

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Francophone Charter School of Oakland

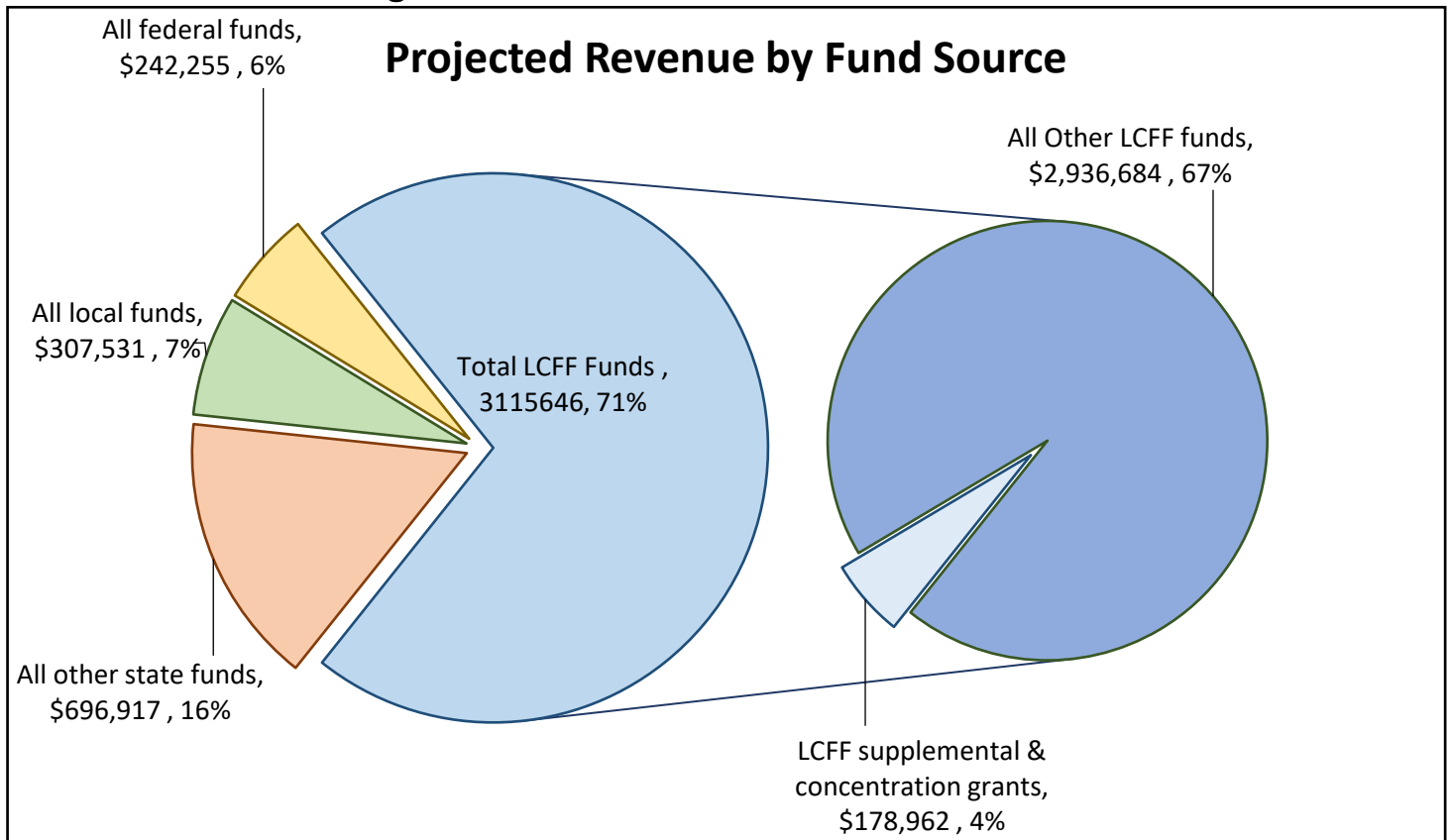
CDS Code: 01 61259 0132514

School Year: 2021 – 22

LEA contact information: Kennedy Hilario, Exec. Dir.; [kennedy@francophoneschool.org](mailto:kennedy@francophoneschool.org); (510) 746-0700

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 2021 – 22 School Year

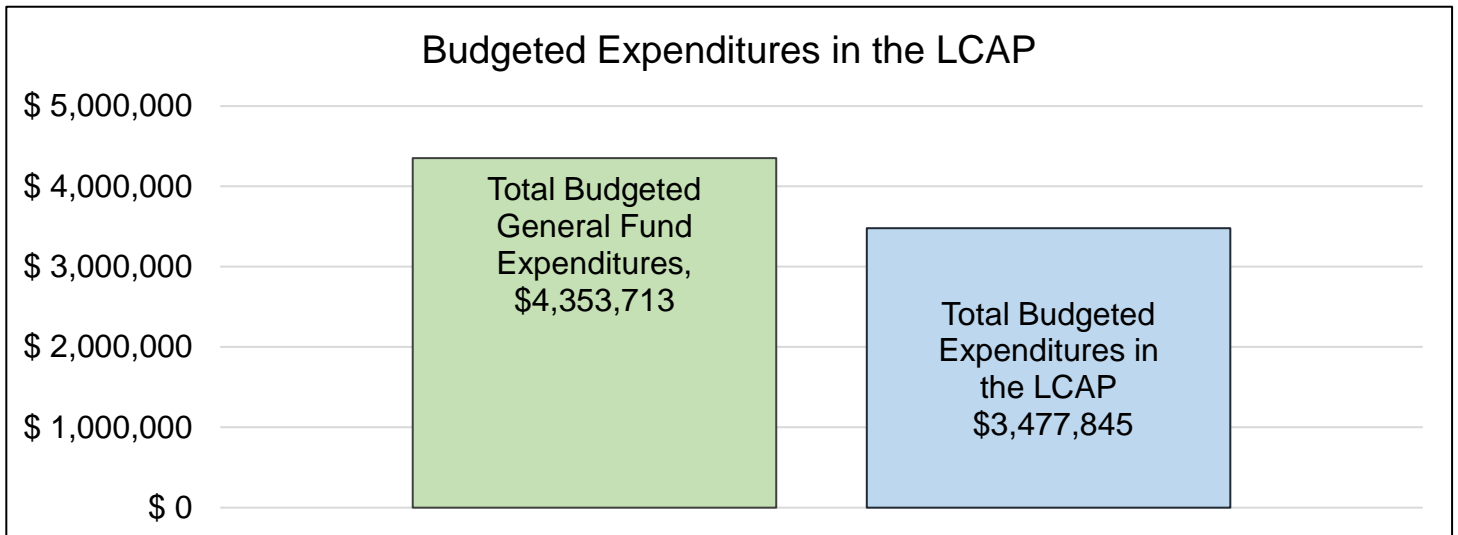


This chart shows the total general purpose revenue Francophone Charter School of Oakland expects to receive in the coming year from all sources.

The total revenue projected for Francophone Charter School of Oakland is \$4,362,349.00, of which \$3,115,646.00 is Local Control Funding Formula (LCFF), \$696,917.00 is other state funds, \$307,531.00 is local funds, and \$242,255.00 is federal funds. Of the \$3,115,646.00 in LCFF Funds, \$178,962.00 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 of Oakland plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Francophone Charter School of Oakland plans to spend \$4,353,713.00 for the 2021 – 22 school year. Of that amount, \$3,477,845.00 is tied to actions/services in the LCAP and \$875,868.00 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

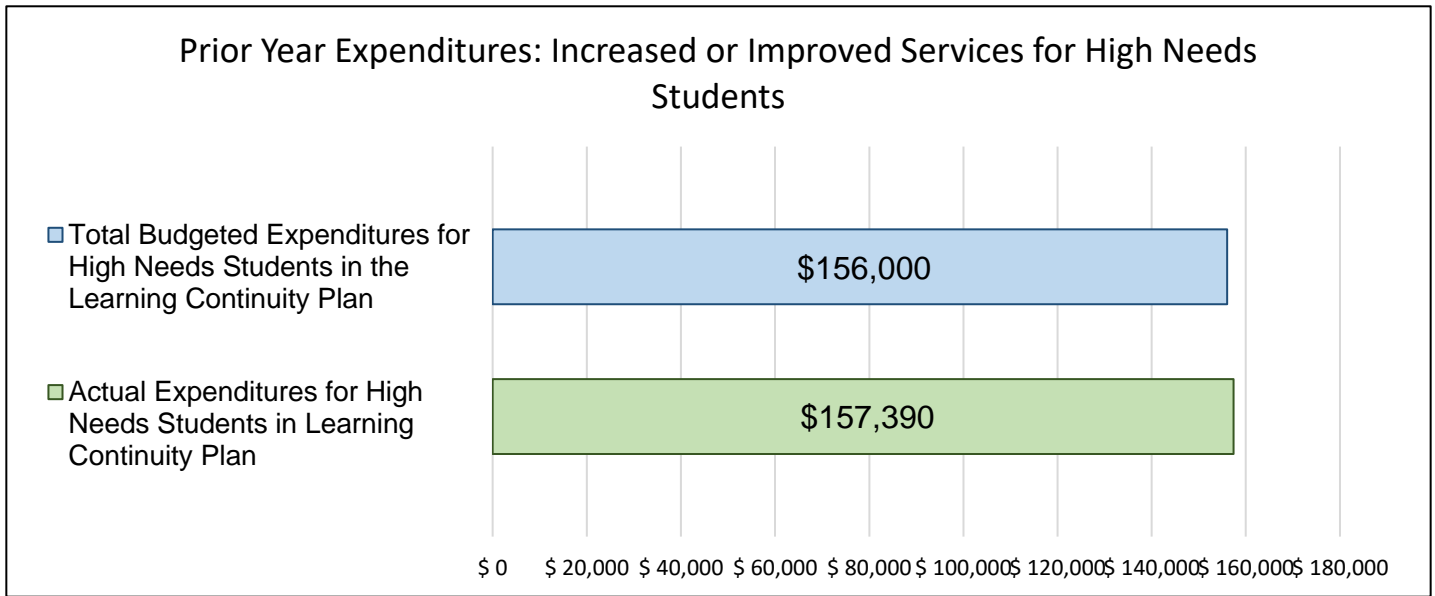
Student Food Services, insurance, utilities, audit fees, afterschool contractors, business services, district oversight, fundraising, legal fees, marketing and student recruiting, financing changes, consultants, staff recruiting

## Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Francophone Charter School of Oakland is projecting it will receive \$178,962.00 based on the enrollment of foster youth, English learner, and low-income students. Francophone Charter School of Oakland must describe how it intends to increase or improve services for high needs students in the LCAP. Francophone Charter School of Oakland plans to spend \$243,000.00 towards meeting this requirement, as described in the LCAP.

# LCFF Budget Overview for Parents

## Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Francophone Charter School of Oakland budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Francophone Charter School of Oakland estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Francophone Charter School of Oakland's Learning Continuity Plan budgeted \$156,000.00 for planned actions to increase or improve services for high needs students. Francophone Charter School of Oakland actually spent \$157,390.00 for actions to increase or improve services for high needs students in 2020 – 21.

# Annual Update for Developing the 2021-22 Local Control and Accountability Plan

## Annual Update for the 2019–20 Local Control and Accountability Plan Year

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Francophone Charter School of Oakland	Kennedy Hilario, Executive Director	<a href="mailto:kennedy@francophoneschool.org">kennedy@francophoneschool.org</a> ; 510.746.0700

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (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.

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)

## Annual Measurable Outcomes

Expected	Actual
SBAC ELA & Math: >75%% of students meeting or exceeding the standard	2019-20 CAASPP testing cancelled 2018-19 CAASPP % meeting/exceeding ELA standards All students: 85.9 Economically Disadvantaged: 85.7 % meeting/exceeding Math standards All students: 74.3 Economically Disadvantaged: 71.4
Reading Levels: English Reading as measured by Fountas & Pinnell >80%% reading at or above expectation (3 or 4) French Reading as measured by GB+: >80% reading at or above expectation (3 or 4)	English Reading: 78% meeting or exceeding grade level standards French Reading: No data due to school closure
DELFL French literacy assessments: >80% meeting or exceeding (3 or 4)	DELFL cancelled spring 2020 due to the school closure
Benchmark assessments in ELA Writing and Math: >80% at or above expectation / meeting or exceeding (3 or 4)	No data due to school closure
ELPAC: % of students scoring a 3 or 4 Target: based on 2018-19 baseline	2018-19: 71.4%
EL reclassification rate 10%	2019-20: 14.6% (Met)
100% of students with access to their own copies of standards-aligned materials	2019 SARC: 100% (Met)
100% of teachers properly credentialed and assigned	2019 SARC: 94% (Not Met)
Staff Retention Rate: >90%	86% (Not met)

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
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<p>A-1. Purchase curriculum, books, supplies, and assessments to determine change over time in abilities in core subject areas, including French language acquisition.</p>	<p>\$39,566 Base 4000-4999: Books And Supplies 4100 Approved Textbooks &amp; Core Curricula Materials 4200 Books &amp; Other Reference Materials 4300 Materials &amp; Supplies</p> <p>\$9,256 Base 5800: Professional/Consulting Services And Operating Expenditures 5860 Printing and Reproduction 5878 Student Assessment</p>	<p>\$29,288 Base 4000-4999: Books And Supplies 4100 Approved Textbooks &amp; Core Curricula Materials 4200 Books &amp; Other Reference Materials 4300 Materials &amp; Supplies</p> <p>\$21,006 Base 5800: Professional/Consulting Services And Operating Expenditures 5860 Printing and Reproduction 5878 Student Assessment</p>
<p>A-2. Engage in data-driven instruction to ensure students achieve grade level academic standards (college &amp; career readiness)</p> <ul style="list-style-type: none"> <li>i. Train teachers on the value and use of data-driven instruction as a tool for improving student understanding.</li> <li>ii. Report performance data to the board, parents, and stakeholders at regular intervals.</li> <li>iii. Continue implementing an integrated English and French language arts curriculum.</li> </ul>	<p>\$27,490 LCFF Supplemental and Concentration 4000-4999: Books And Supplies 4325 Instructional Materials &amp; Supplies 4346 Teacher Supplies</p>	<p>\$25,361 LCFF Supplemental and Concentration 4000-4999: Books And Supplies 4325 Instructional Materials &amp; Supplies 4346 Teacher Supplies</p>

	<p>4423 Teacher Computers</p> <p>\$1,422 Title I 5800: Professional/Consulting Services And Operating Expenditures 5820 Consultants - Non Instructional - Data</p>	<p>4423 Teacher Computers</p> <p>\$0 Title I 5800: Professional/Consulting Services And Operating Expenditures 5820 Consultants - Non Instructional - Data</p>
<p>A-3. Student Supports for Learning:</p> <ul style="list-style-type: none"> <li>o Provide supplemental program for English learners, that includes an instructional aide &amp; part-time teachers, specializing in ELD instruction</li> <li>o Pull-out tier 2 reading support for anyone reading a year or more below level</li> <li>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.</li> <li>o Summer School</li> </ul>	<p>\$41,798 Special Education 5800: Professional/Consulting Services And Operating Expenditures 5869 Special Education Contract Instructors 5872 Special Education Encroachment</p> <p>LCFF Base 1000-1999: Certificated Personnel Salaries</p>	<p>\$122,354 Special Education 5800: Professional/Consulting Services And Operating Expenditures 5869 Special Education Contract Instructors 5872 Special Education Encroachment</p> <p>\$1,690,028 LCFF Base 1000-1999: Certificated Personnel Salaries 2100 Classified Instructional Aide Salaries</p>

	2100 Classified Instructional Aide Salaries	\$3,098
	\$7,435	Title I
	Title I	5800:
	5800:	Professional/Consulting Services And Operating Expenditures
	Professional/Consulting Services And Operating Expenditures	5815 Consultants - Instructional
	5815 Consultants - Instructional	\$81,878
	\$160,862	Special Education
	Special Education	1000-1999: Certificated Personnel Salaries
	1000-1999:	1148 Teacher - Special Ed
	Certificated Personnel Salaries	1311 Cert Admin - SPED Director
	1148 Teacher - Special Ed	Included above
	1311 Cert Admin - SPED Director	Base
	\$273,024	1000-1999: Certificated Personnel Salaries
	Base	1200 Certificated Pupil Support Salaries
	1000-1999:	
	Certificated Personnel Salaries	Included above
	1200 Certificated Pupil Support Salaries	Title I
		2000-2999: Classified Personnel Salaries



	<p>\$160,886 Title I 2000-2999: Classified Personnel Salaries 2100 Classified Instructional Aide Salaries</p> <p>\$2,500 LCFF Supplemental and Concentration 4000-4999: Books And Supplies 4352 Summer Materials</p>	<p>2100 Classified Instructional Aide Salaries</p> <p>\$79 LCFF Supplemental and Concentration 4000-4999: Books And Supplies 4352 Summer Materials</p>
<p>A-4. Teach technological proficiency through integration of technology in the classroom (21st century skills)</p> <ul style="list-style-type: none"> <li>i. Train teachers on how to integrate technology into the classroom.</li> <li>ii. Purchase software, apps, and devices to ensure staff and student access to technology.</li> <li>iii. Use technology to enhance home-school communications.</li> </ul>	<p>\$19,858 LCFF Supplemental and Concentration 4000-4999: Books And Supplies 4320 Educational Software 4420 Computers (individual items less than \$5k)</p> <p>\$67,200 Title IV 5800: Professional/Consulting Services And</p>	<p>\$18,667 LCFF Supplemental and Concentration 4000-4999: Books And Supplies 4320 Educational Software 4420 Computers (individual items less than \$5k)</p> <p>\$0 Title IV 5800: Professional/Consulting Services And Operating Expenditures</p>

	Operating Expenditures ParentSquare, Inc. – covered under B-5: Attendance Initiatives 5887 Technology Services	ParentSquare, Inc. – covered under B-5: Attendance Initiatives 5887 Technology 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.	\$15,000 Base 5800: Professional/Consulting Services And Operating Expenditures 5875 Staff Recruiting	\$0 Base 5800: Professional/Consulting Services And Operating Expenditures 5875 Staff Recruiting

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

n/a

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Francophone is proud of the work our teachers and staff have done making progress towards achievement of this goal. We purchased curriculum as planned and administered the reading assessments in English and French, as well as other curriculum-based assessments as planned up until the school closure. Our teachers analyzed the data from these assessments to adjust instruction. We were not able to administer the end of the year reading assessments due to the school closure.

Our SPED Director received training and implemented the Wilson Reading Intervention program for both our English Learners and other struggling readers in small groups. As we are a language acquisition program, language supports are embedded in our program

and all of our teachers utilize SDAIE-like strategies to scaffold for language acquisition. Occupational Therapists and Adaptive Technology support providers provided services to support our students as required in their IEP's. Assistive Technology Services did not continue until the end of year due to staffing changes and the school closure. Fortunately, the student receiving these services did not need the additional services at the end of the school year. Our summer school program was also cancelled due to the pandemic. .

We used more technology than anticipated due to the transition to distance learning. We pivoted quickly and smoothly to distance learning within several days, matching instructional minutes right away with the quick transition to Zoom and Google Classroom. We used Parent Square to communicate with families throughout the year, and more so after the school closure.

We successfully staffed all positions, except for some challenges maintaining adequate staffing in our Special Education department.

A challenge we recognized in our instructional program was the lack of a specific curriculum designed to meet the needs of English Learners. We were using Wilson Reading to meet the needs of our students with disabilities and our English Learners when they have very different needs for language acquisition that go beyond reading comprehension. Since we are a 90% French immersion program, it is imperative to build out specific time in the day for English Learners to learn English. The organization structure in 2019-20 wasn't conducive to support the high number of students and their specific needs and so this structure was changed in 2020-21.

## 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)

## Annual Measurable Outcomes

Expected	Actual
Theater Performances: 5 per year	2
100% of students with access to art and music curriculum	100%
Attendance Rate (ADA) >95%	95%
Chronic Absence Rate <10%	2018-19: 8.4% 2019-20: ~13%

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>B-1. Integrate arts, music, and performing arts into the curriculum and provide enrichment opportunities</p> <p>i. Purchase art supplies for all. Purchase musical instruments for additional grades</p> <p>ii. Offer performances for students during the regular school day</p> <p>iii. Continue implementing music curriculum, including more formal basic music instruction in grades 6 and 7.</p> <p>iv. Offer After Care program that includes enrichment activities</p>	<p>\$7,895 Base 5800: Professional/Consulting Services And Operating Expenditures 5804 AfterSchool Contractors 5854 Consultants - Afterschool/BASC</p> <p>\$13,823 LCFF Supplemental and Concentration 1000-1999: Certificated Personnel Salaries</p>	<p>\$1,777 Base 5800: Professional/Consulting Services And Operating Expenditures 5804 AfterSchool Contractors 5854 Consultants - Afterschool/BASC</p> <p>\$43,074 LCFF Supplemental and Concentration 1000-1999: Certificated Personnel Salaries Costs for performing arts teacher</p>

	<p>Costs for performing arts teacher</p> <p>\$181,508.60</p> <p>LCFF Supplemental and Concentration 2000-2999: Classified Personnel Salaries 2905 Other Classified - After School</p>	<p>\$155,552</p> <p>LCFF Supplemental and Concentration 2000-2999: Classified Personnel Salaries 2905 Other Classified - After School</p>
<p>B-2. Project and inquiry-based learning</p> <p>i. Continue training teachers on project and inquiry-based learning and implementation and design thinking</p> <p>ii. Walk-throughs to monitor integration in instructional practices and curriculum and analysis of standardized assessment measures to gauge effectiveness of strategies</p>	<p>\$8,000</p> <p>Base</p> <p>4000-4999: Books And Supplies</p> <p>4345 Non Instructional Student Materials &amp; Supplies</p> <p>Remainder of costs budgeted into Goal 1 and Goal 3 Actions &amp; Services</p>	<p>\$229</p> <p>Base</p> <p>4000-4999: Books And Supplies</p> <p>4345 Non Instructional Student Materials &amp; Supplies</p> <p>Remainder of costs budgeted into Goal 1 and Goal 3 Actions &amp; Services</p>
<p>B-3. Field Trips</p> <p>Every grade level will take between 2-5 field trips each year to supplement their learning in the classroom.</p>	<p>\$17,713</p> <p>LCFF Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures 5830 Field Trips Expenses 5836 Fingerprinting</p>	<p>\$3,491</p> <p>LCFF Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures 5830 Field Trips Expenses 5836 Fingerprinting</p>

	5836 Fingerprinting 5893 Transportation - Student	5893 Transportation - Student
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.	\$515 Base 4000-4999: Books And Supplies 4335 PE Supplies	\$0 Base 4000-4999: Books And Supplies 4335 PE Supplies
B-5. Attendance Initiatives for Student Engagement i. Tiered intervention plan to emphasize importance of attendance and process to follow up with families	\$7,247 LCFF Supplemental and Concentration 4000-4999: Books And Supplies 4330 Office Supplies  \$5,305 LCFF Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures 5881 Student Information System	\$16,280 LCFF Supplemental and Concentration 4000-4999: Books And Supplies 4330 Office Supplies  \$0 LCFF Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures 5881 Student Information System

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

n/a

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We progressed towards meeting this goal of offering a well-rounded education with a broad course of study being offered to students including performing arts, music, regular physical education, and field trips. Our 5th, 6th, and 7th graders received regular instruction from our performing arts teacher and our Music for Minors program provided music instruction for all students. We purchased recorders and drums and the program was staffed by Music for Minors docents with a credentialed teacher in the classroom. Each grade level was able to take two field trips prior to the school closure and all students participated in physical education prior to the school closure.

We have yet to realize our project-based learning initiative. We are moving in this direction using units of study for reading and writing where students craft writing pieces in stages with the purpose of a final published piece of writing.

Our attendance initiatives were successful as demonstrated by our high attendance rate prior to the pandemic. Our attendance rate declined after the school closure, but the majority of students remained engaged.

### **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)

## Annual Measurable Outcomes

Expected	Actual
Discipline referral rates: 10% referred to office once or more	3%
Suspension rate <1%	2019-20: 0%
Expulsion rate 0%	2019-20: 0%
MS dropout rate	0%
Student school climate survey: >75% who feel school is safe	84% of students feel that their fellow students show them "some", "quite a bit" or a "tremendous amount" of respect.
Student school climate survey: 80% who feel connected to school	78% feel that they belong quite a bit or completely, 10% feel that they belong somewhat
Parent survey on barriers to engagement: 80% of respondents who disagree with the statement that the school is not welcoming to parents	No data due to school closure
Parent survey on barriers to engagement: >75% of respondents who disagree with the statement that the school provides little information about involvement opportunities	No data due to school closure
Facilities meet good repair standard	2019 SARC: Overall Good

## Actions / Services

Planned Action/Service	Budgeted Expenditures	Actual Expenditures
<p>C-1. Integrate Global Citizenship and civic engagement into the Social Studies curriculum (Global Citizenship)</p> <p>i. Effectively use the social studies curriculum to include aspects of global citizenship, civic engagement, and the Francophonie.</p> <p>ii. Work with school volunteers and teacher leaders on events promoting the Francophonie.</p> <p>iii. Develop metric for school-wide global citizenship effectiveness.</p>	<p>LCFF 4000-4999: Books And Supplies Budgeted under Goal 1</p>	<p>Represented under Goal 1 LCFF 4000-4999: Books And Supplies Budgeted under Goal 1</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> <p>i. Monitor effective use of restorative justice practices</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. Evaluate training's effectiveness using walk-through observations.</p> <p>iii. Administer a social emotional screener to students three times a year</p>	<p>\$900</p> <p>Supplemental and Concentration</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5821 Consultants - Non Instructional - SEL</p> <p>5822 Consultants - Non Instructional - Custom 3</p>	<p>\$0</p> <p>Supplemental and Concentration</p> <p>5800: Professional/Consulting Services And Operating Expenditures</p> <p>5821 Consultants - Non Instructional - SEL</p> <p>5822 Consultants - Non Instructional - Custom 3</p>
<p>C-3. Utilize home-school communication as a method of engaging families and encouraging ownership in school success</p> <p>i. Provide translation services in written communication, at events and on our website</p> <p>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</p> <p>iii. Offer ParentSquare as a tool to improve and increase communication between parents and teachers</p>	<p>\$8,877</p> <p>Supplemental and Concentration</p> <p>5900: Communications</p> <p>5900 Communications</p> <p>5915 Postage and Delivery</p> <p>\$35,613</p> <p>Supplemental and Concentration</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Costs for 8 days of parent-teacher conferences</p>	<p>\$41,098</p> <p>Supplemental and Concentration</p> <p>5900: Communications</p> <p>5900 Communications</p> <p>5915 Postage and Delivery</p> <p>Represented under A3</p> <p>Supplemental and Concentration</p> <p>1000-1999: Certificated Personnel Salaries</p> <p>Costs for 8 days of parent-teacher conferences</p> <p>Supplemental and Concentration</p>

	Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures ParentSquare covered under Goal 2 (5881 - Student Information System)	5800: Professional/Consulting Services And Operating Expenditures ParentSquare covered under Goal 2 (5881 - Student Information System)
<p>C-4. Engage our school and broader community to foster conversations between the Leadership Team and stakeholders (Community Engagement)</p> <p>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.</p> <p>ii. We will engage parents of students with disabilities through our formal Student Success Team and Individualized Education Plan meetings</p> <p>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.</p> <p>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)</p>	<p>\$33,165</p> <p>Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures 5839 Fundraising Expenses 5851 Marketing and Student Recruiting 5880 Student Health Services</p>	<p>\$9,411</p> <p>Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures 5839 Fundraising Expenses 5851 Marketing and Student Recruiting 5880 Student Health Services</p>
<p>C-5. Retain well-trained and highly qualified teachers</p> <p>i. Provide collaborative learning communities, staff development, 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>\$11,531</p> <p>Title II 5800: Professional/Consulting Services And Operating Expenditures</p>	<p>\$7,260</p> <p>Title II 5800: Professional/Consulting Services And Operating Expenditures</p>

	5200 Travel & Conferences 5300 Dues & Memberships  \$21,640 Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures 5863 Professional Development 5884 Substitutes	5200 Travel & Conferences 5300 Dues & Memberships  \$22,210 Supplemental and Concentration 5800: Professional/Consulting Services And Operating Expenditures 5863 Professional Development 5884 Substitutes
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	\$19,970 Base 4000-4999: Books And Supplies 4315 Custodial Supplies 4410 Classroom Furniture, Equipment & Supplies 4430 Non Classroom Related Furniture, Equipment & Supplies  \$68,160 Base	\$10,141 Base 4000-4999: Books And Supplies 4315 Custodial Supplies 4410 Classroom Furniture, Equipment & Supplies 4430 Non Classroom Related Furniture, Equipment & Supplies  \$79,807 Base

5000-5999: Services  
And Other Operating  
Expenditures  
5515 Janitorial,  
Gardening Services &  
Supplies

5000-5999: Services  
And Other Operating  
Expenditures  
5515 Janitorial,  
Gardening Services &  
Supplies

## Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

n/a

A description of the successes and challenges in implementing the actions/services to achieve the goal.

We have successfully built a strong school culture at Francophone as evidenced by our 0 suspensions over multiple years. We deepened our work with Positive Behavioral Interventions and Supports this year by writing a PBIS handbook for the school and training all staff on the policies and practices in the handbook. One of our staff members attended PBIS training and then brought it to life on campus with the use of restorative conferences. We plan to continue our work embedding PBIS in our school culture, as it has been disrupted by the school closure, as we needed to focus more on a strong distance learning and social emotional learning program. We administered the SAEBRS as a tool to assess risk for Social Emotional and Behavioral issues.

We incorporated themes of global citizenship in our Social Studies program and embedded global and community themes in our Diversity, Equity, and Inclusion monthly events where students presented on a theme during our assembly.

We held regular events for parents and communicated through Parent Square. When the school closed, we immediately shifted our parent engagement efforts to determine family needs around distance learning and provide access to resources to support other needs during the pandemic (housing, food, financial, etc.).

We provided professional development for all of our teachers and staff around implementation of curriculum, data analysis, and instructional planning. When the school closed, teachers quickly learned how to use Zoom and Google Classroom and our professional development efforts pivoted to supporting teachers in learning instructional strategies and tools to provide high-quality instruction in the distance learning format.

Our facilities were maintained as planned and all staff received training on our health and safety plan.

# Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

## In-Person Instructional Offerings

### Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Janitorial Services and Supplies	\$20,000	\$17,016	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

This action was implemented as planned.

### Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

Francophone has been unable to provide In-person instruction due to the pandemic up until the date of this writing (4/8/2021). We will begin May 3rd with each grade attending 1 full day with a focus on Social Emotional Learning. We have been successful at balancing the need to bring students back partially for social emotional reasons, while still maintaining continuity of content instruction without students getting new teachers this late in the school year. We have surveyed teachers and families to determine willingness to return and ensure their individual needs are being met. Due to individual needs, some teachers will not return for in-person instruction this year.

We hired a consultant to create an updated safety plan, and Charter Safe has provided eight training sessions. Our staff has also received first aid training and non-violent crisis intervention in preparation for reopening for in-person instruction.

## Distance Learning Program

### Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Curriculum-(Eureka Math & TCI)	\$31,000	\$15,877	N
I.T. Services and Technological Support for families	\$14,000	\$32,253	N
Student Computers	\$5,000	\$5,000	Y
Dean of Students -- for portion of role overseeing and providing student supports and family engagement	\$27,000	\$27,000	Y
Staffing -- additional functions related to COVID-19--parent support, teacher p.d., operations and instruction	\$91,000	\$91,000	N
K-12 Leadership Cohort Strategic Planning for Reopening	\$8,000	\$9,750	N
Zoom video-conferencing upgrades	\$2,000	\$0	N
Additional services for pupils with unique needs--one-on-one supports, additional tutoring, and other services	\$10,000	\$10,000	N

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

These actions were implemented as planned.

### Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

## **Continuity of Instruction**

Prepared for a hybrid opening, but instead we needed to be completely remote up until now. Our schedule adjusted now for remote and partial reopening ensuring a continuity of staffing.

Our distance learning schedule is an alternation between live teaching and student work time, in 30-minute increments. Students have 210 minutes of instruction and student work daily for ELA, Math, FLA, and SEL / advisory, plus three flex time periods (30 minutes each) during which students can do PE, independent reading, electives, etc.

French instruction

Live instruction for the whole class taught in French language. Individual and small group meetings are conducted in French language. Student progress in oral language, reading, and writing in French are measured by the Francophone teacher using a proficiency grid for language reading and writing.

## **Access to Devices and Connectivity**

All students who needed devices or hotspots were provided these for distance learning. Students did not have connectivity challenges, but the teachers who chose to teach at our new campus location had connectivity difficulties because the building did not yet have a reliable network infrastructure to support distance learning.

## **Pupil Participation and Progress**

Teachers track attendance for each synchronous class period and track asynchronous participation through Google Classroom and Gradebook. Our ADA for 2020-21 is 95%.

## **Distance Learning Professional Development**

All of our teachers received professional development during our Summer Institute prior to the start of the school year and weekly during the school year. Our focus areas for professional development have been best practices for virtual learning, administration and data analysis of NWEA MAP assessments, instructional planning based on that data, and fostering and maintaining student engagement in a virtual setting. Common Sense Education has provided five parent and staff workshops around building relationships and supporting engagement during distance learning. These training sessions have provided concrete examples for teachers on how to use instructional best practices like setting a classroom vision, monitoring engagement, incorporating movement, and checking for understanding in a virtual setting. We also engaged our staff in three anti-racist equity workshops to ensure all of our students are considered a valuable component of our school community.

## **Staff Roles and Responsibilities**

One big shift this year has been an organizational structure change to ensure that the people who have expertise in an area are the ones involved in making decisions in that domain. This has been useful in ensuring that all of our students are getting what they need to be successful in this difficult time. We have also brought consultants in to provide expertise and expand the capacity of our existing

staff. This year we also hired an additional ELD teacher and SPED staff to support our students with Unique Needs. Our core classroom teachers also added additional teaching time for ELD to their existing schedules. We had difficulty staffing our Francophone program this year due to the Federal Visa Presidential Proclamation 10014.

**Support for Pupils with Unique Needs**

Three educational specialists work with students with IEPs and provide services virtually. We created a team with an additional resource specialist and some additional consulting support for our SPED program, increasing the SPED team from 5 to over 8 members this year. We also maintain a Speech and Language Pathologist and Occupational Therapist.

English Learners receive Integrated and Designated ELD. We use our weekly flex time block for Designated ELD. We hired consultants to support ELPAC administration and our ELD program, and purchased new resources to support English Learners at each level of language acquisition.

We use a Student Support Team process to identify student needs and develop intervention plans for students as needed, including needs of foster youth and students experiencing homelessness.

**Pupil Learning Loss**

**Actions Related to the Pupil Learning Loss**

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
NWEA-MAP Assessment System	\$9,000	\$10,390	Y

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

This action was implemented as planned.

**Analysis of Pupil Learning Loss**

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.



NWEA MAP Growth assessments in Math and Reading were administered for the first time in September 2020. The results were reviewed alongside existing student learning data to inform classroom based intervention and Tier 2 small group intervention in reading and math. Students in need of additional support in math were assigned to small group intervention taking place during Flex Time, as a supplement to (not a replacement of) the school day. Students in need of additional support in reading receive small group instruction also during Flex Time.

Our successes have been re-engaging students in academics by creating catch-up plans for missing work. Challenges have been when students cannot attend teacher office hours during flex time for needed support due to schedule constraints or executive functioning challenges.

## **Analysis of Mental Health and Social and Emotional Well-Being**

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

All of our students engage regularly in Social Emotional Learning lessons. Our K-5 students use the SEL Toolbox curriculum and our 6th-8th graders utilize the Second Step lessons. Our Common Sense Education trainer provided us with a lot of valuable tools to support and metrics to assess engagement and social emotional well-being in a virtual format. We created dedicated time in the schedules for teachers to check in with students on Zoom to foster connectedness and assess for any needs. Our school staff offers wellness check-ins as a tiered intervention for identified students and provides referrals to community agencies for mental health resources. Other interventions for students include parent meetings and consultation with Common Sense Education. For students in need of intensive support, we utilize our Student Support Team. All staff participated in Youth Suicide Prevention training this year as well.

## **Analysis of Pupil and Family Engagement and Outreach**

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

We have implemented a system of tiered reengagement strategies for pupils who are absent or disengaged from distance learning and follow-up with outreach to parents, through bilingual staff as needed.

Tier 1--Support staff contact parents daily for students who are not present for live instruction.

Tier 2-- Teachers review engagement records in weekly grade level collaboration and identify students for teacher or administrator follow-up through calls or scheduled meetings.

Tier 3--Students who miss three consecutive days of instruction, or accrue 5 absences, or who are identified in grade level collaboration as disengaged due to low work completion will be scheduled for Student Support Team meetings where support plans will be developed and monitored ongoing to ensure that students are attending and engaging.

Student engagement has remained high in grades 3-5. At least 90% of students have sustained regular attendance and participation throughout the entire school year. In grades 6-8, all students have sustained regular attendance, but only 75% have been consistent with academic tasks, work completion, and participation in synchronous class activities. To address this challenge, the teachers have changed the schedule, added high-interest activities, hosted class meetings facilitated by the Dean of Student Life, and met with individual students during office hours to ascertain barriers to engagement.

## Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

We have provided lunch to all of our students and families via Revolution Foods. We have two pick-up days, Tuesday and Thursday. On Tuesdays, parents pick up lunches for two days (Wed and Thurs). On Thursdays, parents pick up lunches for three days (Friday, Monday, and Tuesday.) We have staff at both campuses for parent pick up in the mornings from 9-12pm ready to pass out the lunches in bags to make it convenient for parents picking up. We will also offer lunch for students who return one day each week in-person in May.

## Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well Being	Dean of Students -- for portion of role overseeing and providing student supports and family engagement	Duplicate	n/a	Y

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

n/a

## Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

We have learned a lot from implementing distance learning throughout the 2020-21 school year that will inform our practices going forward. Our teachers now have access and familiarity with technological tools for teaching that they will continue to use going forward. We have figured out how to provide additional student support within the school day in the distance learning format, and this learning will support us in creating schedules that include academic support periods when students are able to return for full-time in-person instruction.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

2020-21 was our first year using NWEA MAP and we have learned a lot about best practices for administering the assessment and utilizing the results to adjust instruction. Next year we plan to strengthen our tiered intervention process to best meet the needs of our students with appropriate interventions and progress monitoring. We will also be adding additional software to support personalized learning to fill any learning gaps.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

n/a

# Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Our biggest learning this year has been around increasing organizational capacity by hiring people with the right expertise to staff specific positions and outsourcing some work to consultants with the appropriate expertise to ensure our in-house staff can focus most directly on providing student support. Next year our priorities will be around ensuring our students have the appropriate social emotional support to transition back to in-person instruction, using our MAP data to prioritize units of study, updating our tiered intervention matrix for both academic and social emotional support, and allocating tiered intervention time into the master schedule. We plan to build our staff's capacity and knowledge around Universal Design (UDL) to ensure access to the curriculum/content for all of our diverse learners. We also plan to increase the use of co-teaching and to strengthen our Positive Behavioral Interventions and Supports (PBIS) implementation, especially for Tiers 2 and 3.

## **Instructions: Introduction**

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education’s (CDE’s) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

## **Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year**

### **Annual Update**

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

### **Annual Measurable Outcomes**

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

### **Actions/Services**

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

### **Goal Analysis**

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth

students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

## **Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan**

### **Annual Update**

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

### **Actions Related to In-Person Instructional Offerings**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.

### **Analysis of In-Person Instructional Offerings**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

### **Actions Related to the Distance Learning Program**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.

## **Analysis of the Distance Learning Program**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
  - Continuity of Instruction,
  - Access to Devices and Connectivity,
  - Pupil Participation and Progress,
  - Distance Learning Professional Development,
  - Staff Roles and Responsibilities, and
  - Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

## **Actions Related to Pupil Learning Loss**

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.

## **Analysis of Pupil Learning Loss**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

## **Analysis of Mental Health and Social and Emotional Well-Being**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

## **Analysis of Pupil and Family Engagement and Outreach**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

## **Analysis of School Nutrition**

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

## **Analysis of Additional Actions to Implement the Learning Continuity Plan**

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

## **Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
  - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.



- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

## **Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan**

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education  
January 2021

# Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Francophone Charter School of Oakland	Kennedy Hilario, Executive Director	<a href="mailto:kennedy@francophoneschool.org">kennedy@francophoneschool.org</a> ; 510.746.0700

## Plan Summary 2021

### General Information

A description of the LEA, its schools, and its students.

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 added a grade level each year until we serve K-8 students 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. In 2019-20, we served 289 students, including approximately 66 (23%) who qualify for free and reduced lunch, approximately 35 (12.1%) who are English Language Learners, and about 17 (5.9%) who are Redesignated English Language Learners. Also, 36 (12.5%) of our students qualify for Special Education services. 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. In 2019-20, the LCFF Unduplicated percentage is approximately 29.90%. Approximately 33% of Francophone's students identify as being white, 21% as Hispanic or Latino, 18% as two or more races, and 16% as African American.

The mission of the Francophone Charter School of Oakland is to provide a dual-immersion curriculum to a diverse community of students. Our goal is to develop bilingual and bi-literate global citizens who are open-minded and value intellectual curiosity, personal integrity and creativity. We will achieve our mission by:

- Providing an academically rigorous curriculum that teaches students to excel in French and English;
- Preparing students for the 21st century by offering a well rounded education that also incorporates global themes, arts and technology;
- Valuing and incorporating community into the life of the school, including civic engagement on a local and global level;
- Recruiting and maintaining a diverse student body and staff;
- Teaching the value of inquiry, analysis, evaluation and creative problem solving as strategies for making well informed decisions;
- Encouraging students and staff to work in teams, learn from each other, and share in the decision making process;

## Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The 2019 CA Dashboard shows green level performance in Mathematics and blue level performance in ELA. We plan to continue our rigorous academic program in order to maintain this success. We are proud of our successes in Math and ELA. We also achieved blue level in suspension and green level in chronic absenteeism. We plan to continue our supportive practices in behavior and attendance in order to maintain these successes.

This plan was developed during the COVID-19 pandemic which caused school closures and disrupted state testing and local assessment activities. We therefore have less data available to measure and celebrate progress by. We achieved improved attendance and engagement in 20-21, and this allowed us to keep our students on track academically.

We maintained high attendance, low suspensions, and increased our English Learner Reclassification in alignment with our targets. We are immensely proud of our staff, students, and families, who all worked together to respond and adapt to the circumstances of the pandemic in order to continue to fully implement our program, remotely when necessary, and to meet the increased needs of our students. We are proud of the consistent stakeholder engagement and close collaboration achieved by our parents and staff in providing critical feedback and contributing to the ongoing planning required throughout the past year and prior year. We are proud of how we were able to translate our model when needed for remote learning, and we will be able to bring forward the confidence that we can do so when needed and also continue to utilize digital tools, programmatic components, and student supports inspired by necessity that may continue to be beneficial for our community.

## Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The 2020 CA Dashboard was not produced due to lack of data in the midst of the pandemic, and therefore we are unable to identify needs related to those state indicators.

Based on local data and the 2019 CA Dashboard, we have identified needs in Chronic Absenteeism for our Socioeconomically Disadvantaged subgroup. We will continue to utilize our tiered intervention plan to emphasize the importance of attendance and follow up with families in danger of becoming chronically absent.

## LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The 2021-24 LCAP provides our three-year plan for continued improvement and development. In 2021-22 we will continue the specific actions undertaken to address the varied academic and social-emotional needs of our students.

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. In terms of student achievement (Goal 1), we will continue providing a comprehensive standards-aligned instructional program in conjunction with a comprehensive assessment system. We will use the results of assessments to differentiate instruction within classrooms and to inform our Multi Tiered System of Supports. We will provide systemic Francophone bilingual education and English Language Development for our English learners in all classes, as well as a comprehensive SPED program for our students with IEPs. Teachers will be supported through professional development and instructional coaching to implement our curriculum and instructional model, including specific support for Universal Design principles and data analysis to establish learning goals, plan interventions, and monitor progress. We will teach technological literacy through the integration of technology with the core curriculum.

GOAL 2: Francophone will create a warm, welcoming school culture and safe school climate that fosters the values of accountability and responsibility. In terms of our work to maintain a positive culture and climate (Goal 2), students are supported in Social Emotional Learning as well as supportive practices in behavior and attendance. We provide a clean and safe environment and implement Restorative Practices school wide through positive and proactive Circles. We incorporate Visual and Performing Arts, Physical Education, and Health into the school day in order to ensure students receive a well rounded educational experience. We are continuing to train teachers on implementing project and inquiry-based learning and take students on field trips to provide real life applications to the skills they are learning in the classroom.

GOAL 3: We will encourage our families to be part of our school community and share in the decision-making process. Families will be supported to participate actively in the life of the school and their child's education through frequent meetings, events, and opportunities for input. These opportunities include Parent-teacher conferences, Executive Director Coffees, Back to School Night, SST meetings, and many volunteer opportunities for parents to share their talents with the Francophone school community. We will use multiple methods of communication to keep parents informed, including Parent Square, our school website, and School Mint, providing translation services for written communication, at events, and on our website.

## **Comprehensive Support and Improvement**

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

### **Schools Identified**

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

[Identify the eligible schools here]

### **Support for Identified Schools**

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

[Describe support for schools here]

## Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

[Describe monitoring and evaluation here]

# Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

- Our board meets monthly as a public hearing with the opportunity for public comment. Many of our parents attend our board meetings. We promoted parent participation in public meetings and public hearings through emails, website and agenda posting. Virtual meetings conducted via video conference had telephone call-in access. A public hearing was held for the LCAP on 5/27/21, and the Board approved the LCAP on 6/21/21.
- Teachers/staff/school administrators provided feedback during regular staff meetings, staff surveys, and solicited suggestions in every weekly newsletter.
- Parents provided feedback at weekly ED Coffee meetings, through the comment function on Parent Square, and parent surveys.
- Students provide feedback during monthly assemblies, responses to Google posts, email, Zoom, and on the annual student survey regarding their experience, perspectives, and needs.

A summary of the feedback provided by specific stakeholder groups.

**Parents** want their children to be able to return for in-person instruction and they want to provide input into the format and program for our first 8th grade promotion ceremony.

**Teachers/School Staff/Administrators** want to have more fun events and want to provide input into the 8th grade promotion ceremony. They are experiencing Zoom fatigue. They have expressed that utilizing language immersion materials in the distance learning format has been challenging and that they need more support with using digital tools. They are concerned about safety during in-person instruction. The Eureka math curriculum is paper intensive and they would like other curriculum options to be explored. They would also like to explore other SEL curriculum options.

**Students** expressed a desire for more whole school events, more structured social opportunities, and more opportunities outside of class to connect with their peers.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Based on our stakeholder feedback, we have added the following to our plan for next year and beyond:

- Added game times, weekly music class
- Virtual talent show for staff
- Teachers sharing best practices during PD on using digital tools
- Clearly communicated and implemented health and safety protocols
- Weekly school assembly instead of monthly - students are very engaged during the assemblies
- 8th grade planning committee comprised of parents, teachers, and school administrators
- Explore piloting math curriculum

- Explore piloting SEL curriculum
- Formed Advisory/Equity Group
- Changed frequency of ED coffee from monthly to weekly
- Additional staff for the SPED program to better meet the needs of students. Strategies for Learning (SFL) brought in to provide intensive reading intervention
- More frequent communication on Parent Square - posting the monthly board report from ED for parents
- monthly prospective parent presentations
- improved registration process with dedicated staff to support the process





# Goals and Actions

## Goal 1

Goal #	Description
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.

An explanation of why the LEA has developed this goal.

Francophone has had great success with academic outcomes for all of our students in English and French. In order to continue this success, we must continue our focus on achieving this goal. We must continue to refine our assessment and intervention systems to ensure students who are falling behind are identified and provided the appropriate support to catch up with their classmates.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
DELFL French literacy assessments: % meeting expectations	2020: A1.1: 100% A1.2 100% A2: 97%				95%
NWEA MAP Reading and Math % of students meeting Fall to Spring growth targets	2020-21 Reading: 40% Math: 44%				Reading: 46% Math: 50%
CAASPP: % of students meeting or exceeding standard in ELA and Math for all students and all numerically significant subgroups	2018-19 ELA: All students: 85.9% SED: 85.7% Hispanic/Latinx: 100% Two or More Races: 85.7% White: 87.9%				ELA All students: 86% SED: 86%

	2018-19 Math: All students: 74.3% SED: 71.4% Two or More Races: 92.9% White: 75.8%				Math All Students: 80% SED: 77%
ELPAC: % of students scoring a 3 or 4	71.4%				75%
English Learner Progress Indicator (ELPI)	No CA Dashboard Indicator provided				Medium Progress Level 45-55%
EL reclassification rate	2019-20: 14.6%				>10%
% of students with access to their own copies of standards-aligned materials	100%				100%
% of teachers properly credentialed and assigned, including EL teachers	2018-19: 100% fully credentialed and 1 teacher teaching outside subject area of competence				100%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum and Assessments	Purchase curriculum, books, supplies, and assessments to determine change over time in abilities in core subject areas, including French language acquisition. <ul style="list-style-type: none"> <li>● NWEA-MAP Reading and Math</li> <li>● Litteratout--French Language Arts</li> <li>● Editions de L'Envolee--Student writing production</li> <li>● Eureka Math and Zearn (online component of Eureka Math)</li> <li>● Readers and Writers Workshop--Lucy Calkins unit of study aim to create life-long, confident readers and writers who display agency and independence</li> </ul>	\$34,000	N

		<ul style="list-style-type: none"> <li>● TCI: History Alive! Social Studies Alive!</li> <li>● California NGSS Full Option Science System (FOSS)</li> </ul>		
2	Professional Development and Instructional Coaching	<ul style="list-style-type: none"> <li>● Data Driven Instruction</li> <li>● Universal Design for Learning (UDL)</li> <li>● Multi-Tiered System of Support</li> <li>● Rubric based teacher Development System (evaluation and support) <ul style="list-style-type: none"> <li>○ 3 Observations</li> <li>○ Lesson Plan Feedback</li> </ul> </li> </ul>	\$136,500	N
3	MTSS	<ul style="list-style-type: none"> <li>● Data Analysis <ol style="list-style-type: none"> <li>Use MAP results to identify priority units of study</li> <li>Study Team to analyze multiple data points and determine how to best support individual students</li> <li>Student goal setting</li> </ol> </li> <li>● Update tiered intervention matrix <ol style="list-style-type: none"> <li>Individualized software for academics</li> <li></li> </ol> </li> <li>● Allocate time in master schedule for intervention</li> </ul>	\$235,000	Y
4	English Language Development	<ul style="list-style-type: none"> <li>● Integrated ELD: Professional Development for all teachers on using SDAIE strategies</li> <li>● ELD Curriculum <ol style="list-style-type: none"> <li>K-1 Wonders: Designated ELD Groups for small group instruction (twice a week with aide and ELL teacher) 10% of aide and teacher</li> <li>Grades 4-5: WordGen Elementary provides explicit instruction of academic vocabulary and opportunities to use academic language in extended interactions.</li> </ol> </li> </ul>	\$8,000	Y
5	Special Education	<ul style="list-style-type: none"> <li>● Special Education Team: <ul style="list-style-type: none"> <li>○ 1 Speech Language Pathologist, 1 Speech Language Pathologist Assistant</li> <li>○ 1 Occupational Therapist</li> <li>○ 3 Educational Specialists delivering Specialized Academic Instruction</li> <li>○ 2 Co-Directors</li> <li>○ 1 Student Support Staff</li> <li>○ Consultants- SELPA, Psychologists</li> </ul> </li> <li>● Specialized Academic Instruction coaching and development <ul style="list-style-type: none"> <li>○ SPED Team</li> <li>○ General Ed staff</li> </ul> </li> </ul>	\$512,102	N

		<ul style="list-style-type: none"> <li>● Increase co-teaching with Education Specialists and General Education teachers</li> </ul>		
6	Technology Integration	<p>Teach technological proficiency through integration of technology in the classroom (21st century skills)</p> <ul style="list-style-type: none"> <li>● i. Train teachers on how to integrate technology into the classroom.</li> <li>● ii. Purchase software, apps, and devices to ensure staff and student access to technology.</li> <li>● iii. Use technology to enhance home-school communications.</li> </ul>	\$82,000	N
7	High-quality French/English Bilingual Instruction	<ul style="list-style-type: none"> <li>● Recruit, hire, and retain native francophone teachers, English-speaking teachers, and bilingual teachers and staff who represent diverse backgrounds and the global Francophonie. <ul style="list-style-type: none"> <li>i. Relocation costs</li> <li>ii. Coaching foreign teachers to support with CA credentialing requirements</li> <li>iii. Human Resources (Kennedy and Finance Operations Manager)</li> </ul> </li> <li>● Retain staff with competitive employee compensation plans; revisit additional retention strategies annually.</li> </ul>	\$1,449,220	N

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

**A report of the Estimated Actual Expenditures for last year’s actions may be found in the Annual Update Expenditures Table.**

## Goal 2

Goal #	Description
2	Francophone will create a warm, welcoming school culture and safe school climate that fosters the values of accountability and responsibility.

An explanation of why the LEA has developed this goal.

Francophone is proud of the positive school culture we have cultivated. We plan to continue our work to see improvement in our Chronic Absence rate and positive responses from our School Climate survey.

## Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
% of students with access to art and music curriculum, physical education, and health in addition to the core curriculum.	100%				100%
Attendance Rate (ADA)	2019-20: 95%				95%
Chronic Absence Rate for all students and all numerically significant subgroups	2018-19: All students: 8.4% English Learners: 11.6% SED: 11.9% SWD: 9.7%				All students: <7% English Learners: <10% SED: <10% SWD: <8% African American: <6% Hispanic/Latinx: <12%

	African American: 8.1% Hispanic/Latinx: 17.3% White: 7.1%				White: <5%
Suspension rate for all students and all numerically significant subgroups	0%				<1%
Expulsion rate for all students and all numerically significant subgroups	0%				0%
MS dropout rate	0%				0%
Measure that facilities meet good repair standard	2019-20: Met 2019-20: Good Interior Fair Exterior				Met: Good
Student/parent school climate survey: % who feel school is safe	2020-21 Students: 79% Parents: 94%				Students: 80% Parents: 85%
Student school climate survey: % who feel connected to school	2020-21 Students: 98%				90%

## Actions

Action #	Title	Description	Total Funds	Contributing
1	Arts Integration	Integrate arts, music, and performing arts into the curriculum and provide enrichment opportunities	\$75,613	N

		<ul style="list-style-type: none"> <li>● Purchase art supplies for all. Purchase musical instruments for additional grades</li> <li>● Student performances during monthly assemblies</li> <li>● Continue providing music, visual, and performing arts instruction in grades 6-8.</li> <li>● Offer After Care program that includes enrichment activities</li> </ul>		
2	Project and Inquiry-Based Learning	<ul style="list-style-type: none"> <li>● Continue training teachers on project and inquiry-based learning and implementation and design thinking</li> <li>● Develop student-led project related to the DEI theme of the month (Black History Month, The Francophone World)</li> <li>● Genius Hour Projects: students spent 1-2 hours a week researching and answering their self-created research questions and present based on their findings.(MS Only)</li> </ul>	\$55,852	N
3	Field Trips	Every grade level will take between 1-2 field trips each year to supplement their learning in the classroom.	\$10,000	N
4	Social Emotional Learning	<p>Teach and model life skills, including communication, social emotional learning, and lifelong learning as ways to embrace and interact with others in healthy ways (Annie &amp; Laurence)</p> <ul style="list-style-type: none"> <li>● Monitor effective use of restorative justice practices</li> <li>● 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>● Administer a social emotional screener to students three times a year</li> <li>● SEL Curriculum: Toolbox K-5 and Second Step 6-8 (30 minutes each)</li> </ul>	\$59,380	N
5	Physical Education and Health Program	<ul style="list-style-type: none"> <li>● Movement, games, and play. We believe that every student, including those with disabilities or health issues, can be successful in physical education with inclusive instruction and diverse resources.</li> <li>● Puberty and Sexual Health Education</li> </ul>	\$62,552	N
6	Restorative Practices	<ul style="list-style-type: none"> <li>● 85% of circles are positive and proactive</li> <li>● Teacher professional development on restorative practices</li> </ul>	\$45,213	N
7	Attendance Initiatives	We will implement a system of tiered reengagement strategies for pupils who are absent or disengaged and follow-up with outreach to parents, through bilingual staff as needed.	\$139,594	N

		<ul style="list-style-type: none"> <li>• Tier 1--Support staff contact parents daily for students who are not present for live instruction.</li> <li>• Tier 2-- Teachers review engagement records in weekly grade level collaboration and identify students for teacher or administrator follow-up through calls or scheduled meetings.</li> <li>• Tier 3--Students who miss three consecutive days of instruction, or accrue 5 absences, or who are identified in grade level collaboration as disengaged due to low work completion will be scheduled for Student Support Team meetings where support plans will be developed and monitored ongoing to ensure that students are attending and engaging.</li> </ul>		
8	Facilities, Health and Safety	<ul style="list-style-type: none"> <li>• Maintain a cleaning service</li> <li>• Purchase additional furniture to ensure student needs are met</li> <li>• Train staff and students on emergency procedures</li> <li>• Adhere to all public health recommendations to prevent the spread of COVID-19.</li> </ul>	\$481,099	N

## Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.



[Respond here]

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

### Goal 3

Goal #	Description
3	We will encourage our families to be part of our school community and share in the decision-making process.

An explanation of why the LEA has developed this goal.

In order to achieve our academic growth and achievement goals, we know that parents are critical partners in the endeavor. We know that parents of our socioeconomically disadvantaged students may benefit from additional opportunities that increase their ability to support their students' learning. Parents of English Learners benefit from additional outreach to support their students in English Language Development.

### Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Response rate on family surveys	43%				45%
Staff Retention Rate	86%				>85%
% of families attending Parent Teacher Conferences	67%				70%
Parent Survey: % positive responses regarding school connectedness (School keeps me informed)	92%				85%

### Actions

Action #	Title	Description	Total Funds	Contributing
1	Family Communication	Utilize home-school communication as a method of engaging families and encouraging ownership in school success <ul style="list-style-type: none"><li>Provide translation services in written communication, at events and on our website</li></ul>	\$7,500	N

		<ul style="list-style-type: none"> <li>● Parent-teacher conferences: Offer 4-day parent-teacher conferences twice a year (Fall and Spring), where classes end early and students attend After Care</li> <li>● Offer ParentSquare and School Mint as tools to improve and increase communication between parents and teachers and parents and the school.</li> </ul>		
2	Community Engagement	<p>Engage our school and broader community to foster conversations between the Leadership Team and stakeholders.</p> <ul style="list-style-type: none"> <li>● 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.</li> <li>● We will engage parents of students with disabilities through our formal Student Success Team and Individualized Education Plan meetings</li> <li>● The school will offer weekly Executive Director (ED) Coffees, parent education/information meetings to engage parents. We will also host parent events such as Back to School Night and workshops on relevant topics.</li> <li>● 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)</li> </ul>	\$84,220	N
3	Family Events and Volunteer Opportunities	<p>Our family events are celebrations that connect the school with our families. Volunteer opportunities also cultivate this connection.</p> <ul style="list-style-type: none"> <li>● Annual Gala, Annual Winter Event, and monthly assemblies at the upper school</li> <li>● Room parent coordinator organizes the volunteer room parents</li> <li>● Parents have opportunities to volunteer that fit their schedule and interests <ul style="list-style-type: none"> <li>○ Remotely volunteer opportunities</li> <li>○ Read-ins connected to the monthly DEI theme</li> <li>○ Music for Minors (1x week music instruction)</li> <li>○ facilities support and beautification projects</li> </ul> </li> </ul>	\$0	N

# Goal Analysis [LCAP Year]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

[Respond here]

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

[Respond here]

An explanation of how effective the specific actions were in making progress toward the goal.

[Respond here]

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

[Respond here]

**A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.**

# Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [LCAP Year]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
6%	\$178,962

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

## Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

### A- Academic Growth and Achievement

#### Needs, Conditions, Circumstances

In reviewing the 2019 ELA and Math performance of our English Learners and Socioeconomically Disadvantaged students, we have not had enough students in either subgroup for a Dashboard indicator to be generated. However, our CAASPP scores indicate our Socioeconomically disadvantaged students are performing at the same level as “All Students” in ELA and are performing 2.9% lower than “All Students” in Math.

#### Actions

Based on a review of data, we have designed the 21-24 LCAP to implement strategies that effectively address learning gaps where needed while promoting rigorous grade level instruction. We have designed a comprehensive Multi-Tiered System of Supports for academics based on MAP data utilizing an intervention matrix with intervention scheduled within the school day. We have also designed a comprehensive program of English Language Development to ensure that our English Learners become proficient and are able to reclassify at high rates. To ensure all of our students have the knowledge and skills necessary to be successful 21st century learners, we are integrating technology skills within the core curriculum.

MTSS  
English Language Development

#### Expected Outcomes

By implementing the identified actions, we will ensure steady growth in our academic outcomes, such as SBAC ELA and Math, and Reclassification rates. Current targets aim to maintain our high scores for ELA and increase approximately 5 points in Math within the next

three years (see expected outcomes in Goal 1), and to maintain a reclassification rate over 10%. We plan to use MAP assessment data to gauge progress throughout the year.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Multi-Tiered System of Supports adds staffing capacity to conduct data analysis and to provide intervention for our low income students, foster youth, and English learners within the school day. ELD adds staffing time to monitor progress of English learners and to provide Designated ELD.

# Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

*For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at [lcff@cde.ca.gov](mailto:lcff@cde.ca.gov).*

# Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
  - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).

- o Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).
- o Annually reviewing and updating the LCAP to reflect progress toward the goals (EC 52064(b)(7)).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

# Plan Summary

## Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

## Requirements and Instructions

**General Information** – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

**Reflections: Successes** – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

**Reflections: Identified Need** – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

**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 has or will support 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.

## Stakeholder Engagement

### Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

### Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

#### **Local Control and Accountability Plan:**

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.
- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

**Prompt 1:** “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

**Prompt 2:** “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

**Prompt 3:** “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

## Goals and Actions

### Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

### Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

### ***Focus Goal(s)***

**Goal Description:** The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

### ***Broad Goal***

**Goal Description:** Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

**Explanation of why the LEA has developed this goal:** Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

### ***Maintenance of Progress Goal***

**Goal Description:** Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

**Explanation of why the LEA has developed this goal:** Explain how the actions will sustain the progress exemplified by the related metrics.

### ***Measuring and Reporting Results:***

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some

metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for <b>2021–22.</b>	Enter information in this box when completing the LCAP for <b>2021–22.</b>	Enter information in this box when completing the LCAP for <b>2022–23.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2023–24.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2024–25.</b> Leave blank until then.	Enter information in this box when completing the LCAP for <b>2021–22.</b>

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

**Actions:** Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

**Actions for English Learners:** School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

**Actions for Foster Youth:** School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

## **Goal Analysis:**

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

## **Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students**

### **Purpose**

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

### **Requirements and Instructions**

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the “Increased or Improved Services” section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

**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).

**Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students:** Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

**Required Descriptions:**

**For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.**

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

**Principally Directed and Effective:** An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:



After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

**COEs and Charter Schools:** Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

### **For School Districts Only:**

#### **Actions Provided on an LEA-Wide Basis:**

***Unduplicated Percentage > 55%:*** For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

***Unduplicated Percentage < 55%:*** For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

#### **Actions Provided on a Schoolwide Basis:**

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

**“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”**

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

## Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action’s number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.

- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering “All”, or by entering a specific student group or groups.
- **Increased / Improved:** Type “Yes” if the action **is** included as contributing to meeting the increased or improved services; OR, type “No” if the action is **not** included as contributing to meeting the increased or improved services.
- If “Yes” is entered into the Contributing column, then complete the following columns:
  - **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
  - **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
  - **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is 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.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
  - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
  - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.

- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

Contributing Expenditure Table

Totals by Type	Total LCFF Funds	Total Funds
<b>Total:</b>	\$ 243,000	\$ 243,000
<b>LEA-wide Total:</b>	\$ 235,000	\$ 235,000
<b>Limited Total:</b>	\$ 8,000	\$ 8,000
<b>Schoolwide Total:</b>	\$ -	\$ -

Goal #	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	1	Curriculum & Assessments					\$ -
1	1					\$ 34,000	\$ 34,000
1	1						\$ -
1	1						\$ -
1	1						\$ -
1	1						\$ -
1	2	Professional Development & Coaching				\$ 115,000	\$ 115,000
1	2					\$ 1,500	\$ 1,500
1	2					\$ 10,000	\$ 20,000
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	2						\$ -
1	3	Multi-Tiered System of Support	LEA-wide	EL, Low Income, Foster		\$ 235,000	\$ 235,000
1	3						\$ -
1	3						\$ -
1	3						\$ -
1	4	English Language Development					\$ -
1	4		Limited	EL		\$ 8,000	\$ 8,000
1	4						\$ -
1	4						\$ -
1	4						\$ 504,389
1	5	Special Education					\$ 7,713
1	5						\$ -
1	5						\$ -
1	5						\$ -
1	5						\$ -
1	6	Technology				\$ 6,000	\$ 6,000
1	6					\$ 72,000	\$ 72,000
1	6					\$ 4,000	\$ 4,000
1	6						\$ -
1	6						\$ -
1	6						\$ -
1	6						\$ -
1	6						\$ -
1	7	High Quality Bilingual Instruction				\$ 1,329,000	\$ 1,329,000
1	7					\$ 84,220	\$ 84,220
1	7					\$ 6,000	\$ 6,000
1	7					\$ 30,000	\$ 30,000
1	7						\$ -
1	7						\$ -
1	7						\$ -
2	1	Arts & Enrichment				\$ 2,000	\$ 2,000
2	1					\$ 23,613	\$ 23,613
2	1						\$ -
2	1						\$ -
2	1						\$ -
2	2	Project- and Inquiry-based Learning				\$ 55,852	\$ 55,852
2	2						\$ -
2	2						\$ -
2	2						\$ -
2	2						\$ -
2	2						\$ -
2	2						\$ -
2	3	Field Trips				\$ 10,000	\$ 10,000
2	3						\$ -
2	3						\$ -
2	3						\$ -
2	3						\$ -
2	3						\$ -
2	3						\$ -
2	4	Social Emotional Learning				\$ 59,380	\$ 59,380
2	4						\$ -
2	4						\$ -
2	4						\$ -
2	4						\$ -
2	4						\$ -
2	4						\$ -
2	4						\$ -
2	5	P.E. and Health				\$ 62,552	\$ 62,552
2	5						\$ -
2	5						\$ -
2	5						\$ -
2	5						\$ -



## Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$ 2,905,743	\$ 412,713	\$ 50,000	\$ 109,389	3,477,845	\$ 2,375,646	\$ 1,102,199

Goal #	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	Curriculum & Assessments						\$ -
1	1			\$ 34,000				\$ 34,000
1	1							\$ -
1	1							\$ -
1	1							\$ -
1	1							\$ -
1	2	Professional Development & Coaching		\$ 115,000				\$ 115,000
1	2			\$ 1,500				\$ 1,500
1	2			\$ 10,000			\$ 10,000	\$ 20,000
1	2							\$ -
1	2							\$ -
1	2							\$ -
1	2							\$ -
1	3	Multi-Tiered System of Support		\$ 235,000				\$ 235,000
1	3							\$ -
1	3							\$ -
1	3							\$ -
1	4	English Language Development						\$ -
1	4			\$ 8,000				\$ 8,000
1	4							\$ -
1	4							\$ -
1	4							\$ -
1	4	Special Education			\$ 405,000		\$ 99,389	\$ 504,389
1	5				\$ 7,713			\$ 7,713
1	5							\$ -
1	5							\$ -
1	5							\$ -
1	6	Technology		\$ 6,000				\$ 6,000
1	6			\$ 72,000				\$ 72,000
1	6			\$ 4,000				\$ 4,000
1	6							\$ -
1	6							\$ -
1	6							\$ -
1	6							\$ -
1	7	High Quality Bilingual Instruction		\$ 1,329,000				\$ 1,329,000
1	7			\$ 84,220				\$ 84,220
1	7			\$ 6,000				\$ 6,000
1	7			\$ 30,000				\$ 30,000
1	7							\$ -
1	7							\$ -
1	7							\$ -
2	1	Arts & Enrichment		\$ 2,000				\$ 2,000
2	1					\$ 50,000		\$ 50,000
2	1			\$ 23,613				\$ 23,613
2	1							\$ -
2	1							\$ -
2	1							\$ -
2	2	Project- and Inquiry-based Learning		\$ 55,852				\$ 55,852
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	2							\$ -
2	3	Field Trips		\$ 10,000				\$ 10,000
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	3							\$ -
2	4	Social Emotional Learning		\$ 59,380				\$ 59,380
2	4							\$ -
2	4							\$ -
2	4							\$ -
2	4							\$ -
2	4							\$ -
2	4							\$ -
2	5	P.E. and Health		\$ 62,552				\$ 62,552
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	5							\$ -
2	5			\$ 45,213				\$ 45,213
2	6	Restorative Practices						\$ -
2	6							\$ -

