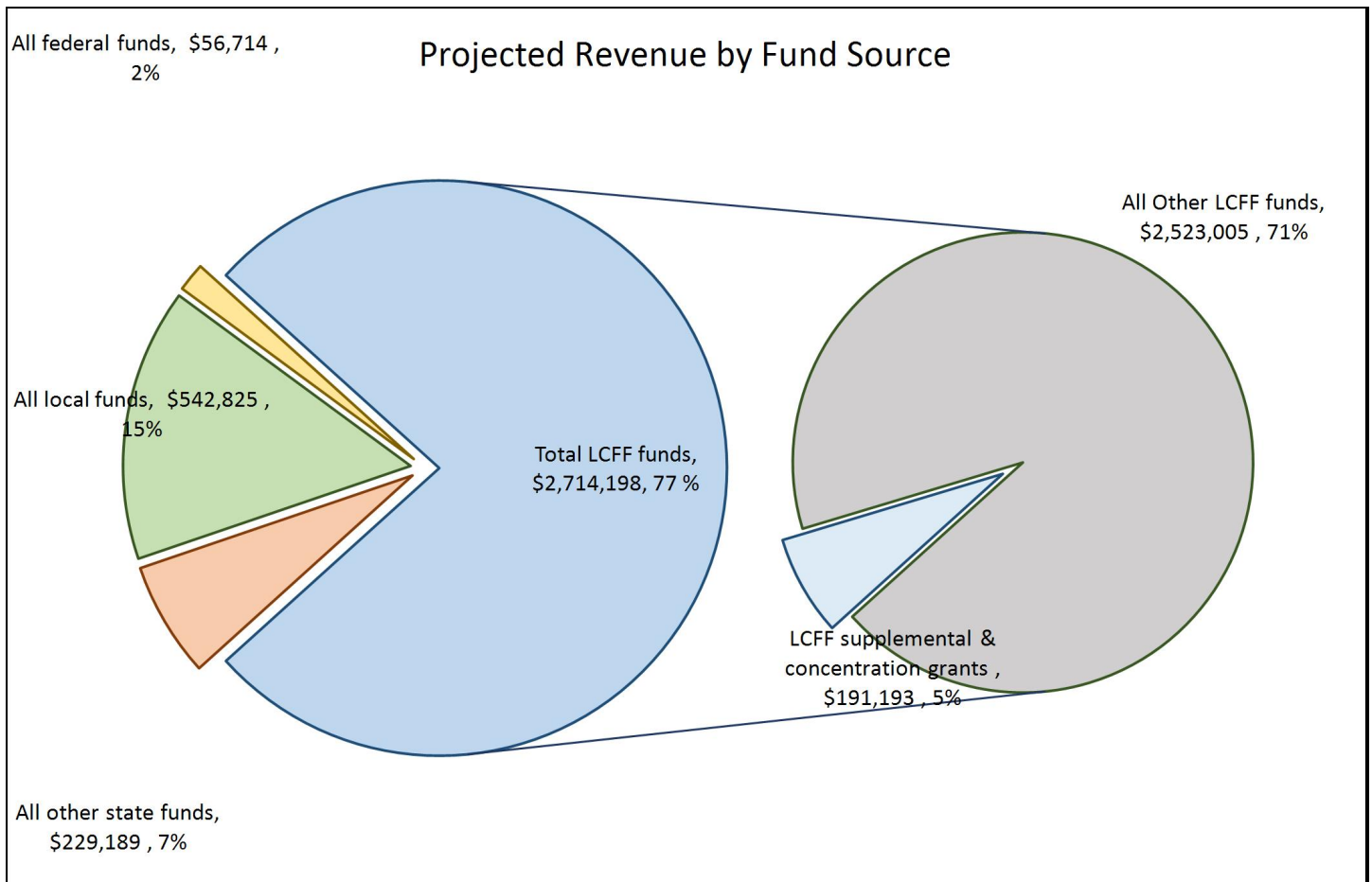


# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Francophone Charter School, Charter Authorized by Oakland Unified School District  
 CDS Code: 01612590132514  
 Local Control and Accountability Plan (LCAP) Year: 2019-20  
 LEA contact information: Farid Senna, Executive Director

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

## Budget Overview for the 2019-20 LCAP Year

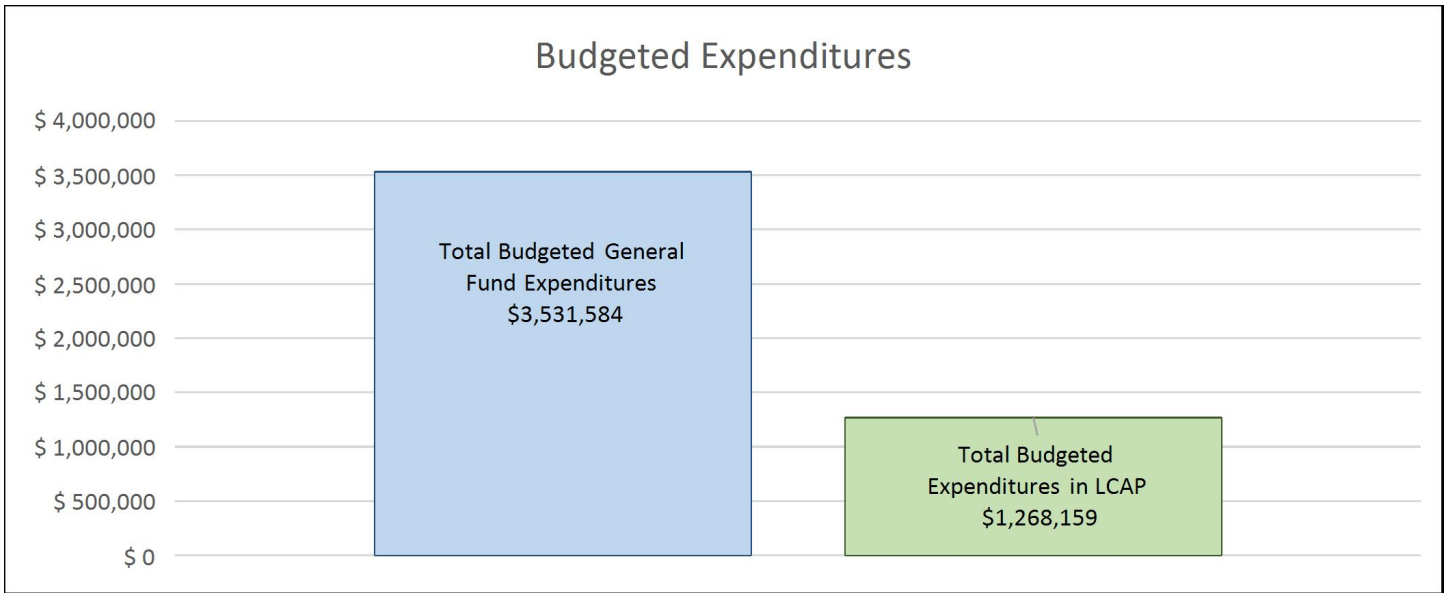


This chart shows the total general purpose revenue Francophone Charter School, Charter Authorized by Oakland Unified School District expects to receive in the coming year from all sources.

The total revenue projected for Francophone Charter School, Charter Authorized by Oakland Unified School District is \$3,542,926, of which \$2714198 is Local Control Funding Formula (LCFF), \$229189 is other state funds, \$542825 is local funds, and \$56714 is federal funds. Of the \$2714198 in LCFF Funds, \$191193 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Francophone Charter School, Charter Authorized by Oakland Unified School District plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

Francophone Charter School, Charter Authorized by Oakland Unified School District plans to spend \$3531584 for the 2019-20 school year. Of that amount, \$1268159 is tied to actions/services in the LCAP and \$2,263,425 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

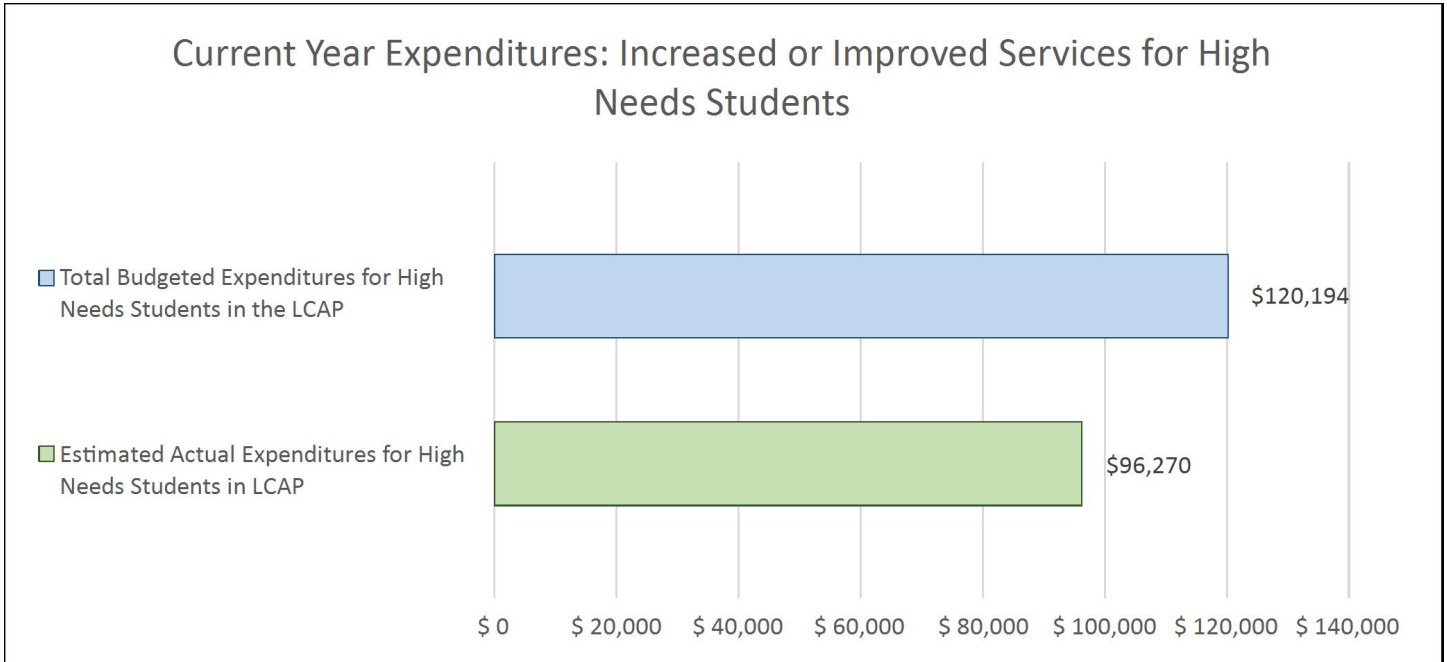
Facility lease, general operating services, administrative costs, food service, and base compensation (teacher and school leader)

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

In 2019-20, Francophone Charter School, Charter Authorized by Oakland Unified School District is projecting it will receive \$191193 based on the enrollment of foster youth, English learner, and low-income students. Francophone Charter School, Charter Authorized by Oakland Unified School District must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, Francophone Charter School, Charter Authorized by Oakland Unified School District plans to spend \$202026 on actions to meet this requirement.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2018-19



This chart compares what Francophone Charter School, Charter Authorized by Oakland Unified School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Francophone Charter School, Charter Authorized by Oakland Unified School District estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, Francophone Charter School, Charter Authorized by Oakland Unified School District's LCAP budgeted \$120194 for planned actions to increase or improve services for high needs students. Francophone Charter School, Charter Authorized by Oakland Unified School District estimates that it will actually spend \$96270.49 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-23,923.509,999,999,995 had the following impact on Francophone Charter School, Charter Authorized by Oakland Unified School District's ability to increase or improve services for high needs students: While expenses overall totaled less than overall budgeted, the school fully implemented all actions and services planned for DIISUP for 18-19. Costs of services came in slightly less than anticipated in some instances.



# 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)

[California School Dashboard](#): 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

Francophone Charter School,  
Charter Authorized by Oakland  
Unified School District

Contact Name and Title

Farid Senna  
Executive Director

Email and Phone

farid@francophoneschool.org  
510.746.0700

## 2017-20 Plan Summary

### The Story

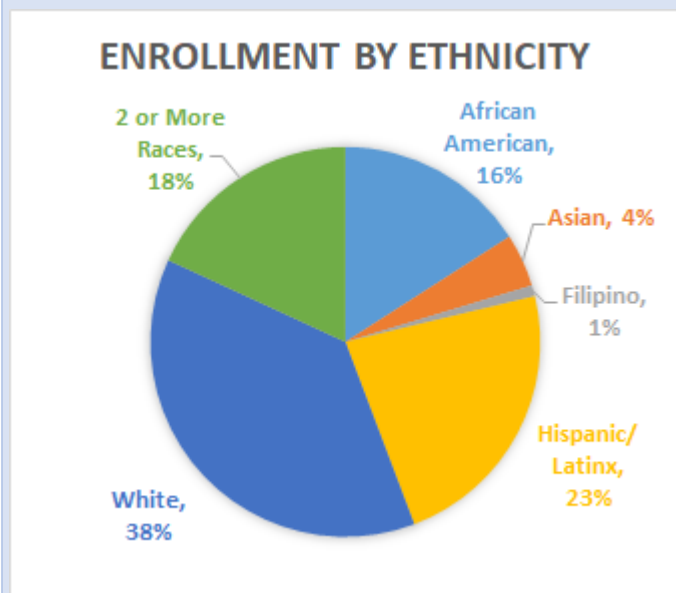
Describe the students and community and how the LEA serves them.

Because of the uniqueness of our school, offering a free, French-English education to all, Francophone Charter School of Oakland (FCSO) students come from all over the Bay Area. Approximately 60% are Oakland residents, and the rest come from as far as Vallejo, El Cerrito, Richmond, Albany, Berkeley, Walnut Creek, Dublin, Hayward and Castro Valley. We opened in August 2015, serving grades K-3. We currently serve students in grades K-6, but we will continue to add a grade level each year until we are a K-8 school in 2020-21.

Our school and parent community is diverse, including francophone families from countries like France, Belgium, Congo, Senegal, Switzerland, Algeria and Ivory Coast, as well as non-francophone families who identify as Asian, Hispanic, African American and White. Our families span economic ranges, including 27% who are socioeconomically disadvantaged. We are committed to increasing the diversity of our community by giving preference in our enrollment lottery to families who qualify for free or reduced lunch and to families who reside in our local neighborhood. The Francophone Charter School serves our school community in the following ways:

1. We are intentional about honoring diversity in our teaching, hiring, event planning and budgeting.
2. We give our students a quality Two-Way Immersion education.
3. We value artistic endeavors and weave art into our curriculum, allowing students varied opportunities to excel academically by using artistic modalities to learn and express learning.
4. We are committed to providing a rigorous education that prepares students for college and career.

Our parent community is very active and involved in nearly every aspect of the school, from volunteering in classrooms to planning field trips to shepherding new teachers to fundraising. We also have parent representation on the Board of Directors, Board Committees, the Francophone Charter School Community (FCSC, our parent organization), and parent-led committees.



## LCAP Highlights

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

### Goal 1 -- Global Communities

We advanced our goal of Global Citizenship by integrating world cultures into our Social Studies curriculum and celebrating the Francophonie in various events throughout the year. We are continuing to expand our Social Emotional Learning (SEL) curriculum and restorative justice practices school-wide.

### Goal 2 -- Bilingual Education

We advanced our goal of Bilingual Education by teaching French and English writing and reading using a workshop model for maximum student independence and learning, and holding professional development each week where the staff will increase their knowledge of Content-Based Instruction, and by administering the DELF Prim examination.

### Goal 3 -- Creative Education

We advanced our goal of Creative Education by teaching content through art in each class, continuing the Music for Minors II program, and offering multiple performing arts opportunities throughout the year, led by our newly hired performing arts instructor.

### Goal 4 -- Rigorous Education

We advanced our goal of Rigorous Education by using ongoing benchmark assessments to guide instruction, providing staff professional development on math, reading, and integrating technology into the classroom for individualized learning and work-place readiness skills, and preparing for the Smarter Balanced Assessments and the California Science Test.

## Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

### State Priority 1 -- Basic Service

A. Teachers are fully credentialed in their subject areas and for the pupils they are teaching, including teachers who were educated in other countries. We successfully hired 12 teachers and 2 administrators this year, all but one of whom will be continuing with Francophone Charter in 2019-20.

B. All our students have access to standards-aligned materials, as well as art and music supplies and technology for the classroom.

C. School facilities are maintained in good repair.

### State Priority 2 -- Common Core Standards Implementation

A. Teachers spend time each month in staff meetings analyzing standards and creating formative assessments to guide instruction and summative assessment with backwards mapping.

B. We added an instructional aide and additional supports for our English learners.

### State Priority 3 -- Parent Engagement

A. The school sought parent input in making decisions for the school in monthly Executive Director (ED) meetings, monthly Parent Organization meetings, an annual State of the School event, three Town Hall meetings and surveys.

### State Priority 4 -- Pupil Achievement

A. The school used benchmark data to target instruction and professional development, and it reviewed Smarter Balanced Assessment data to better prepare upper-grade students in the rigors of Common Core. The students have continued to progress on the SBAC ELA and math assessments annually.

### State Priority 5 -- Pupil Engagement

A. The school monitored student attendance and communicated it weekly to the parent community. The school continued "Golden Bravo" recognition of perfect attendance to encourage attendance. Average Daily Attendance has stayed consistently high this year.

State Priority 6 -- School Climate

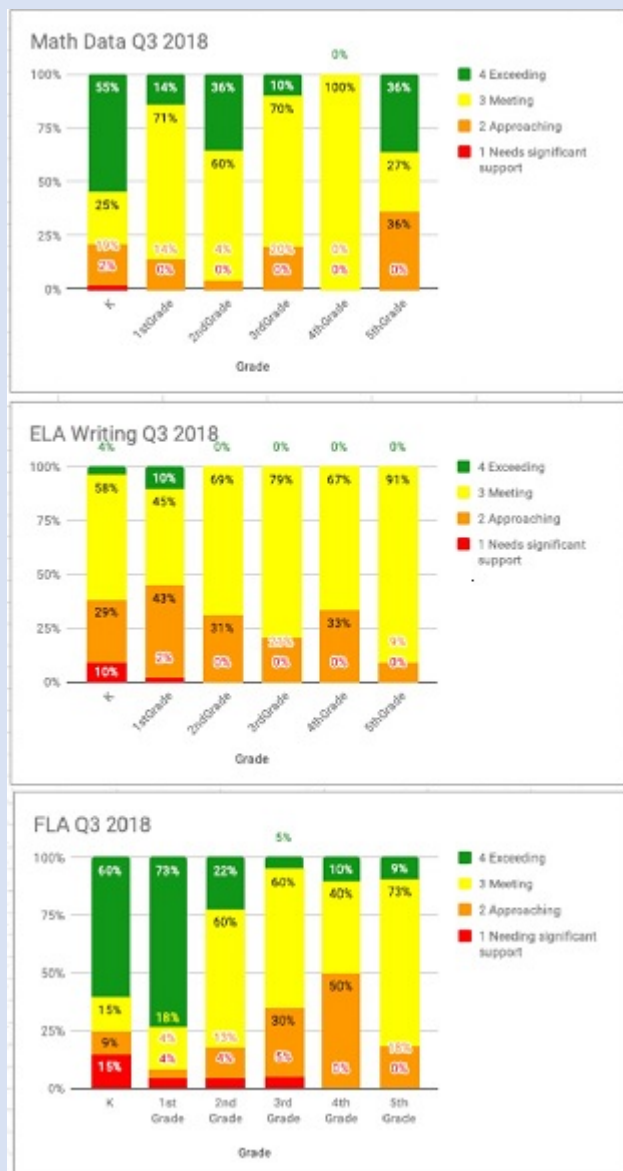
A. The climate of the school is positive. The school is employing restorative justice practices to improve communication and reduce the number of disciplinary incidents.

State Priority 7 -- Course Access

A. The school intentionally offers students a variety of academic and extra-curricular learning opportunities including narrative and informational writing, poetry, research, music, art, global studies, field trips, and cooking.

State Priority 8 -- Pupil Outcomes -- other

A. School benchmark data in Math, English and French Language Arts (FLA) for Quarter 3 is provided below.





Referring to the California School Dashboard, 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**

While FCSO performance data on the CA School Dashboard is still limited due to our small population size in tested grade levels, there are no state indicators for which overall performance is in the "Red" or "Orange" performance category. The school has determined the following needs for improvement based on a review of both state and local performance data:

Need #1: To see annual growth for the majority of students in English Language Arts (ELA) and Mathematics.

Need #2: To see annual increase in English Learner (EL) progress.

Need #3: Prioritize recruitment of highly qualified staff and teacher professional development to match enrollment growth. 2019-20 will be the first year with a full returning team.

To achieve significant improvement in these areas of need, the school will take the following steps:

1. Provide technological integration for learning and communication.
2. Recruit and retain high quality teachers, prioritizing those who have taught English Learners and/or who have experience teaching ELA in an immersion context.
3. Provide teachers with professional development in strategies to maximize instructional effectiveness in ELA and math and with English Learners, and in the use of data-driven instruction as a tool for improving student understanding.
4. Purchase curriculum designed for English Learners and other students requiring additional support in ELA, which can be used for the instruction of all students.
5. Employ an Instructional Aide or other educator to provide support to English Learners and other students requiring additional support in ELA.

Referring to the California School Dashboard, 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**

Since our school is small and still growing, we only have state indicators for chronic absenteeism and suspensions. We do see a performance gap in chronic absences between our Hispanic and socioeconomically disadvantaged subgroups (red indicator, >20% chronic absence rate) and our schoolwide average (green indicator, <9% chronic absence rate). We will continue to monitor and work with those families to decrease their absence rate next year.

We do not have enough Smarter Balanced scores for our subgroups to determine if there are performance gaps in ELA and math.

## **Comprehensive Support and Improvement**



An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

### **Schools Identified**

Identify the schools within the LEA that have been identified for CSI.

Francophone not identified for CSI

### **Support for Identified Schools**

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A - Francophone not identified for CSI

### **Monitoring and Evaluating Effectiveness**

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A - Francophone not identified for CSI

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 1

To provide an education and school environment rooted in our individual, collective and global communities.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 1: Basic (Conditions of Learning)
  - Priority 2: State Standards (Conditions of Learning)
  - Priority 3: Parental Involvement (Engagement)
  - Priority 4: Pupil Achievement (Pupil Outcomes)
  - Priority 6: School Climate (Engagement)
  - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

- 1. Educational Equity Leadership Group Events
- 2. Purchases
- 3. Community Involvement

**18-19**

- 1. Increase by one event.
- 2. Add one project with written and digital resources per class.
- 3. Elect new FCSC Officers, add 1 parent education event, add 1 outside organization event.

Actual

- 1. Three Town Halls were conducted this year by parent advocates and FCSC
- 2. We implemented 1 digital project
- 3. FCSC elections completed, parent education event on curriculum and instruction conducted November 2018, puberty education parent event conducted May 2019.

Expected

Actual

**Baseline**

1. 3 events for stakeholders
2. Establish basic library for global citizenship.
3. Hold FCSC (formerly PCN) elections, 1 parent education event, and 3 outside events.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Foster conversation and implement processes to ensure educational equity (Global Citizenship)</p> <p>i. Educational Equity Leadership Group to continue holding multiple stakeholder engagement opportunities for the school community around educational equity and will begin to shape decision-making in school culture and academics. Use metrics for effective engagement and useful outcomes.</p>	<p>We held one meeting in December with the Educational Equity group and engaged parents in event throughout the school year including three Town Hall meetings, Back to School night and 8 days of parent-teacher conferences (4 day in the fall and 4 days in the spring).</p> <p>We will continue to engage our parent groups in discussions of educational equity next year.</p>	<p>For Goal 1 1000-1999: Certificated Personnel Salaries LCFF 4446.51</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 4446.51</p>
		<p>For Goal 1 4000-4999: Books And Supplies LCFF 338.33</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 338.33</p>
		<p>For Goal 1 5800: Professional/Consulting Services And Operating Expenditures Title I 1137.12</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Title I 1137.12</p>
		<p>For Goal 1 5800: Professional/Consulting Services And Operating Expenditures LCFF 679.8</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 679.8</p>

**Action 2**

Planned  
Actions/Services

Actual  
Actions/Services

Budgeted  
Expenditures

Estimated Actual  
Expenditures

Integrate global citizenship and civic engagement into the social studies curriculum (Global Citizenship)

i. Continue developing the social studies curriculum to include aspects of global citizenship, civic engagement, and the Francophonie. Work with school volunteers and teacher leaders on events promoting the Francophonie. Include additional time for administrator and purchase of additional books and supplies.

During the first quarter of 2018-19, we integrated Global Citizenship and civic engagement into the 6th grade Social Studies curriculum by partnering with Generation Citizen. Our 6th graders collaborated by team every week with a student teacher from GC and showcased the outcome of their work during a Civic Day event in San Francisco where they present their work to other 6th graders of the Bay Area.

Our 4th graders have read and taken action for the earth by focusing on only repurposed materials for their Arts projects. The combined 5/6 class added to their library and book club activities with books by authors from African francophone countries.

The 4th graders engaged with kindergartners on a word study-partnership about naming their feelings and emotions.

During the Week of the Francophonie, students celebrated artistic, musical and culinary traditions from the francophone world. They learned about Belgium and French artists and created their own paintings using their style as inspiration. They learned about famous singers and made their own version of famous Belgium landmarks. They learned about Louisiana, Tunisia and Luxembourg spring traditions.

For Goal 1 1000-1999: Certificated Personnel Salaries LCFF 10626.51

1000-1999: Certificated Personnel Salaries LCFF Base 10626.51

For Goal 1 4000-4999: Books And Supplies LCFF 374

4000-4999: Books And Supplies LCFF Base 374

With FCSC collaboration, we organized four read-ins: Latin Read-in, Black History Read-in, International Women’s Day Read-In and Asian-Pacific American Heritage read-in.

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Engage our school and broader community (Community Engagement)</p> <p>i. Continue to engage the FCSC, create new committees as necessary (potentially around Global Citizenship and Staff Support), develop system to assess FCSC's effectiveness (survey) and plan for incorporation in 2019-20, if appropriate.</p> <p>ii. Provide 2 parent education events, including at least 1 with a translator</p> <p>iii. Engage the broader community (neighborhood, Francophone organizations, etc.) in at least 2 events, which are publicized in at least two languages</p>	<p>i. We continued to engage with the FCSC and related committees to provide events such as Gala, STEM, Science Fair, Dad's Club, garden, outreach programs. The FCSC hosted monthly meetings and there was also parent representation at Board meetings.</p> <p>ii. The school offered parent education events, as well as Back to School Night and curriculum insights and outcomes night. The school also hosted an annual State of the School event in addition to Town Hall events.</p> <p>iii. Highlights of our community partnerships this year include:</p> <ul style="list-style-type: none"> <li>o Operations Administrator liaison to Oakland Fire Marshall and Oakland Fire Department</li> <li>o Executive Director liaison to the Toler Heights Neighborhood Association regarding parking, safety, and community events</li> <li>o After Care Director liaison to nearby private high school, Bishop O’Dowd, regarding after school activities for FCSO students and</li> </ul>	<p>For Goal 1 4000-4999: Books And Supplies LCFF 601.52</p> <p>For Goal 1 5800: Professional/Consulting Services And Operating Expenditures LCFF 27636.27</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 601.52</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 27636.27</p>

volunteer hours for Bishop O'Dowd students  
 o We also worked with community partners to develop our After Care enrichment activities, develop a Chronic Absenteeism Working Group, and implement MTSS based on lessons learned from Alameda County regional work sessions.

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Teach and model life skills, including communications, social-emotional learning and lifelong learning as ways to embrace and interact with others in healthy ways (Life Skills)</p> <p>i. Implement training on restorative justice</p> <p>ii. Train all staff on code of conduct, staff and student expectations during recess and lunch, and graduated system of student discipline procedures during class, and evaluate training's effectiveness using weekly walk-through observations</p>	<p>i. We sent two staff members to a restorative practices training sponsored by IIRP, the International Institute of Restorative Practices. They then trained their colleagues on the tools for restorative practices.</p> <p>ii. In August, we covered the basics of restorative practices during our staff PD. We followed up with a training on promoting a safe and inclusive school climate in October, as well as an overview of our code of conduct and discipline procedures. We have not begun the weekly walkthrough observations to evaluate effectiveness, but will likely develop a process for this in coming years. We did administer a pre and a post of the TFI (Tiered Fidelity Inventory) to gauge changes in school climate.</p>	<p>For Goal 1 1000-1999: Certificated Personnel Salaries LCFF 13150.01</p> <p>For Goal 1 2000-2999: Classified Personnel Salaries LCFF 313.64</p> <p>For Goal 1 4000-4999: Books And Supplies LCFF 796.50</p> <p>For Goal 1 5000-5999: Services And Other Operating Expenditures LCFF 5098.5</p> <p>For Goal 1 1000-1999: Certificated Personnel Salaries Special Education 10184.13</p>	<p>1000-1999: Certificated Personnel Salaries LCFF Supplemental and Concentration 13150.01</p> <p>2000-2999: Classified Personnel Salaries LCFF Supplemental and Concentration 313.64</p> <p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 796.5</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 5098.5</p> <p>1000-1999: Certificated Personnel Salaries Special Education 10184.13</p>



# Analysis

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

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

We have been very successful in engaging students, parents, teachers and the wider community in our program through Francophonie events and student performances. We have provided parent education events and engaged the FCSC committees in planning school events throughout the year. We've further developed our restorative practices at the school through staff training and are evaluating student perceptions of school climate in order to better serve our students in the coming year.

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

Almost all students (94%) report a sense of belonging at the school. Families and the community report appreciation for our Francophonie events. parent sentiment on engagement?

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our estimated actual expenditures matched what was budgeted for 2018-19.

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.

In order to broaden this goal and better align it to our charter and WASC, we've shifted this goal to goal 3 for 2019-20. (Goal 3: We will encourage students and staff to work in teams, learn from each other, and share in the decision-making process. We will value and incorporate community into the life of the school, including civic engagement on a local and global level.) We've expanded the goal to encompass all aspects of engaging stakeholders in decision-making at the school and encouraging them to take ownership in its success.

# Annual Update

LCAP Year Reviewed: **2018-19**

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 2

To provide a bilingual education in French and English

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- French language abilities as measured by French literacy assessments
- Advertising and Staff recruitment strategies
- Staff retention strategies
- Weekly professional learning community meetings
- Professional development trainings related to annual school goals
- Purchase of French, English and bilingual book
- Staff attendance at conferences
- Staff-specific surveys

Actual

French language abilities: 79% performing at or above expectations on French language assessments by Q3

Advertise in 2 additional places: FCSO recruited at BATTI Staff Recruitment fair and at University of San Francisco School of Education

Staff retention:

New onboarding process in which teachers are individually welcomed, oriented to the US, and assisted in finding housing, transportation, and community relationship. Teachers from abroad are introduced to American systems through bridging and comparing to their home system by a culturally diverse group of staff. Training time, resources, assistance in navigating California systems for credentialing, etc are provided to teachers both as a support and retention policy. Moreover, throughout the year, teacher input has been solicited on calendar design, curriculum selection, school celebrations, etc., another staff culture and retention policy. Additional retention strategies include choice of supplies to purchase, support in navigating local vendors, etc.

Weekly professional learning community meetings:

## Expected

### 18-19

- 10% more students show improvement in French language abilities as measured by French literacy assessments.
- Advertise in 2 additional places and with all of the community organizations with which the school has relationships with to help recruit a diverse staff. Adapt staff recruitment strategies based on lessons learned from previous year.
- Implement at least one additional staff retention strategy prior to the next school year.
- Discuss staff retention strategies with staff.
- Conduct cultural education for parents and staff regarding expectations for the school-home relationship.
- Conduct weekly professional learning community meetings with instructional staff to ensure collaboration and professional growth in the French language program.
- Conduct at least 3 professional development trainings related to annual school goals.
- Purchase additional French, English and bilingual books to enhance student literacy in both languages.
- Send 2 educators to a conference or school visit related to immersion education.
- Conduct staff-specific survey and gauge effectiveness of the tool.

## Actual

Staff meetings and collaboration were conducted weekly Aug 2018-Feb. 2019 and alternating weeks March-June 2019. Cultural education for staff about American customs in schools provided during professional development workshops on home-school communication, report cards, parent-teacher conferences, and behavior expectations, among other topics.

Staff attend 3 PD trainings: Staff attended external workshops and conferences as well as the internal professional development trainings listed above.

Purchase additional French, English, bilingual books: Purchased many books in French and English

Send 2 educators to conferences or school visits related to immersion education: One staff member attended Dual Language Immersion workshop September and November 2018.

Conduct staff survey and gauge effectiveness of tool: Survey administered May 2019

Expected

Actual

**Baseline**

- Majority of students show improvement in French language abilities as measured by French literacy assessments.
- Advertise in at least 5 different places and with all of the community organizations with which the school has relationships with to help recruit a diverse staff. Adapt staff recruitment strategies based on lessons learned from previous year.
- Implement at least one additional staff retention strategy prior to the next school year.
- Discuss staff retention strategies with staff.
- Conduct weekly professional learning community meetings with instructional staff to ensure collaboration and professional growth in the French language program
- Conduct at least 3 professional development trainings related to annual school goals
- Purchase French, English and bilingual books to enhance student literacy in both languages.
- Send 1 educator to a conference or school visit related to immersion education
- Conduct staff-specific survey

**Actions / Services**

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

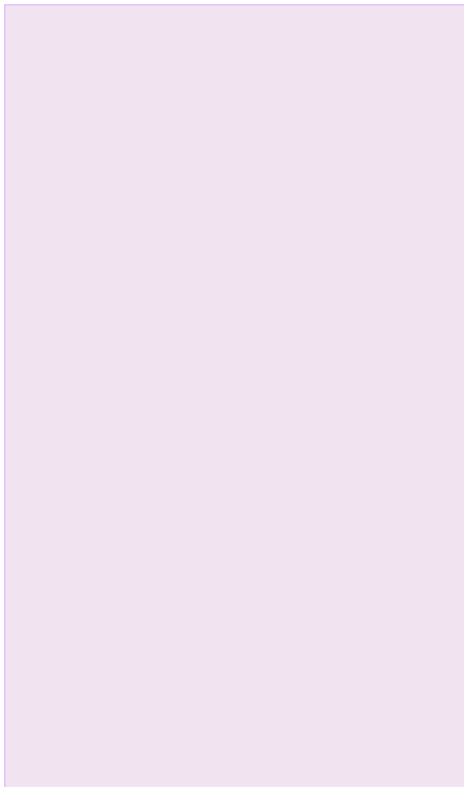
**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Recruit and hire native francophone teachers, English-speaking teachers and bilingual teachers and staff who represent diverse backgrounds and the global Francophonie.	Hiring and staff retention have been a strong focus for the school this year. We hired 2 administrators, 12 teachers, an ELD instructional assistant, and a performing arts instructor. The staff represent diverse Francophonie backgrounds from Belgium, France, Canada, Camaroon, Reunion Island, Luxembourg, and	Recruiting 5800: Professional/Consulting Services And Operating Expenditures LCFF 16,865.14	5800: Professional/Consulting Services And Operating Expenditures LCFF Base 16865.14

Tunisia. All but one staff member (moving out of staff) plans to return for the 2019-20 school year.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Develop staff through professional development opportunities including professional learning community meetings, staff development days, and conferences/workshops</p>	<p>We provided a number of PD opportunities for our staff, both internally (staff development days) and externally (conferences/workshops). The list of topics covered are included below. Teachers also met in professional learning communities regularly.</p> <p>Internal PD Topics:</p> <ul style="list-style-type: none"> <li>• Toolbox: Social Emotional Learning Curriculum</li> <li>• Restorative Practices: Introduction</li> <li>• Technology integration</li> <li>• Safe and supportive schools &amp; PBIS framework</li> <li>• Positive reinforcement strategies</li> <li>• Communicating student learning to families via report card and conference</li> <li>• MTSS</li> <li>• Using Pathways (SIS) and Google Sheets to monitor student progress</li> <li>• Scaffolding mathematics reasoning from concrete to abstract</li> </ul>	<p>Professional Development 5000-5999: Services And Other Operating Expenditures LCFF 2427.45</p> <p>Travel and conferences 5000-5999: Services And Other Operating Expenditures LCFF 665.51</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 2427.45</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 665.51</p>



- Readers workshop through stations
  - Assessment of French reading using GB+ leveled reading
  - Assessment of English reading using Fountas & Pinnell running records
  - Playworks: Group management, structured transitions, and inclusive play
- External PD Topics:
- Restorative Practices: 4 day by IIRP
  - Responsive Classroom
  - Selection of workshops/conferences to allow teachers to select one specialized to their goals

**Action 3**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Retain staff with competitive employee compensation plans; revisit additional retention strategies annually.</p>	<p>New school leadership was successful in increasing our staff retention rate for 2019-20. Strategies included sessions with staff that allowed them to express their thoughts and suggestions and maintaining a climate and leadership style that's open to their feedback.</p> <p>We also implemented new processes to onboard overseas staff, support staff members, and</p>	<p>Compensation Budgeted 1000-1999: Certificated Personnel Salaries LCFF 573,746</p>	<p>1000-1999: Certificated Personnel Salaries LCFF 573746</p>
		<p>Benefits Budgeted 3000-3999: Employee Benefits LCFF 104,476</p>	<p>3000-3999: Employee Benefits LCFF Base 104476</p>



to build loyalty to increase staff retention.

## Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Purchase French language curriculum, books, and supplies, including assessments to assess student French language abilities and changes over time.	The school purchased French language curriculum, books, and supplies, including the DELF French literacy assessments.	For goal 2, action 4 4000-4999: Books And Supplies LCFF 3608.68	4000-4999: Books And Supplies LCFF Base 3606.68

## Analysis

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

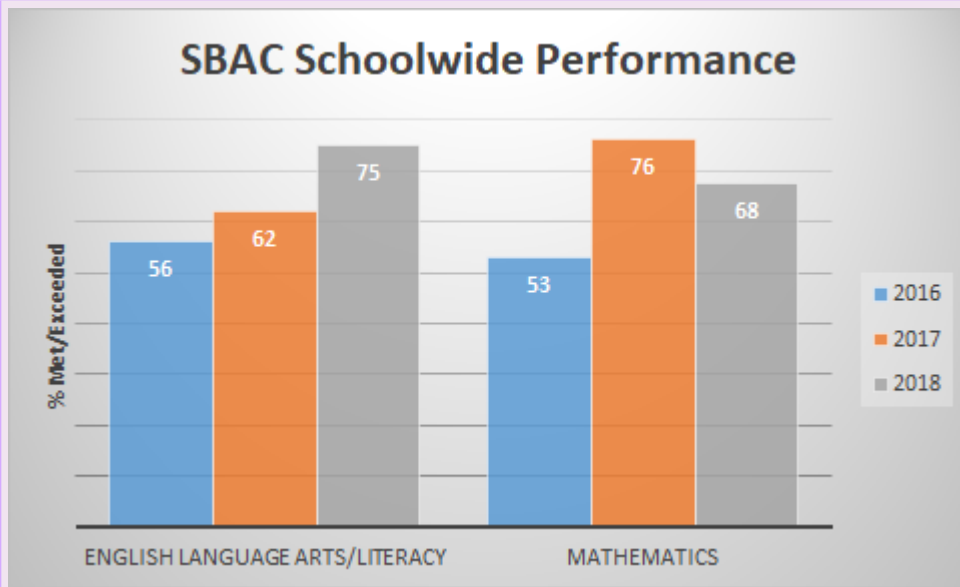
Describe the overall implementation of the actions/services to achieve the articulated goal.

We have assembled a strong team of educators with diverse Francophonie backgrounds to implement our French and English bilingual program. The staff has participated in a number of professional development sessions to strengthen both the academic program and social emotional supports for our students, so all students are able to achieve their potential for learning. We look forward to further strengthening our bilingual program next year by building on topics our staff explored this year.

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

Students are making progress in both French and English. In French language arts, 79% of students are meeting and exceeding the standard. In English, 65% are meeting or exceeding the standard on benchmark assessments. Performance is stronger in both subjects in the lower grade levels, so increasing performance in the upper grades will be a focus in 2019-20.

In addition, performance on the state Smarter Balanced assessments has increased over the last three years in both ELA and math. The tests are limited to grades 3 and up are tested, so 2016 represents grade 3, 2017 represents grades 3 and 4, and 2018 represents grades 3-5.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We spent the amount we budgeted 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.

To clarify our goals to our stakeholders, we've merged Goals 2 (Bilingual Education) and 4 (Rigorous Instruction) into a single goal in our 2019-20 LCAP: Goal 1 - Francophone will provide an academically rigorous curriculum that teaches students to excel in French and English and prepares them for the best high schools and colleges; this includes teaching the value of inquiry, analysis, evaluation and creative problem solving as strategies for making well-informed decisions. This will allow us to better track our academic performance in core subject areas, including French language acquisition. Actions and services that overlapped in the two previous goals will be merged into one.

# Annual Update

LCAP Year Reviewed: 2018-19

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 3

To provide a creative education

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 6: School Climate (Engagement)  
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- Arts and music supplies and equipment
- Art throughout the school and integrated into school projects and lessons
- Theatre performances during the regular school day
- Access to the music curriculum
- School field trips
- ADA

Actual

Arts/Music supplies: Classrooms equipped with starter sets of music and visual art supplies.

Parents report seeing art throughout school and integrated into projects/lessons:

Art has been integrated throughout classrooms. Parents are not surveyed on their observations of this as most classrooms have a room parent or an art parent who leads arts projects in partnership with the teacher. Three major events showcased student art, supported by parent-teacher partnerships; these were the school foundation annual gala, science fair with art integration, and the Semaine of the Francophonie (Francophonie week).

2 theater performances during the school day: Several theatrical and choreographed performances conducted during the school day (October 31, December 19, among others)

Access to music curriculum/ Arts-based residency: Audit of master schedule indicates that all students have access to music instruction. The partnership with the school's Artist in Residence has been established. Curtis Riley is the school's Artist in Residence with whom students work in school-wide activities and after-school arts programs.

## Expected

### 18-19

- All classroom will have starter sets of arts and music supplies and equipment
- Majority of parents report seeing art throughout the school and integrated into school projects and lessons in innovative ways
- Have at least 2 theatre performances during the regular school day
- Establish partnership with an arts-based residency.
- Majority of students have access to the music curriculum
- Majority of students participate in a school field trip
- Increase in overall percentage of ADA

### Baseline

- All classroom will have starter sets of arts and music supplies and equipment
- Majority of parents report seeing art throughout the school and integrated into school projects and lessons
- Have at least 2 theatre performances during the regular school day
- Majority of students have access to the music curriculum
- Majority of students participate in a school field trip
- At least 95% ADA

## Actual

All students in grades K-6 participated in at least one field trip in 2018-2019. Many students participated in more than one field trip in 2018-2019.

Increase ADA: ADA was 96% in 2017-18. ADA from August 2018-May 14, 2019 96.7%

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Arts integration i. Purchase art supplies for all. Purchase musical instruments for grade 6 class. ii. Offer performances for students during the regular school day.	i. Art supplies and musical instruments were purchased  ii. We offered at least 5 schoolwide performance during the school day.	Budgeted as part of 4000 series in Goal 2 4000-4999: Books And Supplies LCFF 2147.55	4000-4999: Books And Supplies LCFF Supplemental and Concentration 2147.55

iii. Continue implementing music curriculum. Begin more formal basic music in grade 6.

iii. We continued to offer Music for Minors to grades K-3, a docent-led, standards-based music curriculum. In the fall trimester, our 6th grade students took a music course involving percussion with Marimoto, a professional musician.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Use project and inquiry-based learning throughout the curriculum.</p> <p>i. Continue training teachers on project and inquiry-based learning and implementation.</p> <p>ii. Organize field trips.</p>	<p>i. Among the training opportunities offered to teachers, several were in the area of inquiry-based learning, addressing either Next Generation Science Standards or design thinking. We will continue to gather feedback from teachers as we develop our instructional practices.</p> <p>ii. Every grade level participated in 2-5 field trips this school year.</p> <p>We also provided After Care enrichment activities designed with community partners and conducted on campus after school, creating access to unique programs including fencing, chess, judo, and architectural design, removing the transportation and cost barriers that typically exist for families and students seeking enrichment opportunities.</p>	<p>Part of 5000 series in Goal 3 5800: Professional/Consulting Services And Operating Expenditures Title I 2108.41</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 2108.41</p>

## Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

Pupils engaged in education, as indicated by attendance rates

Office staff monitor attendance daily. In November, they notified parents of students who were chronically absent.

FCSSO administration participated in CORE collaborative data collection and strategic planning, which includes the Chronic Absenteeism Working Group.

We will continue to expand our attendance monitoring and notification process, as this is an area we are seeing a performance gap. In May, we attended a training on chronic absenteeism and plan to utilize strategies learned to plan for 2019-20. We have also been conducting research on [attendancesworks.org](http://attendancesworks.org) and plan to utilize their materials to improve attendance rates.

Student Information System  
5800: Professional/Consulting Services And Operating Expenditures LCFF 4041.08

5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 5768.29

## Analysis

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

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

We have provided many opportunities throughout the school year for students to engage in performing arts, through school performances, the music and arts programs. Our students at all grade levels have enjoyed multiple field trips throughout the year. We continue to develop our attendance initiatives and this will be an area of more focus next year as we implement better strategies to combat chronic absenteeism.

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

The families and community attended our performances throughout the year and students were eager to participate in the music and arts programs. Overall daily attendance remained high.



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was an increase in the cost of operating expenses including contracted services for student information management, therefore our estimate actual expenditures for this goal are slightly higher than budgeted.

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.

To better align with our charter and WASC goals, this goal will be adjusted and shifted to goal 2 for 2019-20 (Goal 2: Francophone will prepare students for the 21st century by offering a well-rounded education that also incorporates global themes, arts and technology and inspires life-long learners.) All actions and services from the existing goal will be adapted and shifted to Goal 2, to be combined with additional actions and services for enrichment and student engagement.

# Annual Update

LCAP Year Reviewed: 2018-19

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 4

To provide a rigorous education that ensures preparation for the best high schools, colleges and careers

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                          Priority 2: State Standards (Conditions of Learning)  
                          Priority 3: Parental Involvement (Engagement)  
                          Priority 7: Course Access (Conditions of Learning)  
                          Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

- Academic data
- Benchmark assessments
- Access to technology during the school day
- Well-trained and highly qualified teachers retained
- Professional Learning Communities

Actual

Academic data: Academic data were shared with community stakeholders during WASC accreditation visit. End of year academic data to be shared June 2019.

Benchmark assessments:

English Language Arts: 65% meeting or exceeding the standard

Math: 85% meeting or exceeding the standard

Access to technology during the school day:

This target was met, as all students access instructional technology used by the teacher and/or by using individual devices during the school day for academic learning. As of May 2019, the school has three class sets of chromebooks. Each class set is organized in a mobile cart and shared between two classrooms, grades 2-6. Students in grades K and 1 have access to class "stations" of iPads, used during centers and literacy instruction to individualize student learning. The current ratio of student to individual device is approximately 4 to 1. Moreover, each classroom is

**Expected**

**18-19**

- Academic data shared with community stakeholders at least twice a year.
- Majority of students performing at grade level in math and English Language Arts.
- 80% of students have access to technology during the school day.
- 70% of well-trained and highly qualified teachers retained.
- Teachers participate in Professional Learning Communities each week that school is in session.

**Baseline**

- Academic data shared with community stakeholders at least twice a year.
- Majority of students performing at grade level in math and English Language Arts on benchmark assessments.
- Majority of students have access to technology during the school day.
- Majority of well-trained and highly qualified teachers retained.
- Teachers participate in Professional Learning Communities the majority of weeks school is in session.

**Actual**

equipped with document camera, LCD projector, screen or display area, and a teacher laptop.

Teacher retention: 91%

PLCs: Teachers participate in professional development and professional collaboration weekly between August 2018-February 2019. Teachers participate in professional development and professional collaboration in alternating weeks between February-June 2019.

**Actions / Services**

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

**Action 1**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Achieve grade level academic standards (College &amp; career readiness).</p> <p>i. Train teachers on the value and use of data-driven instruction as a tool for improving student understanding.</p>	<p>i. To advance student achievement of grade level standards, and to accelerate the achievement of students not yet achieving grade level standards, Francophone has undertaken three strategies to advance this action. 1. One strategy, based on Francophone students' performance on English Language Arts standards-based</p>	<p>For Goal 4 under books and supplies 4000-4999: Books And Supplies LCFF 11127.56</p> <p>For Goal 4 under services &amp; other operating expenditures 5800: Professional/Consulting Services And Operating Expenditures LCFF 2108.41</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 11793.30</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Supplemental and Concentration 2108.41</p>

ii. Continue reporting data to the board, parents and stakeholders at regular intervals.

iii. Continue implementing an integrated English and French Language Arts curriculum.

assessments, and on the achievement of grade level standards in all content areas by Francophone's English learner students, was to build leadership capacity and programming infrastructure in the domain of English Language Arts and English Language Development. The school hired an administrator as Director of Academics, responsible for the oversight of English Language Arts and English Language Development instruction. The master schedule was refreshed to facilitate co-teaching, push in, and pull out intervention support. A designated English Language Development program was designed, State Board of Education-approved materials for English Language Development were procured, and a credentialed teacher and an instructional assistant were trained to deliver designated ELD to students as a supplement to their academic program. 2. The mid-term strategy of consolidating and organizing student learning data in one platform, such as Pathways, the school's current Student Information System, is expected to streamline data collection so that teachers, instructional leaders, and intervention specialists can view, analyze, and act on students' progress toward grade level standards. 3. The long-term strategy of retaining and supporting highly effective

teachers is expected to advance the number of students achieving grade level standards; the teachers who were new to the school in 2018-2019 and will return to teach in 2019-2020 are now familiar with families, colleagues, adopted curricular materials, school culture, and student learning trends; they are fully equipped and motivated to use formative assessment data to inform instruction and to differentiate efficiently.

The FCSO Directors of Educational Services and Special Programs also attended Alameda County regional work sessions to learn more about implementing MTSS (multi-tiered system of supports) at FCSO.

We also hired a full-time Special Education teacher and contracted an Occupational Therapist and Assistive Technology Specialist to support students with disabilities. Initially under-identified during the first two years of the school, the caseload has now increased to expected levels during the fourth year. FCSO is ending the school year with 30 identified students with a wide range of disabilities who receive a variety of individualized supports and services, accounting for 13% of the student population.

ii. Achievement data was presented at stakeholder meetings

throughout the year at regular intervals to ensure parents and students were aware of the measures of success.

iii. We have continues to implement an English and French Language Arts curriculum in the classroom, and have purchased books, online programs, and supplies to support that goal.

## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Teach technological proficiency through integration of technology and integrate technology in school (21st century skills).	i. Teachers have participated in group and individual professional development on utilizing educational technology (iPads, Chromebooks) in the classroom. They've also been given classroom coaching on incorporating strategies shared.	For Goal 4 through 4000 series 4000-4999: Books And Supplies LCFF 634.77	4000-4999: Books And Supplies LCFF Base 634.77
i. Train teachers on how to integrate technology into the classroom.	We have also held whole staff PD sessions on technology, including writing journals, Adobe Spark, Book Creator, eBookKids (French and English library), and Epic! (online library).	For Goal 4 through 5000 series 5000-5999: Services And Other Operating Expenditures LCFF 1028.97	5000-5999: Services And Other Operating Expenditures LCFF Base 1028.97
ii. Purchase software, apps and devices to ensure staff and student access to technology, including typing program.	We are still rolling out Google Classroom to select classrooms, exploring Google teacher trainings and reaching out to local educational technology gurus to develop competency.	For Goal 4 through 5000 series 5800: Professional/Consulting Services And Operating Expenditures LCFF 37532.35	5800: Professional/Consulting Services And Operating Expenditures LCFF Base 37532.35
iii. Use technology to enhance home-school communications.	ii. We purchased educational software, apps and devices to		

support technology integration into the classrooms.

iii. We utilize ParentSquare to facilitate home-school communications.

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Recruit and retain well-trained and highly qualified teachers.</p> <p>i. Provide collaborative learning communities and professional development opportunities aligned with the individualized professional development plans of each teacher.</p> <p>ii. Offer opportunities for teachers to become leaders in specific areas (e.g. arts, science, technology, French Language Arts).</p>	<p>i. We provided an extensive menu of options for teachers to pursue professional development aligned with their individualized development plans laid out in the fall and spring. Teachers also participated in professional learning communities and regular on-site PD sessions during staff development time.</p> <p>ii. Two of our Francophone teachers have taking a leadership role in developing a French language social problem solving model. The managed the research, development and teaching of the model.</p> <p>We also recruited an ELA teacher to oversee the English learners at the school. Teachers have also taken on the role of committee leads.</p> <p>In 2019-20, we will be creating a Head Teacher position.</p>	<p>For Goal 4 in 5000 series 5800: Professional/Consulting Services And Operating Expenditures LCFF 16865.14</p>	<p>5800: Professional/Consulting Services And Operating Expenditures LCFF Base 16865.14</p>

### Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Provide a facility that is well kept and ready for learning (basic services).</p> <p>i. Maintain a cleaning service, increase spending on janitorial services.</p> <p>ii. Purchase additional furniture to ensure student needs are met.</p> <p>iii. Train staff and students on emergency procedures.</p>	<p>i. We maintained our cleaning service, and it's been effective in keeping the school clean.</p> <p>ii. We purchased additional furniture for the school.</p> <p>iii. All staff participated in an online safety training at the beginning of the year to cover emergency procedures. We've also had periodic emergency drills with the student.</p>	<p>For Goal 4 in 4000 series 4000-4999: Books And Supplies LCFF 1846.57</p> <p>For Goal 4 in 5000 series 5000-5999: Services And Other Operating Expenditures LCFF 31902.54</p> <p>For Goal 4 in 5000 series 5800: Professional/Consulting Services And Operating Expenditures LCFF 513.97</p>	<p>4000-4999: Books And Supplies LCFF Base 1846.57</p> <p>5000-5999: Services And Other Operating Expenditures LCFF Base 22012.00</p> <p>5800: Professional/Consulting Services And Operating Expenditures LCFF Base 513.97</p>

## Analysis

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

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

Teachers are developing more confidence in integrating technology into the curriculum. We've provided PD and classroom coaching to assist in this process. We're also utilizing ParentSquare technology to improve communication with our families.

Teachers participated in PD throughout the year on a variety of topics from using data to inform instruction to restorative justice to cultural sensitivity and emotional supports. They were also given the option to select from a menu of PD options in order to support their specialized interests and goals. We're developing leadership roles for our teachers to increase ownership and improve teacher retention.

Our facility continues to meet the standard for good repair and our cleaning service has been doing a good job in maintaining a clean school environment.



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

Our students are performing well in core subject areas. We administer periodic benchmark assessments, and in Q3, 65% were meeting or exceeding the standard in ELA, 85% in Math, and 79% in French language arts. Additionally, x% of students are meeting the grade level target on their Fountas & Pinnell English reading levels, and x% are in GB+ French reading levels.

Student achievement has also been increasing steadily on the Smarter balanced assessments annually. We hope to continue that growth with our results from this spring.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our estimated actuals are slightly lower than our budgeted amount primarily because our furniture expenditures were lower than anticipated. All the actions and services were completed as planned though.

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.

To clarify our goals to our stakeholders, we've merged Goals 2 (Bilingual Education) and 4 (Rigorous Instruction) into a single goal in our 2019-20 LCAP: Goal 1 - Francophone will provide an academically rigorous curriculum that teaches students to excel in French and English and prepares them for the best high schools and colleges; this includes teaching the value of inquiry, analysis, evaluation and creative problem solving as strategies for making well-informed decisions. This will allow us to better track our academic performance in core subject areas, including French language acquisition. Actions and services that overlapped in the two previous goals will be merged into one.

# Stakeholder Engagement

LCAP Year: 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?

### Parent Engagement Events:

9/6/2018: Back to School Night

1/15/2019: FCSC Meeting

3/4/2019: FCSC Town Hall

11/6 - 11/9/2018: Parent-Teacher conferences (Fall)

4/16 - 4/19/2019: Parent-Teacher conferences (Spring)

### Board of Directors Meetings:

9/20/2018: Board of Directors Meeting

10/15/2018: Board of Directors Meeting (Goal-setting)

10/29/2018: Board of Directors Meeting

11/1/2018: Curriculum Outline and Outcomes Presentation

11/29/2018: Board of Directors Meeting & Special Meeting

12/13/2018: Board of Directors Meeting

1/17/2019: Board of Directors Meeting & Special Meeting

2/21/2019: Board of Directors Meeting

3/14/2019: Board of Directors Meeting & Special Meeting

3/28/2019: Board Special Meeting

4/11/2019: Board Special Meeting

4/29/2019: Board of Directors Meeting

5/14/2019: Board Special Meeting

5/16/2019: Board of Directors Meeting

### Staff Engagement:

Staff Meetings / Team Collaboration: 8/29 - 1/30 on Wednesday afternoons; 2/6 - 5/29 on alternating Wednesday afternoons

Teacher PD/Summer Institute: 8/15 - 8/24, 10/8, 1/22

Finance Committee Regular Meetings: 8/28, 9/19, 10/18, 11/15, 1/17, 2/20, 3/12, 4/23, 5/14, 6/5

Facilities Committee Meeting: 9/10, 10/16, 2/11, 4/8, 6/6  
Equity Committee Meeting: 12/13/2018

## Impact on LCAP and Annual Update

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

Families provided feedback on how Francophone Charter compares to local French immersion private schools. Stakeholders reflected on and provided feedback on school's mission and vision and what steps can be taken to implement that vision, including setting priorities and goals.

We presented the curriculum to community, including expectations for students, and received feedback from parents. Our discussion of additional supports for students with IEPs led to hiring a full-time special education teacher.

Stakeholders provided suggestions for student supports to reduce the likelihood of suspensions.

We presented the equity efforts at the school, including training on teaching with a cultural eye, leading inclusive meetings, and incorporating diversity, equity and inclusion into the school culture. A suggestion was made to translate the enrollment page of our website to Spanish.

We shared the school volunteer policy and communications plans and solicited feedback.

We discussed providing transportation for aftercare students, which was well-received by parents.

In discussing parent representation at meetings, it was suggested that the outgoing and incoming representatives overlap their terms to allow easier transfer of knowledge.

As part of teacher retention plans, we discussed offering benefits to 20-hour a week employees.

We will expand our student recruitment efforts based on stakeholder concern that the kindergarten waitlist should be larger.

To address behavior supports, we added a new staff member who is behavioral technician.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 1

Francophone will provide an academically rigorous curriculum that teaches students to excel in French and English and prepares them for the best high schools and colleges; this includes teaching the value of inquiry, analysis, evaluation and creative problem solving as strategies for making well-informed decisions.

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

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

We see a need to improve the French language abilities of our students and have our staff represent the cultural diversity of the Francophonie and of Oakland. We also want to provide a rigorous education in core subjects to prepare our students for the best high schools, colleges, and careers.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC ELA & Math: % of students meeting or exceeding the standard	2015-16: ELA - 56% Math - 53%  2016-17: ELA - 62% Math - 76%	2017-18 Actuals: ELA - 75% Math - 68%	2018-19 data not available yet	2019-20 targets: >75%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reading Levels: English Reading as measured by Fountas & Pinnell % reading at or above expectation (3 or 4) French Reading as measured by GB+: % reading at or above expectation (3 or 4)	2018-19 is baseline year		F&P (English): 94% scoring 3 or 4 GB+ (French): 71% scoring 3 or 4	Target: >80%
DELFL French literacy assessments: % meeting or exceeding (3 or 4)	2018-19 is baseline year		FLA: 79% scoring 3 or 4	Target: >80%
Benchmark assessments in ELA Writing and Math: % at or above expectation / meeting or exceeding (3 or 4)	2018-19 is baseline year		ELA Writing: 65% scoring 3 or 4 Math: 85% scoring 3 or 4	Target: >80%
ELPAC: % of students scoring a 3 or 4	2018-19 will be baseline year	N/A - sample size too small	2018-19 data not available yet	Target: based on 2018-19 baseline
EL reclassification rate	2016-17: 10.5%	Actual: 4.8%	Actual: 0%	Target: 10%
% of students with access to their own copies of standards-aligned materials	2015-16: 100%	Actual: 100%	Actual: 100%	Target: 100%
% of teachers properly credentialed and assigned	2015-16:	Actual:	Actual:	
Staff Retention Rate:	2016-17: 17%	Actual: 40%	Actual: 91%	Target: >90%

# Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

2017-18 Actions/Services

Goal 2, Action 4: Purchase French language curriculum, books, and supplies, including assessments to assess student French language abilities and changes over time.

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

Unchanged Action

2018-19 Actions/Services

Goal 2, Action 4: Purchase French language curriculum, books, and supplies, including assessments to assess student French language abilities and changes over time.

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

Modified Action

2019-20 Actions/Services

A-1. Purchase curriculum, books, supplies, and assessments to determine change over time in abilities in core subject areas, including French language acquisition.

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	131538	3608.68	39566
Source	LCFF	LCFF	LCFF Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies 4100 Approved Textbooks & Core Curricula Materials 4200 Books & Other Reference Materials 4300 Materials & Supplies
Amount			9256
Source			LCFF Base
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 5860 Printing and Reproduction 5878 Student Assessment
Budget Reference			
Budget Reference			

## Action 2

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Location(s):

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

Unchanged Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

Goal 4, Action 1:  
Engage in data-driven instruction to ensure students achieve grade level academic standards (college & career readiness)

- i. Train teachers on the value and use of data-driven instruction as a tool for improving student understanding.
- ii. Report performance data to the board, parents, and stakeholders at regular intervals.
- iii. Continue implementing an integrated English and French language arts curriculum.

**2018-19 Actions/Services**

Goal 4, Action 1:  
Engage in data-driven instruction to ensure students achieve grade level academic standards (college & career readiness)

- i. Train teachers on the value and use of data-driven instruction as a tool for improving student understanding.
- ii. Report performance data to the board, parents, and stakeholders at regular intervals.
- iii. Continue implementing an integrated English and French language arts curriculum.

**2019-20 Actions/Services**

A-2. Engage in data-driven instruction to ensure students achieve grade level academic standards (college & career readiness)

- i. Train teachers on the value and use of data-driven instruction as a tool for improving student understanding.
- ii. Report performance data to the board, parents, and stakeholders at regular intervals.
- iii. Continue implementing an integrated English and French language arts curriculum.

**Budgeted Expenditures**



Year	2017-18	2018-19	2019-20
Amount		11127.56	27490
Source		LCFF	LCFF Supplemental and Concentration
Budget Reference	3000-3999: Employee Benefits	4000-4999: Books And Supplies	4000-4999: Books And Supplies 4325 Instructional Materials & Supplies 4346 Teacher Supplies 4423 Teacher Computers
Amount		2108.41	1422
Source		LCFF	Title I
Budget Reference	4000-4999: Books And Supplies	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures 5820 Consultants - Non Instructional - Data

### Action 3

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

**Students to be Served:**

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

Students with Disabilities

[Add Students to be Served selection here]

**Location(s):**

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

All Schools

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners  
 Foster Youth  
 Low Income  
 [Add Students to be Served selection here]

Schoolwide  
 [Add Scope of Services selection here]

All Schools  
 [Add Location(s) selection here]

**Actions/Services**

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

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

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

New Action

2017-18 Actions/Services

N/A

2018-19 Actions/Services

N/A

2019-20 Actions/Services

A-3. Student Supports for Learning:  
 o Provide supplemental program for English learners, that includes an instructional aide & part-time teachers, specializing in ELD instruction  
 o Pull-out tier 2 reading support for anyone reading a year or more below level  
 o SPED supports: We provide a full-time Special Education teacher and contract with an Occupational Therapist and Assistive Technology Specialist to support the individualized needs of our students with disabilities.  
 o Summer School

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			41798
Source			Special Education
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 5869 Special Education Contract Instructors 5872 Special Education Encroachment
Source			LCFF Base
Budget Reference			1000-1999: Certificated Personnel Salaries 2100 Classified Instructional Aide Salaries
Amount			7435
Source			Title I
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 5815 Consultants - Instructional
Amount			160862
Source			Special Education
Budget Reference			1000-1999: Certificated Personnel Salaries 1148 Teacher - Special Ed 1311 Cert Admin - SPED Director

Amount			273024
Source			LCFF Base
Budget Reference			1000-1999: Certificated Personnel Salaries 1200 Certificated Pupil Support Salaries
Amount			160886
Source			Title I
Budget Reference			2000-2999: Classified Personnel Salaries 2100 Classified Instructional Aide Salaries
Amount			2500
Source			LCFF Supplemental and Concentration
Budget Reference			4000-4999: Books And Supplies 4352 Summer Materials

**Action 4**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

Modified Action

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

Unchanged Action

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

Modified Action

**2017-18 Actions/Services**

A-4. Teach technological proficiency through integration of technology in the classroom (21st century skills)

i. Train teachers on how to integrate technology into the classroom.

ii. Purchase software, apps, and devices to ensure staff and student access to technology, including typing program.

iii. Use technology to enhance home-school communications.

**2018-19 Actions/Services**

A-4. Teach technological proficiency through integration of technology in the classroom (21st century skills)

i. Train teachers on how to integrate technology into the classroom.

ii. Purchase software, apps, and devices to ensure staff and student access to technology, including typing program.

iii. Use technology to enhance home-school communications.

**2019-20 Actions/Services**

A-4. Teach technological proficiency through integration of technology in the classroom (21st century skills)

i. Train teachers on how to integrate technology into the classroom.

ii. Purchase software, apps, and devices to ensure staff and student access to technology.

iii. Use technology to enhance home-school communications.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		634.77	19858
Source		LCFF	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Budgeted in Goal 2 of 2017-18	4000-4999: Books And Supplies	4000-4999: Books And Supplies 4320 Educational Software 4420 Computers (individual items less than \$5k)
Amount		1028.97	67200
Source		LCFF	Title IV
Budget Reference		5000-5999: Services And Other Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures ParentSquare, Inc. – covered under B-5: Attendance Initiatives 5887 Technology Services
Amount		37523.35	
Source		LCFF	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	
Amount		5098.5	
Source		LCFF	
Budget Reference		5000-5999: Services And Other Operating Expenditures For Goal 1	

Amount		10184.13	
Source		Special Education	
Budget Reference		1000-1999: Certificated Personnel Salaries For Goal 1	

**Action 5**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

2017-18 Actions/Services

Goal 2, Actions 1 & 3:  
Recruit and native francophone teachers, English-speaking teachers, and bilingual teachers and staff who represent diverse backgrounds and the global Francophonie. Retain staff with competitive employee compensation plans; revisit additional retention strategies annually.

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

Unchanged Action

2018-19 Actions/Services

Goal 2, Actions 1 & 3:  
Recruit and native francophone teachers, English-speaking teachers, and bilingual teachers and staff who represent diverse backgrounds and the global Francophonie. Retain staff with competitive employee compensation plans; revisit additional retention strategies annually.

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

Unchanged Action

2019-20 Actions/Services

A-5. Recruit, hire, and retain native francophone teachers, English-speaking teachers, and bilingual teachers and staff who represent diverse backgrounds and the global Francophonie. Retain staff with competitive employee compensation plans; revisit additional retention strategies annually.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1312955	16865.14	15000
Source	LCFF	LCFF	LCFF Base
Budget Reference	Compensation and benefits	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures 5875 Staff Recruiting
Amount	25799	573746	
Source	LCFF	LCFF	
Budget Reference	Instructional	1000-1999: Certificated Personnel Salaries	
Amount	22000	104476	
Source	LCFF	LCFF	
Budget Reference	Recruiting	3000-3999: Employee Benefits	



# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 2

Francophone will prepare students for the 21st century by offering a well-rounded education that also incorporates global themes, arts and technology and inspires life-long learners.

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

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                           Priority 4: Pupil Achievement (Pupil Outcomes)  
                           Priority 5: Pupil Engagement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 7: Course Access (Conditions of Learning)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To provide additional elements to our educational program that focus on project-based learning and education in the arts.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Theater Performances: #	Baseline: 2 per year	Actual: 2 per year	Actual: 5 per year	Target: 5 per year
% of students with access to art and music curriculum	Baseline: 100%	Actual: 100%	Actual: 100%	Target: 100%
Attendance Rate (ADA)	Baseline: >95%	Actual: 96%	ADA from August 2018- May 14, 2019: 96.7%	Target: >95%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absence Rate	2016-17 Actuals: Schoolwide: 10.3% African American: 11.8% Asian: 11.1% Hispanic or Latino: 16.1% White: 6.5% Two or More Races: 0% English Learners: 13.6% Socioeconomically Disadvantaged: 25.0% Students with Disabilities: n/a	2017-18 Actuals: Schoolwide: 8.9% African American: 8.6% Asian: 8.3% Hispanic or Latino: 21.6% White: 5.8% Two or More Races: 0% English Learners: 8.0% Socioeconomically Disadvantaged: 25.5% Students with Disabilities: 6.3%	2018-19 Schoolwide Estimate:	Target: <10%

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
 Foster Youth  
 Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

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

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

Modified Action

Modified Action

Modified Action

**2017-18 Actions/Services**

**2018-19 Actions/Services**

**2019-20 Actions/Services**

Goal 3, Action 1: Arts Integration

- i. Purchase art and music supplies and equipment.
- ii. Offer performances for students during the regular school day
- iii. Continue implementing music curriculum.

Goal 3, Action 1: Arts Integration

- i. Purchase art supplies for all. Purchase musical instruments for grade 6 class.
- ii. Offer performances for students during the regular school day
- iii. Continue implementing music curriculum. Begin more formal basic music in grade 6.

B-1. Integrate arts, music, and performing arts into the curriculum and provide enrichment opportunities

- i. Purchase art supplies for all. Purchase musical instruments for additional grades
- ii. Offer performances for students during the regular school day
- iii. Continue implementing music curriculum, including more formal basic music instruction in grades 6 and 7.
- iv. Offer After Care program that includes enrichment activities

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	994	2147.55	7,895
Source		LCFF	LCFF Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies Budgeted in Goal 2 for professional development and conferences	4000-4999: Books And Supplies	4000-4999: Books And Supplies 4326 Art & Music Supplies

Amount			13,823
Source			LCFF Base
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 5804 AfterSchool Contractors 5854 Consultants - Afterschool/BASC
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries Costs for performing arts teacher
Amount			181508.6
Source			LCFF Supplemental and Concentration
Budget Reference			2000-2999: Classified Personnel Salaries 2905 Other Classified - After School

## Action 2

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

**Actions/Services**

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

Modified Action

2017-18 Actions/Services

Goal 3, Action 2: Use project and inquiry-based learning throughout the curriculum

- i. Train teachers on project and inquiry-based learning and implementation.
- ii. Organize field trips.

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

Modified Action

2018-19 Actions/Services

Goal 3, Action 2: Use project and inquiry-based learning throughout the curriculum

- i. Continue training teachers on project and inquiry-based learning and implementation.
- ii. Organize field trips.

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

Modified Action

2019-20 Actions/Services

B-2. Project and inquiry-based learning

- i. Continue training teachers on project and inquiry-based learning and implementation and design thinking
- ii. Walk-throughs to monitor integration in instructional practices and curriculum and analysis of standardized assessment measures to gauge effectiveness of strategies

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	5150	2108.41	8000
Source		Title I	LCFF Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Field trips	5800: Professional/Consulting Services And Operating Expenditures	4000-4999: Books And Supplies 4345 Non Instructional Student Materials & Supplies Remainder of costs budgeted into Goal 1 and Goal 3 Actions & Services

**Action 3**

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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

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

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

New Action

2017-18 Actions/Services

Part of Goal 3, Action 2

2018-19 Actions/Services

Part of Goal 3, Action 2

2019-20 Actions/Services

B-3. Field Trips

Every grade level will take between 2-5 field trips each year to supplement their learning in the classroom.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			17713
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 5830 Field Trips Expenses 5836 Fingerprinting 5893 Transportation - Student

**Action 4**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

**OR**

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

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

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
		New Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
N/A	N/A	B-4. Physical Education program

Through movement, games, and play, we seek to inspire each child to adopt a physically active lifestyle. We believe that every student, including those with disabilities or health issues, can be successful in physical education with inclusive instruction and diverse resources.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			515
Source			LCFF Base
Budget Reference			4000-4999: Books And Supplies 4335 PE Supplies

**Action 5**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**



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

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

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

Unchanged Action

Unchanged Action

Modified Action

2017-18 Actions/Services

Goal 3, Action 3: Pupils engaged in education, as indicated by attendance rates

2018-19 Actions/Services

Goal 3, Action 3: Pupils engaged in education, as indicated by attendance rates

2019-20 Actions/Services

B-5. Attendance Initiatives for Student Engagement  
  
i. Tiered intervention plan to emphasize importance of attendance and process to follow up with families

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	3236	4041.08	7247
Source		LCFF	LCFF Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	4000-4999: Books And Supplies 4330 Office Supplies
Amount			5305
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 5881 Student Information System

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

## Goal 3

We will encourage students and staff to work in teams, learn from each other, and share in the decision-making process. We will value and incorporate community into the life of the school, including civic engagement on a local and global level.

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

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                           Priority 3: Parental Involvement (Engagement)  
                           Priority 6: School Climate (Engagement)  
                           Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

### Identified Need:

To further develop social emotional learning and global citizenship in our students and to engage our school community in education and conversation around educational equity.

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Discipline referral rates	2018-19 is baseline year	N/A	12% of students referred to office once or more. .05% of students referred to office three times or more	Target: 10% referred to office once or more
Suspension rate	2016-17: 0%	Actual: 0.0%	Estimate:	Target: <1%
Expulsion rate	2016-17: 0%	Actual: 0.0%	Estimate:	Target: 0%
MS dropout rate	2018-19 is baseline year		Estimate: 2.3%	Target:

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Student school climate survey: % who feel school is safe	2018-19 is baseline year		75% of students do not worry about violence at the school (almost never, once in a while, sometimes)	Target: >75%
Student school climate survey: % who feel connected to school	2018-19 is baseline year		80% of students feel they belong at the school (quite a bit or completely)	Target: 80%
Parent survey on barriers to engagement: % of respondents who disagree with the statement that the school is not welcoming to parents	2018-19 is baseline year	n/a	79%	Target: 80%
Parent survey on barriers to engagement: % of respondents who disagree with the statement that the school provides little information about involvement opportunities			71%	Target: >75%
Measure that facilities meet good repair standard	Baseline: Meeting good repair standard	Annual inspection conducted by third party - school met good repair standard	Annual inspection conducted by third party - school met good repair standard	Target: meeting good repair standard.

## Planned Actions / Services

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

## Action 1

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Modified Action

### 2017-18 Actions/Services

Goal 1, Action 2: Integrate global citizenship and civic engagement into the social studies curriculum (Global Citizenship)

i. Develop the social studies curriculum to include aspects of global citizenship, civic engagement, and the Francophonie -- additional time for administrator and purchase of additional books and supplies.

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

Modified Action

### 2018-19 Actions/Services

Goal 1, Action 2: Integrate global citizenship and civic engagement into the social studies curriculum (Global Citizenship)

i. Continue developing the social studies curriculum to include aspects of global citizenship, civic engagement, and the Francophonie. Work with school volunteers and teacher leaders on events promoting the Francophonie. Include additional time for administrator and purchase of additional books and supplies.

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

Modified Action

### 2019-20 Actions/Services

C-1. Integrate Global Citizenship and civic engagement into the Social Studies curriculum (Global Citizenship)

i. Effectively use the social studies curriculum to include aspects of global citizenship, civic engagement, and the Francophonie.

ii. Work with school volunteers and teacher leaders on events promoting the Francophonie.

iii. Develop metric for school-wide global citizenship effectiveness.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		10626.51	
Source		LCFF	LCFF
Budget Reference	Budgeted in Goal 2 - administrator time and books and supplies	1000-1999: Certificated Personnel Salaries	4000-4999: Books And Supplies Budgeted under Goal 1
Amount		374	
Source		LCFF	
Budget Reference	Budgeted as part of 4000 series in Goal 2	4000-4999: Books And Supplies	

**Action 2**

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

<p><b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)</p> <p>[Add Students to be Served selection here]</p>	<p><b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)</p> <p>[Add Location(s) selection here]</p>
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**OR**

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

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

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
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Unchanged Action	Modified Action	Modified Action
<p>2017-18 Actions/Services</p> <p>Goal 1, Action 4: Teach and model life skills, including communication, social emotional learning, and lifelong learning as ways to embrace and interact with others in healthy ways (Life Skills)</p> <ul style="list-style-type: none"> <li>i. Continue integrating social emotional learning curriculum into the classroom and the school day</li> <li>ii. Continue developing responsive classroom techniques in the classroom</li> <li>iii. Train all staff on code of conduct, staff and student expectations during recess and lunch, and graduated system of student discipline procedures during class. Evaluate training's effectiveness using weekly walk-through observations</li> </ul>	<p>2018-19 Actions/Services</p> <p>C-2. Teach and model life skills, including communication, social emotional learning, and lifelong learning as ways to embrace and interact with others in healthy ways (Life Skills)</p> <ul style="list-style-type: none"> <li>i. Implement training on restorative justice</li> <li>ii. Train all staff on code of conduct, staff and student expectations during recess and lunch, and graduated system of student discipline procedures during class. Evaluate training's effectiveness using weekly walk-through observations.</li> </ul>	<p>2019-20 Actions/Services</p> <p>C-2. Teach and model life skills, including communication, social emotional learning, and lifelong learning as ways to embrace and interact with others in healthy ways (Life Skills)</p> <ul style="list-style-type: none"> <li>i. Monitor effective use of restorative justice practices</li> <li>ii. Train all staff on code of conduct, staff and student expectations during recess and lunch, and graduated system of student discipline procedures during class. Evaluate training's effectiveness using walk-through observations.</li> <li>iii. Administer a social emotional screener to students three times a year</li> </ul>

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		13150.01	900
Source		LCFF	LCFF Supplemental and Concentration
Budget Reference	Budgeted in Goal 2 -- professional development, administrator time and books and supplies	1000-1999: Certificated Personnel Salaries	5800: Professional/Consulting Services And Operating Expenditures 5821 Consultants - Non Instructional - SEL 5822 Consultants - Non Instructional - Custom 3
Amount		313.64	
Source		LCFF	
Budget Reference		2000-2999: Classified Personnel Salaries	

### Action 3

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

**Actions/Services**

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

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

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




2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

N/A

N/A

C-3. Utilize home-school communication as a method of engaging families and encouraging ownership in school success

i. Provide translation services in written communication, at events and on our website

ii. Parent-teacher conferences: Offer 4-day parent-teacher conferences twice a year (fall and spring), where classes end early and students attend After Care

iii. Offer ParentSquare as a tool to improve and increase communication between parents and teachers

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount			8877
Source			LCFF Supplemental and Concentration
Budget Reference			5900: Communications 5900 Communications 5915 Postage and Delivery



Amount			35613
Source			LCFF Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries Costs for 8 days of parent-teacher conferences
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures ParentSquare covered under Goal 2 (5881 - Student Information System)

#### Action 4

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

**Students to be Served:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

English Learners  
Foster Youth  
Low Income

Schoolwide

All Schools

**Actions/Services**

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

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

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

Modified Action

2017-18 Actions/Services

Goal 1, Action 1: Foster conversation and implement processes to ensure educational equity

i. Educational Equity Leadership Group to continue holding multiple stakeholder engagement opportunities for the school community around educational equity and will begin to shape decision-making in school culture and academics. Develop metrics for effective engagement and useful outcomes.

Goal 1, Action 3: Engage our school and broader community (Community Engagement)

- i. Continue to engage the FCSC and develop systems to assess FCSC's effectiveness (survey).
- ii. Provide 1 parent education event
- iii. Engage the broader community (neighborhood, Francophone organizations, etc.) in at least 1 event

Modified Action

2018-19 Actions/Services

Goal 1, Action 1: Foster conversation and implement processes to ensure educational equity

i. Educational Equity Leadership Group to continue holding multiple stakeholder engagement opportunities for the school community around educational equity and will begin to shape decision-making in school culture and academics. Use metrics for effective engagement and useful outcomes.

Goal 1, Action 3: Engage our school and broader community (Community Engagement)

- i. Continue to engage the FCSC, create new committees as necessary (potentially around Global Citizenship and Staff Support), develop system to assess FCSC's effectiveness (survey) and plan for incorporation in 2019-20, if appropriate.
- ii. Provide 2 parent education events, including at least 1 with a translator
- iii. Engage the broader community (neighborhood, Francophone organizations, etc.) in at least 2 events, which are publicized in at least two languages

Modified Action

2019-20 Actions/Services

C-4. Engage our school and broader community to foster conversations between the Leadership Team and stakeholders (Community Engagement)

- i. The Leadership Team will hold stakeholder engagement opportunities for the school community around educational equity. The team will continue to shape decision-making in the school culture and academics, and modify engagement approaches based on metrics.
- ii. We will engage parents of students with disabilities through our formal Student Success Team and Individualized Education Plan meetings
- iii. The school will offer monthly Executive Director (ED) meetings, parent education/information meetings and an annual State of the School Town Hall event to engage parents. We will also host parent events such as Back to School Night and curriculum insights and outcomes night.
- iv. The Francophone Charter School Community (FCSC) parent association will work with the school in multiple respects: meet with the Board and community, plan projects (fundraising, Gala, STEM, Science Fair, grants, Dad's Club, garden, outreach)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		4446.51	33165
Source		LCFF	LCFF Supplemental and Concentration
Budget Reference	Budgeted in Goal 2 - professional development and conferences and staff time	1000-1999: Certificated Personnel Salaries	5800: Professional/Consulting Services And Operating Expenditures 5839 Fundraising Expenses 5851 Marketing and Student Recruiting 5880 Student Health Services
Amount		338.33	
Source		LCFF	
Budget Reference	Budgeted in Goal 2 - administrator time	4000-4999: Books And Supplies	
Amount		1137.12	
Source		Title I	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	
Amount		601.52	
Source		LCFF	
Budget Reference		4000-4999: Books And Supplies	

Amount		27636.27	
Source		LCFF	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	

### Action 5

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners  
Foster Youth  
Low Income

**Scope of Services:**

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

Schoolwide

**Location(s):**

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

All Schools

### Actions/Services

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

Unchanged Action

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

Unchanged Action

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

Modified Action

2017-18 Actions/Services

Goal 4, Action 3: Recruit and retain well-trained and highly qualified teachers  
  
i. Provide collaborative learning communities, staff development, and professional development opportunities

2018-19 Actions/Services

Goal 4, Action 3: Recruit and retain well-trained and highly qualified teachers  
  
i. Provide collaborative learning communities, staff development, and professional development opportunities

2019-20 Actions/Services

C-5. Retain well-trained and highly qualified teachers  
  
i. Provide collaborative learning communities, staff development, and professional development opportunities

aligned with the individualized professional development plans of each teacher	aligned with the individualized professional development plans of each teacher	aligned with the individualized professional development plans of each teacher
ii. Offer opportunities for teachers to become leaders in specific areas (e.g. arts, science, technology, French language arts)	ii. Offer opportunities for teachers to become leaders in specific areas (e.g. arts, science, technology, French language arts)	ii. Offer opportunities for teachers to become leaders in specific areas (e.g. arts, science, technology, French language arts)

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount		16865.14	11531
Source		LCFF	Title II
Budget Reference	Budgeted in Goal 2	5800: Professional/Consulting Services And Operating Expenditures	5000-5999: Services And Other Operating Expenditures 5200 Travel & Conferences 5300 Dues & Memberships
Amount			21640
Source			LCFF Supplemental and Concentration
Budget Reference			5800: Professional/Consulting Services And Operating Expenditures 5863 Professional Development 5884 Substitutes

**Action 6**

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

<b>Students to be Served:</b> (Select from All, Students with Disabilities, or Specific Student Groups)	<b>Location(s):</b> (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
All	All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Goal 4, Action 4: Provide a facility that is well-kempt and ready for learning (Basic Services)

- i. Maintain a cleaning service
- ii. Purchase additional furniture to ensure student needs are met
- iii. Train staff and students on emergency procedures

2018-19 Actions/Services

Goal 4, Action 4: Provide a facility that is well-kempt and ready for learning (Basic Services)

- i. Maintain a cleaning service, increase spending on janitorial services
- ii. Purchase additional furniture to ensure student needs are met
- iii. Train staff and students on emergency procedures

2019-20 Actions/Services

C-6. Provide a facility that is well-kempt and ready for learning (Basic Services)

- i. Maintain a cleaning service
- ii. Purchase additional furniture to ensure student needs are met
- iii. Train staff and students on emergency procedures

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	34719	1846.57	19970
Source		LCFF	LCFF Base
Budget Reference	2000-2999: Classified Personnel Salaries	4000-4999: Books And Supplies	4000-4999: Books And Supplies 4315 Custodial Supplies 4410 Classroom Furniture, Equipment & Supplies 4430 Non Classroom Related Furniture, Equipment & Supplies
Amount		31902.54	68160
Source		LCFF	LCFF Base
Budget Reference		5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures 5515 Janitorial, Gardening Services & Supplies
Amount		513.97	
Source		LCFF	
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$191,193

Percentage to Increase or Improve Services

7.58%

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).

The most significant ways that Francophone Charter improves services for our unduplicated pupils are through our enrichment, student support structures, specialized teacher professional development, community engagement programs and partnerships, restorative justice and social emotional programs.

Our student support structures and enrichment programs are about providing students with all the supports they need to learn and to inspire them to be global citizens. Many of our high needs students lack access to enrichment programs and lack the additional supports they need to excel, so these services are critical for our high needs students.

Our teachers lead the learning process for all students, so we invest in specialized professional development to support our teachers in working with struggling or at-risk students, using data to target instruction, promoting social emotional learning, restorative justice and culturally sensitive teaching.

Community supports are an important part of Francophone because family support is critical to student success. We offer numerous parent and community engagement events throughout the school year, including parent education sessions. It is important to us that there is parent representation in all stakeholder discussions and we have engaged our stakeholders in educational equity discussions.

The following are the specific Actions and Services contributing to meeting the Increased or Improved Services requirement:

Goal 1 Action 2 (EL, Foster, Low Income):

Data-driven instruction



Goal 1 Action 3 (EL, Foster, Low Income):

Student supports

Goal 1 Action 4 (EL, Foster, Low Income):

Teach technological proficiency through integration of technology in the classroom

Goal 2, Action 1 (EL, Foster, Low Income):

Integrate arts, music, and performing arts into the curriculum and provide enrichment opportunities

Goal 2, Action 3 (EL, Foster, Low Income):

Field Trips

Goal 2, Action 5 (EL, Foster, Low Income):

Attendance initiatives for student engagement

Goal 3, Action 2 (EL, Foster, Low Income):

Teach and model life skills, including communication, social emotional learning, and lifelong learning as ways to embrace and interact with others in healthy ways (Life Skills)

Goal 3, Action 3 (EL, Foster, Low Income):

Utilize home-school communication as a method of engaging families and encouraging ownership in school success

Goal 4, Action 4 (EL, Foster, Low Income):

Engage our school and broader community to foster conversations between the Leadership Team and stakeholders (Community Engagement)

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$120,194

Percentage to Increase or Improve Services

7.18%

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).

Funds for contractors for extra support for our students are principally directed to unduplicated students and also effective for the student body as a whole, as our Multi-Tiered System of Support focuses on high-needs students and helps all students. The school also funds its own free and reduced lunch program and offers reduced rates for before- and after-school care for families who qualify.

In 2017-18, the school applied for and received a grant to help fund its Multi-Tiered System of Support, which improves services for all students, but particularly for unduplicated pupils with greater needs in the form of more one-on-one and small group support.

The school gives preference in its admissions lottery to students who are economically disadvantaged, and it has collaborated with families of unduplicated pupils to create a Parent Involvement Policy. Further, the school provides support to English Learners through small group instruction and one-on-one teacher support during English-French co-teaching time in the classroom.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$73,570

Percentage to Increase or Improve Services

5.10%

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).

Funds for contractors for extra support for our students are principally directed to unduplicated students and also effective for the student body as a whole, as our Multi-Tiered System of Support focuses on high-needs students and helps all students. The school also funds its own free and reduced lunch program and offers reduced rates for before- and after-school care for families who qualify.

The school applied for and received a grant to help fund its Multi-Tiered System of Support, which improves services for all students, but particularly for unduplicated pupils with greater needs in the form of more one-on-one and small group support.

The school gives preference in its admissions lottery to students who are economically disadvantaged, and it has collaborated with families of unduplicated pupils to create a Parent Involvement Policy. Further, the school provides support to English Learners through small group instruction and one-on-one teacher support during English-French co-teaching time in the classroom.

# 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](mailto:lcff@cde.ca.gov).*

### **Plan Summary**

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

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

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

Using actual annual measurable outcome data, including data from the California School Dashboard, 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 California School Dashboard, as applicable. Identify where those changes can be found in the LCAP.

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

## Goal

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

## Related State and/or Local Priorities

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

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

### Students to be Served

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



## Location(s)

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

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

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

### Students to be Served

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

### Scope of Service

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

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

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

## Location(s)

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

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

## **Actions/Services**

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

### **New/Modified/Unchanged:**

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

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

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

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “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).
- (c) “High school graduation rate” shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “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).
- (e) “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?

*Prepared by the California Department of Education, January 2019*

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,773,479.62	881,529.35	1,536,391.00	884,450.68	1,268,159.60	3,689,001.28
	0.00	0.00	44,099.00	0.00	0.00	44,099.00
LCFF	1,746,620.30	573,746.00	1,492,292.00	871,021.02	0.00	2,363,313.02
LCFF Base	0.00	216,382.10	0.00	0.00	447,314.00	447,314.00
LCFF Supplemental and Concentration	0.00	80,080.00	0.00	0.00	369,711.60	369,711.60
Special Education	20,368.26	10,184.13	0.00	10,184.13	202,660.00	212,844.13
Title I	6,491.06	1,137.12	0.00	3,245.53	169,743.00	172,988.53
Title II	0.00	0.00	0.00	0.00	11,531.00	11,531.00
Title IV	0.00	0.00	0.00	0.00	67,200.00	67,200.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	1,773,479.62	881,529.35	1,536,391.00	884,450.68	1,268,159.60	3,689,001.28
	785,103.83	0.00	1,360,754.00	0.00	0.00	1,360,754.00
1000-1999: Certificated Personnel Salaries	637,708.30	612,153.16	0.00	612,153.16	469,499.00	1,081,652.16
2000-2999: Classified Personnel Salaries	1,342.61	313.64	34,719.00	313.64	342,394.60	377,427.24
3000-3999: Employee Benefits	104,476.00	104,476.00	0.00	104,476.00	0.00	104,476.00
4000-4999: Books And Supplies	71,733.75	22,139.22	132,532.00	20,678.98	133,041.00	286,251.98
5000-5999: Services And Other Operating Expenditures	48,329.88	31,232.43	8,386.00	38,030.01	79,691.00	126,107.01
5800: Professional/Consulting Services And Operating Expenditures	124,785.25	111,214.90	0.00	108,798.89	234,657.00	343,455.89
5900: Communications	0.00	0.00	0.00	0.00	8,877.00	8,877.00

\* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,773,479.62	881,529.35	1,536,391.00	884,450.68	1,268,159.60	3,689,001.28
		0.00	0.00	0.00	0.00	0.00	0.00
	LCFF	783,966.71	0.00	1,360,754.00	0.00	0.00	1,360,754.00
	Title I	1,137.12	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	LCFF	617,340.04	573,746.00	0.00	601,969.03	0.00	601,969.03
1000-1999: Certificated Personnel Salaries	LCFF Base	0.00	10,626.51	0.00	0.00	273,024.00	273,024.00
1000-1999: Certificated Personnel Salaries	LCFF Supplemental and Concentration	0.00	17,596.52	0.00	0.00	35,613.00	35,613.00
1000-1999: Certificated Personnel Salaries	Special Education	20,368.26	10,184.13	0.00	10,184.13	160,862.00	171,046.13
2000-2999: Classified Personnel Salaries		0.00	0.00	34,719.00	0.00	0.00	34,719.00
2000-2999: Classified Personnel Salaries	LCFF	1,342.61	0.00	0.00	313.64	0.00	313.64
2000-2999: Classified Personnel Salaries	LCFF Supplemental and Concentration	0.00	313.64	0.00	0.00	181,508.60	181,508.60
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	0.00	0.00	160,886.00	160,886.00
3000-3999: Employee Benefits	LCFF	104,476.00	0.00	0.00	104,476.00	0.00	104,476.00
3000-3999: Employee Benefits	LCFF Base	0.00	104,476.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies		0.00	0.00	994.00	0.00	0.00	994.00
4000-4999: Books And Supplies	LCFF	71,733.75	0.00	131,538.00	20,678.98	0.00	152,216.98
4000-4999: Books And Supplies	LCFF Base	0.00	6,462.02	0.00	0.00	68,051.00	68,051.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	0.00	15,677.20	0.00	0.00	64,990.00	64,990.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	8,386.00	0.00	0.00	8,386.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	LCFF	46,221.47	0.00	0.00	38,030.01	0.00	38,030.01
5000-5999: Services And Other Operating Expenditures	LCFF Base	0.00	23,040.97	0.00	0.00	68,160.00	68,160.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	8,191.46	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title I	2,108.41	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	0.00	0.00	11,531.00	11,531.00
5800: Professional/Consulting Services And Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	121,539.72	0.00	0.00	105,553.36	0.00	105,553.36
5800: Professional/Consulting Services And Operating Expenditures	LCFF Base	0.00	71,776.60	0.00	0.00	38,079.00	38,079.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF Supplemental and Concentration	0.00	38,301.18	0.00	0.00	78,723.00	78,723.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	0.00	0.00	0.00	0.00	41,798.00	41,798.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	3,245.53	1,137.12	0.00	3,245.53	8,857.00	12,102.53
5800: Professional/Consulting Services And Operating Expenditures	Title IV	0.00	0.00	0.00	0.00	67,200.00	67,200.00
5900: Communications	LCFF Supplemental and Concentration	0.00	0.00	0.00	0.00	8,877.00	8,877.00

\* Totals based on expenditure amounts in goal and annual update sections.

**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	841,784.35	75,382.84	1,492,292.00	766,401.51	826,297.00	3,084,990.51
<b>Goal 2</b>	710,085.82	701,786.78	9,380.00	8,297.04	242,006.60	259,683.64
<b>Goal 3</b>	118,049.17	10,024.25	34,719.00	109,752.13	199,856.00	344,327.13
<b>Goal 4</b>	103,560.28	94,335.48	0.00	0.00	0.00	0.00

\* Totals based on expenditure amounts in goal and annual update sections.

<b>Expenditures Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					



<b>Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source</b>					
<b>Funding Source</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
All Funding Sources					