

LCAP Year 2017–18 2018–19 2019–20

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name	Loomis Union Elementary School District		
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2017-20 Plan Summary

THE STORY

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

Loomis Basin Charter School (LBCS) is dependent of our school district. The Loomis Union School District (LUSD) is guided by the mission to provide outstanding educational instruction so that each of our students is enabled to reach their full potential. To meet this mission, LUSD looks to our Strategic plan as the primary source of direction and vision to meet the learning needs of all students. We believe that in order for educational excellence to occur we need to first believe in accepting all students, respecting all students and educating all students. In addition, we are guided by the foundational goals of our Board of Trustees to ensure that we provide an engaging and challenging instructional program for all students. To meet these goals, we are committed to providing quality professional development to staff, maintaining fiscal and human resources excellence, and celebrating student and staff accomplishments and achievement.

The Loomis Union School District serves the Loomis Basin community that has a rich tradition of community and pride. The families of the Loomis Union School District strongly support each of our 7 schools, including Loomis Basin Charter School, and are actively engaged in the educational and community activities that unite the Loomis Basin community. We are a elementary district serving grades Transitional Kindergarten through 8th grade. Our students primarily reside within the Loomis Basin community, but was also are a district of choice in Placer County with a large number of students transferring in from other local school districts. The families in our area recognize that our high level of academic achievement and the expansive opportunities for co-curricular and extracurricular programs add to the desirability for attendance in the Loomis Union School District. Loomis Basin Charter School offers the International Baccalaureate program that offers a challenging program of international education and rigorous assessment.

The Loomis Union School District serves our students and community through the guiding principals and objectives of LUSD's strategic plan. Within the plan, objectives, as well as action items to meet the objectives, are aligned to our Local Control and Accountability Plan (LCAP) and provide guidance to staff on actions to continue to provide high quality instruction to meet the learning needs of all students. Objectives in the Strategic Plan focus on specific actions to address excellence in rigorous curriculum & quality instruction, use of technology to support quality instruction, regular communication with families and community stakeholders, supports for students through a Multi-tiered system of support, and maintenance of premier educational facilities.

The Loomis Union School District operates and manages Loomis Basin Charter School within the parameters and expectations outlined in the Charter Petition and the fiscal, educational, and accountability high standards that govern all

schools and programs in the District. The day-to-day operations of the school are overseen by its Director, with supervision by the Superintendent.

LCAP HIGHLIGHTS

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

Through analysis of progress on the prior year's LCAP goals and input from stakeholders across the district, five goals have been identified for focus over the next 3 years. The goals are aligned with the LUSD Strategic Plan.

LCAP Goal #1– Student Achievement

LBCS will increase student skills, performance and learning behaviors and provide tiered interventions, enrichment, and academic support

For the 2017-18 LCAP, Action Items and related services to meet Goal #1 are included and can be found in the Goal 1 section of the Goals, Actions & Services in the 2017-18 LCAP .

Goal #2- Curricular Programs

LBCS will evaluate, implement, and monitor curricular programs to ensure alignment to IB Framework and state standards.

For the 2017-18 LCAP, Action Items and related services to meet Goal #2 are included and can be found in the Goal 2 section of the Goals, Actions & Services in the 2017-18 LCAP.

Goal #3- Instructional Practices

LBCS will increase teacher implementation of best practices to provide quality first instruction to students and support the academic, social-emotional and behavioral needs of students.

For the 2017-18 LCAP, Action Items and related services to meet Goal #3 are included and can be found in the Goal 3 section of the Goals, Actions & Services in the 2017-18 LCAP.

Goal #4- Parent & Community Engagement

LBCS will provide opportunities and venues that encourage, educate and motivate parent and community engagement.

For the 2017-18 LCAP, Action Items and related services to meet Goal #4 are included and can be found in the Goal 4 section of the Goals, Actions & Services in the 2017-18 LCAP.

Goal #5- Learning Environment

LBCS will provide and implement strategies and programs that result in an improved learning environment for students.

For the 2017-18 LCAP, Action Items and related services to meet Goal #5 are included and can be found in the Goal 5 section of the Goals, Actions & Services in the 2017-18 LCAP.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Student Achievement:

Loomis Basin Charter School (LBCS) students continue to demonstrate high levels of achievement in core subject areas, where 69% of students either meet or exceed state standards in Math and 77% of students meet or exceed state standards in English Language Arts. We are proud of the progress our students are making but we also know that there is room for improvement. LBCS does not have any significant sub groups through the LCFF Evaluation Rubrics. Our students with disabilities continue to struggle with meeting state standards in core subject areas, so targeted support to increase achievement for these student groups is needed. LBCS will continue to emphasize increasing student achievement for all students in the 2017-18 LCAP.

Curricular Programs:

LBCS continues to provide an outstanding educational program for students. To do this, we strive to provide quality, rigorous first instruction that meets state standards and prepares students for a successful educational career. During the 2016-17 school year, LBCS offered 7 professional development days to train and support teachers to meet the academic, social-emotional and behavioral needs of students. In addition, grade level teams met during the school year to discuss best practices for instruction and to develop benchmark assessments to measure student progress in Language Arts. Furthermore, under the themes of Engagement and Rigor, our staff collaborated on ways to increase student engagement in the classroom to further support their educational achievement. Based on our Staff, Parent & Community Survey, 100% of respondents either agreed or strongly agreed that our students are provided with curriculum and instruction that enables students to meet California State Standards.

Instructional Practices:

To ensure that the implementation of instruction that is aligned with evidence based practices, state standards and district expectation, LBCS focused on providing quality professional development to instructional staff and administration that emphasized the need to enhance student engagement in the classroom. We recognize that our students generally perform well on standardized measures of academic achievement, but we are constantly looking to increase student engagement, improve instructional practices, and support the varied learning needs of LBCS. Within a multi-tiered system of support we are working to support student learning needs at all levels, with emphasis on providing quality first instruction at the Tier 1 level. To further meet the challenge of ensuring that our students are prepared as 21st Century learners, professional development and resources have been allocated to enhance teacher use of technology to support instruction. We are proud of the advances we have made on increasing student and teacher access to technology and look forward to providing additional support and resources in this effort in the years to come.

Parent & Community Engagement

During the 2016-17 School Year, LUSD offered 4 Parent Information Nights that were designed to educate parents, guardians and community members on curriculum and instructional programs offered in Loomis including topics such as Digital Safety and Supporting students in English-Language Arts & Math. In addition, The Loomis Union School District and LBCS continue to provide information and resources to the public via our district website at www.loomis-usd.k12.ca.us and our site website at www.loomischarter.org. On the websites, the public can access information regarding the various departments and schools within LUSD as well as information regarding the LUSD Board of Trustees. The site is updated on a regular basis and is a primary forum for communication for district events and activities. Furthermore, in collaboration with the Loomis Basin Educational Foundation, LUSD participates in 3 main events which serve not only as a fundraiser for LBEF, but also as a mechanism to increase family and community involvement in the schools. These include the Manda Run in the fall, the Holiday Home Tour in the Winter and the Go The Distance event in the Spring. Based on our Staff, Parent & Community Survey, 100% either agreed or strongly agreed that our parents and community members are provided with opportunities to be involved in our school community.

Learning Environment

LBCS continues to be proud of the educational environment provided for optimal learning for students. Yet we are continually reviewing our facilities and programs to ensure that we are meeting the needs of all learners as evidenced by our district motto of We Are LUSD- We Accept All, Respect All, Educate All. LUSD take pride in maintaining our school facilities, completing maintenance projects throughout the year to ensure that our schools are in top shape to support our students in their learning. In addition, LBCS implements a variety of programs to designed to increase student engagement with and connection to their

GREATEST PROGRESS

school community. Such programs include implementation of IB, Music programs (including Band and Choir) , Dad of Great Students Program and extra-curricular activities such as the Loomis Basin Athletic League to support engagement in athletic contests within the school community. Our efforts to improve the learning environment are evident across the school campuses. Based on a survey of our 5th-8th grade students, 89.6% of the students responded that they either "always" or "often" feel safe at and connected to their school. Based on our Staff, Parent & Community Survey, 92% of respondents either agreed or strongly agreed that our students are provided with a school environment that is optimal for learning. Our suspension rate was identified to be in the "very low" range on the California Dashboard.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

One area that we will continue to address to improve the learning environment for students is social emotional instruction to increase student's ability to navigate social and emotional challenges and school with the ultimate goal of increasing student resiliency. As indicated in the California School Dashboard, we continue to maintain a overall low suspension rate of -0.2% (and are in the "highest"(blue) performance range). We want to continue this progress through the many positive climate programs contributing to this low suspension rate.

GREATEST NEEDS

A second area of need identified is more of a local measure of need in relation to social-emotional support to students. Through staff surveys identifying the need for resources and strategies to support our students' social-emotional need, as well as referral rates for intervention team supports in this area, it is clear that we need to continue to provide support to school site staff to increase capacity to meet the social, emotional and behavioral needs of students.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

LBCS does not have any subgroups large enough to identify based on the state indicators. However, should we identify students in the future we would meet the needs of our students through additional programs and supports for both staff and students.

PERFORMANCE GAPS

INCREASED OR IMPROVED SERVICES

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

At this time, LBCS does not have any subgroups large enough to identify based on the state indicators. However, should we identify students in the future we would meet the needs of our students through additional programs and supports for both staff and students.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$3,483,509
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$2,319,578.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

The Loomis Basin Charter School's expenditures above those expenditures supporting the LCAP goals include \$271,557 for classified support salaries including clerical, noon duty, librarian and custodial, \$62,990 for insurance and utilities, \$225,662 for Special Education, \$37,711 for nursing services, \$103,500 for facility rental, \$9,140 for the Educator Effectiveness Grant, \$240,570 for oversight and indirect costs and \$133,002 for the CalSTRS on-behalf liability.

\$3,202,816

Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 1

Increase student skills, performance, and learning behaviors and provide tiered interventions, enrichment and academic support.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase the proficiency rate by 3% on the SBAC data for all students, including students with disabilities, in grades 3rd-8th in Math and ELA. Students will maintain 80% advanced/proficient or higher on the CST for Science (grades 5 & 8). We will continue to monitor all of our re-designated EL Learners through benchmarks and academic conferences to ensure the continued progression towards ELA standards. We will maintain a teacher/SST referral rate of 8 students, or fewer, for Special Education Assessment. We will maintain an attendance rate of 95% or higher. Criterion sheets and report card grades will continue to be analyzed during academic conferences for student achievement and areas of need. Set baseline data for K-3.

ACTUAL

CAASPP (SBAC) Proficiency Data:

On the 2015 Administration of CAASPP Math, 71% of ALL students in grades 3-8 met or exceeded the standard.

On the 2016 Administration of CAASPP Math, 69% of ALL students in grades 3-8 met or exceeded the standard.

The proficiency rate on the CAASPP Math declined by 2% over all students in grades 3-8. Objective Not Met 5%.

On the 2015 Administration of CAASPP ELA, 75% of ALL students in grades 3-8 met or exceeded the standard.

On the 2016 Administration of CAASPP ELA, 77% of ALL students in grades 3-8 met or exceeded the standard.

The proficiency rate on the CAASPP ELA increased by 2% of ALL students in grades 3-8. Objective Not Met by 1%.



CST Science Data:

On the 2016 Administration of CST Science, 63% of students in grade 5 were proficient or advanced. Objective not met.

On the 2016 Administration of CST Science, 87% of students in grade 8 were proficient or advanced. Objective met.

Teacher SST Referral Rate:

During the 2015-16 school year, we had a referral rate of 4 SST meetings by teachers to identify students for eligibility for special education.

During the 2016-17 school year, the referral rate was 4 SST meetings by teachers to identify students for eligibility for special education. Objective met.

Attendance Data:

During the 2015-16 school year, we had maintained an average attendance rate of 96.81%.

During the 2016-17 school year, we maintained an average attendance rate of 96.65%.

Objective met.

ACTIONS / SERVICES

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

Action

1

Actions/Services

PLANNED

1.1 Provide high quality Common Core instruction to all students through high quality teachers and Common Core aligned materials.

ACTUAL

1.1 High quality, standards based instruction was provided during the 2016-17 school year to approximately 410 students across our school site and 9 grade levels (grades K-

		8). Teachers and support staff continued to receive training and materials to support instruction in Math aligned to the California State Standards. Staff received professional development in the IB program and State Standards.
Expenditures	<p>BUDGETED Regular, CSR and EPA supported certificated and site administration salaries, benefits and instructional materials. 0000: Unrestricted Base 1,751,114</p>	<p>ESTIMATED ACTUAL Regular, CSR and EPA supported certificated and site administration salaries, benefits and instructional materials. 0000: Unrestricted Base 1,725,735</p>

Action **2**

Actions/Services	<p>PLANNED 1.2 Provide Professional Development for the implementation of tiered interventions, enrichment, and academic support to help teachers provide support to struggling students, increase the depth of knowledge for all students, and work on higher order thinking skills to enrich student learning. In addition, professional development will focus on strategies related to Universal Design for Learning.</p>	<p>ACTUAL 1.2 Administrative team meetings were held twice monthly to provide professional development to site principals, including Loomis Basin Charter School Director, to serve as instructional leaders at school sites and to support the implementation of interventions, enrichment and academic support activities at the schools.</p> <p>7 Staff Development days were provided during the 2016-17 school year to support teachers and support staff's ability to provide tiered interventions to students and expand on existing knowledge on educating and assessing students in accordance with varying levels of depth of knowledge.</p> <p>Professional development was provided and will continue to be provided to assist teachers and support staff in providing instruction that engages all learners within the principles of Universal Design for Learning. 3 members of Loomis Basin Charter School attended professional development related to Universal Design for Learning with the purpose of serving site as coaches to enable staff to provide engaging and rigorous instruction to students.</p>
Expenditures	<p>BUDGETED Staff Development, IB training & Instructional Technology salaries, benefits and program support. 0000: Unrestricted Base 44,381</p>	<p>ESTIMATED ACTUAL Staff Development, IB training & Instructional Technology salaries, benefits and program support. 0000: Unrestricted Base 5,025</p>

Action **3**

Actions/Services	<p>PLANNED 1.3 Specialized certificated services.</p>	<p>ACTUAL</p>
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Expenditures		1.3 Certificated teacher provide small group instruction and intervention to students at our sites. Services provided are designed to support student progress through the district's primary reading program and to support the implementation of Multi-Tiered Systems of Support.
	BUDGETED Certificated salary and benefits 0000: Unrestricted Supplemental 13,187	ESTIMATED ACTUAL Certificated salary and benefits 0000: Unrestricted Supplemental 13,044

Action **4**

Expenditures	PLANNED 1.4 Staff training and instructional materials to support the identification of and intervention support for students with Dyslexia.	ACTUAL 1.4 A Dyslexia work group comprised of members of the Educational Services Team explored various materials to support the identification of individuals with Dyslexia along with curricular materials to support instruction of students identified as individuals with Dyslexia or have a profile similar to a student with Dyslexia. Pilot materials for screeners for Dyslexia were purchased for preliminary use to determine their effectiveness to screen students for early markers for dyslexia. Intervention materials continue to be explored for possible use with students in the 2017-18 school year.
	BUDGETED Instructional Materials 0000: Unrestricted Supplemental 5,000	ESTIMATED ACTUAL Instructional Materials 0000: Unrestricted Supplemental 0

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and service for Goal #1 were generally implemented as planned.

Based on the results of the LCAP Community Survey, 100% of respondents reported that they either agreed or strongly agreed that students are showing progress in their learning and are provided with opportunities that meet their needs in school. Based on the results of the CAASPP Proficiency Data for the 2016 Administration, the goal of increasing the proficiency rate by 3% was not met for the English Language Arts assessment (decrease of 2% for all students), and was not met for Math (only increase of 2% for all students).

Based on CDE's Evaluation Rubric for student performance as measured by the CAASPP, LBCS continues to demonstrate strong student performance in both ELA and Math but can always continue to improve. In Math, students in grades 3-8 scored 31.1 points above the level 3 (Standards Met) threshold and increased .8 points in Math over the previous year. In ELA, students in grades 3-8 scored 51.2 points about the level 3 (Standards Met) threshold and increased 4 points in ELA over the previous year.

In reviewing the implementation of the actions/services designed to achieve Goal #1: While LBCS continues to be a high performing school overall, teachers and support staff continue to require training and support to implement the newly adopted Math curriculum with fidelity and with strategies to support teachers in their implementation of tiered levels of support for both struggling and higher achieving students. By providing support to teachers to provide instruction that will meet the needs of all learners, the desired outcome of increase proficiency rates of students is more likely to be achieved.

One additional challenge of implementing the actions/services to meet the goal is in the training of staff in multi-tiered systems of support. The process of defining and training staff has been identified within our district's strategic plan and is a focus of both administrative team meetings and staff development days. It is a process that takes time to define for our school and how the process is uniquely designed based on the different support resources available at our site. Continued focus on implementing multi-tiered systems of support to address academic, social-emotional and behavioral needs of student will ultimately lead to success with proficiency toward California standards as measured by the CAASPP.

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

The actions/services designed to meet Goal 1 all contribute to the overall success of progress toward the goals. The focus of our professional development activities held not only on our staff development days but also offered during grade level collaborations, site staff meetings, and after school professional development sessions have contributed to staff's ability to recognize and address the learning needs of students. As evidenced by increased requests for and participation in sessions related to supporting the learning behaviors of students, the focus on supporting the social and emotional needs of students so they can benefit from the academic instructional program has contributed to progress toward the goal. In addition, additional actions not specifically listed in the actions/services includes the implementation of the Academic Conference process. This process has begun to support site administration, teachers and support staff in identifying students with learning challenges and providing appropriate interventions to support their access to and proficiency with the general curriculum. As processes and professional development activities are targeted and refined on supporting staff in the implementation of multi-tiered systems of support, the desired outcomes as identified in Goal 1 should continue to improve. SST Referral Rate-measure of use of support systems to address student needs; to be added at end of school year Staff training on pre-referral interventions, use of the Teacher Support Team process and effective means of progress monitoring of interventions

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.2 \$44,381 was budgeted in Object Codes 1110 Certificated Substitutes, 3000 Employee Benefits, 5220 Conferences and 5802 Contracted Services. \$5,025 was expended. Categorical funding from the Educator Effectiveness Grant was used the fund the majority of the charter school's staff development objectives.

1.4 \$5,000 was budgeted in Object Code 4100 Textbooks. \$0 was expended. Curriculum was reviewed during the 2016-17 school year with no expenditures. The charter school is anticipating purchasing the materials in the 2017-18 school year.

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

As a result of analysis of the data corresponding to goal #1, the following changes were made:

1. The overall goal will be more specifically worded to target a measurable outcome of increased student academic performance.
2. The metric of Academic Performance will change for the 2017-18 to reflect CDE's change to a "dashboard" of evaluation rubrics to assess the state priority of academic achievement.
3. Given changes in state testing for Science standards, we will remove the identified metric of CST Science to measure academic achievement.
4. Due to inaccurate data across the district, we will remove SST referral rate leading to assessment for Special Education eligibility as it appears to be an inaccurate measure of implementation of a multi-tiered system of support. We will continue to provide training and resources to increase effective implementation of MTSS at the school sites and by doing so, identify alternative means to measure effectiveness of MTSS implementation.
5. The addition of an Action Item to include the training of staff and implementation of Academic Conferences at the school sites. To align the LCAP with the district's Strategic Plan and to support the overall goal of both plans to support student academic achievement levels, the addition of the action item is a necessary step to meet the goal.
6. The addition of an Action Item to include the development of district-wide benchmarks and assessments at every grade level. To align the LCAP with the district's Strategic Plan and to support the overarching goal of a multi-tiered system of support, the development of district-wide benchmarks is a critical component of implementation of MTSS and required to monitor student achievement on a consistent basis across school sites.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 2

Align curriculum and assessments to state standards and the International Baccalaureate Program framework.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Maintain 100% compliance of William's textbook sufficiency. Monitor fidelity of the implementation of K-5th grade Math materials and assessments that are aligned to the Common Core. 6-8th Math will have benchmark assessments for each trimester that is used by all teachers and recorded on an agreed upon progress monitoring format. K-5 will review math curriculum assessments, identify essential standards in each grade level, and determine the assessments that will be used for benchmark progress monitoring. NGSS standards brought to the board for adoption. Monitor fidelity of implementation of instructional strategies developed in conjunction with the California Reading and Literature Project. Continue the development of Common Core aligned assessments and IB units and assessments.

ACTUAL

Williams Textbook Sufficiency:
 During the 2016-17, all students had access to appropriate instructional materials as defined by the Williams Act. As some instructional materials moved toward the use of online materials, print versions were made available to those students who had limited to no internet access in the home.

Fidelity of Implementation of K-8 Math materials and assessments:
 During the 2016-17 school year, grade levels met during staff development days and collaboration days to begin establishing uniform benchmarks and assessments to ensure that curriculum & instruction was aligned with assessments. Site administrators continued to discuss activities and observations that support fidelity of implementation and methods to support teachers who are struggling with implementing new math curriculum.

NGSS Standards:
 Leadership team and staff continue to learn about the Next Generation Science Standards (NGSS) and are working to identify changes in policy, instructional practices and materials that are needed in order to transition to the new science standards. Professional development has been provided to begin gaining knowledge of the three dimensions of learning in the standards and applying the dimensions to units of study. Additional professional development options are being explored in collaboration with our district and the Placer County Office of Education. Once additional information is available and vetted for application to Loomis USD, proposed new standards will be presented to the LUSD Board of Trustees for review and adoption.



Fidelity of Implementation of California Reading and Literature Project and related Instructional Strategies:

One half time Student Service Coordinator serves to support the implementation of CRLP in our K-3rd grade classes. The teacher works collaboratively with teachers, site administration, support staff and district administration to ensure that all teachers are skilled at providing instructional strategies defined by CRLP with fidelity.

ACTIONS / SERVICES

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

Action	1	
Actions/Services	<p>PLANNED 2.1 Professional Development through district staff development days and release days for collaboration and planning to work on aligning curriculum and assessments.</p>	<p>ACTUAL 2.1 Seven Staff Development days were incorporated into the 2016-17 school year calendar to provide professional development to staff on providing quality instruction to students, alignment of curriculum and assessments, and supporting the academic, social-emotional and behavioral needs of students.</p>
Expenditures	<p>BUDGETED Staff Development, IB training & Instructional Technology salaries, benefits and curriculum and assessment support. 0000: Unrestricted Base 44,381</p>	<p>ESTIMATED ACTUAL Staff Development, IB training & Instructional Technology salaries, benefits and curriculum and assessment support. 0000: Unrestricted Base 5,025</p>
Action	2	
Actions/Services	<p>PLANNED 2.2 Specialized certificated services.</p>	<p>ACTUAL 2.2 Our Student Service Coordinator focuses on supporting teachers in their ability to provide instruction with fidelity to the curriculum and to identify areas for remediation or extension. Furthermore, the Coordinator provides training and staff support to differentiate instruction and monitor student progress to support any identified gaps in student achievement.</p>
Expenditures	<p>BUDGETED Certificated salary and benefits 0000: Unrestricted Supplemental 13,187</p>	<p>ESTIMATED ACTUAL Certificated salary and benefits 0000: Unrestricted Supplemental 13,041</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, LBCS's implementation of the actions and services as outlined in Goal 2 of the 2016-17 LCAP were either completed in entirety or are part of a multi-year process of implementation with progress toward completion.

Some of the successes in working toward achievement of this goal included:

1. Development of benchmark assessments with steps toward finalization of the assessments across curriculum.
2. Completion of 7 Staff Development Days during the school year under an overarching theme of Engagement and Rigor, with specific emphasis on supporting teachers in increasing their skills to provide engaging first instruction to meet the needs of all learners.

Some of the challenges in meeting Goal #2 included:

1. The number of Staff Development Days in the 2016-17 school year was both a blessing and a challenge. It was wonderful to have the days to provide quality professional development to our staff. The challenge is the amount of time, effort and energy that is expended by the leadership team in planning and implementing the Staff Days can be overwhelming and require the balance of time and staff to meet other priority areas identified in the LCAP.
2. The development of benchmark assessments for K-8 Math is a lengthy process to allow for the input of the teachers and to refine the assessments to a point where all teachers can agree to implement to monitor student progress in the Math curriculum. Since our K-5 teachers are new to the Bridges Math curriculum, their timeline for the development of benchmark assessments will continue into the 2017-18 school year.

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

Overall, the actions and services as identified in LCAP goal #2 were effective in making progress toward the goal.

1. Our 7 Professional Development days were an overwhelming success as measured by informal staff feedback and direct application evident through administrative walkthroughs. .
2. In addition to trainers from outside, staff were recruited to provide PD to share their specific knowledge on a topic of interest to staff. The ability to use "in house" staff has been effective in building capacity in our staff as presenters and as effective communicators of best practices for instruction.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

2.1 \$44,381 was budgeted in Object Codes 1110 Certificated Substitutes, 3000 Employee Benefits, 5220 Conferences and 5802 Contracted Services. \$5,025 was expended. Categorical funding from the Educator Effectiveness Grant was used the fund the majority of the charter school's staff development objectives.

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

As part of the analysis of Goal #2, the following changes will be made and are reflected in the new Goal #2 and Action Steps for that goal.

1. Revised the wording of the Goal from "Align curriculum and assessments to State Standards" to "Evaluate curricular programs to ensure alignment to IB expectations and state standards." The revised wording reflects our need to align the LCAP to our district strategic plan and reflects our district goals identified in the Strategic Plan in the area of Curriculum and Instruction. The change is reflected in Goal #2.
2. An action item was added to identify the steps for LUSD to take in adopting Next Generation Science Standards (NGSS) and training staff in the implementation of instruction that is aligned with NGSS. The additional action item is located in Action Item 2.3.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 3

Increase teacher implementation of best practices for instruction in core subjects.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Continue to maintain high quality teachers and proper teacher assignments. Continue to utilize Staff Development Days and Professional Development opportunities to ensure all teachers and support staff are taught CCSS/IB best practice strategies and technology integration to keep students engaged in the learning process. Continue to utilize administrative walk-throughs and the teacher evaluation process to ensure the implementation of the best practices and technology integration. Continue to utilize data and academic conferences to ensure that student learning is occurring through the implementation of best practices.

ACTUAL

High Quality Teachers & Assignments:
 During the 2016-17 school year, we have maintained high quality teachers assigned to positions in alignment with their credentials. As vacancies in positions occurred, our site worked collaboratively with district and our administration to ensure that new hires had the proper credentials to fill the vacancies.

Professional Development:
 We had 7 Staff Development days during the 2016-17 school year that were strategically designed to support teachers and support staff in their knowledge of and ability to implement best practices for instruction in all subject areas. Professional development opportunities ranged from collaboration with grade level colleagues to develop benchmark assessments, to after school opportunities to expand on the use of technology to support instruction, to strategies and supports to meet the social, emotional and behavioral needs of students. The theme for professional development this year was Engagement and Rigor, with trainings designed to facilitate student engagement in the learning process and designing student tasks at higher levels of DOK. Professional development was provided by district staff, teachers and outside agencies to further our knowledge and expertise in providing quality instruction to students.

Administrative Walk-Throughs and Teacher Evaluation Process:
 District and site administration worked collaboratively during administrative team meetings to identify areas to focus on during administrative walk-throughs and discussed strategies to support teachers who struggle with implementation of best practices for instruction and technology integration. As new curriculum is implemented across the district, guidance is provided to site administration on key



components of the curriculum and areas for observation to ensure fidelity of implementation of the curriculum. Continued professional development is offered to support teachers' understanding of technology and how it relates to the learning process.

Academic Conferences:
During the 2016-17 school year, sites focused on the process of Academic Conference. Through administrative team meeting, the steps in the Academic Conference process were defined and structures were put in place to increase fidelity to the process at the school sites. The focus on using data to drive decision making for student instruction and intervention has supported the overall goal of increasing the quality of tier 1 instruction in the general classroom.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
3.1 Professional development, through a variety of venues, to focus in on the implementation of best practices and the implementation of technology to help deliver these practices. Additional followup sessions for consistency and follow through of best practices.

ACTUAL
3.1 Professional development was offered to staff through a variety of avenues during the 2016-17 school year. Seven staff development days were designed to provide information to staff on how to provide quality instruction to students, and to guide teachers in their ability to implement instructional strategies that produce quality instruction. Grade level collaboration days were also used to stimulate conversation among grade level colleagues and to facilitate implementation of best practices at each grade level. Breakout sessions were offered during district staff development days that some LBCS staff attended with topics that supported the implementation of best practices in instruction and technology integration. Sessions were developed by district staff, teachers and outside agencies to provide a wide range of opportunities for staff to choose from to enhance their instructional skills. After school professional development was offered to provide an additional venue for staff to increase their knowledge and

		<p>skills and to expand upon topics covered during the staff development days. District and site support staff followed up individually and at the site level on topics needing either further explanation or a deeper understanding in order to ensure implementation at the individual level.</p>
Expenditures	<p>BUDGETED Staff Development and Instructional Technology salaries, benefits, books and supplies and training support. 0000: Unrestricted Base 42,000 Classroom technology, infrastructure, bandwidth and capacity. 0000: Unrestricted Base 9,690</p>	<p>ESTIMATED ACTUAL Staff Development and Instructional Technology salaries, benefits, books and supplies and training support. 0000: Unrestricted Base 13,336 Classroom technology, infrastructure, bandwidth and capacity. 0000: Unrestricted Base 9,690</p>
Action	<h2 style="font-size: 2em; margin: 0;">2</h2>	
Actions/Services	<p>PLANNED 3.2 Certificated technology support.</p>	<p>ACTUAL The Student Service Coordinator collaborated with team to develop professional development opportunities that support teachers and support staff in their understanding of and proficiency with technology and their ability to utilize technology to support engagement with curriculum and instruction with students. In addition, LBCS completed a pilot of Google Read & Write with the ultimate purchase of the technology tool to increase universal access to technology that supports engagement with all subject matter curriculum. Continued professional development on the use of technology to support struggling learners was conducted throughout the school year by staff including the district Coordinator of Instructional Technology and the Program Specialist- Special Education.</p>
Expenditures	<p>BUDGETED Certificated salaries and benefits. 0000: Unrestricted Supplemental 1,737</p>	<p>ESTIMATED ACTUAL Certificated salaries and benefits. 0000: Unrestricted Supplemental 1,673</p>

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, the actions and services as identified in LCAP goal #3 were effective in making progress toward our goal of supporting teachers in the implementation of best practices to provide quality first instruction to students.

1. We continue to maintain high quality teachers to provide instructional services to students.
2. We completed 7 professional development days during the 2016-17 school year to support our instructional staff in the delivery of instruction that is aligned with evidence-based practices and support the learning needs of all students.
3. The administrative cabinet team worked collaborative to develop processes to assist with monitoring of teachers and identifying areas of support to ensure that training provided to teachers is translated into best practice instruction to students.
4. In addition to professional development based on supporting teachers in core subject areas, training was provided to assist teaching staff in utilizing technology to support instruction and to support the social, emotional and behavioral needs of students.

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

To ensure the implementation of instruction that is aligned with evidence based practices, state standards and district expectations, LBCS focused on providing quality professional development to instructional staff and administration that emphasized the need to enhance student engagement and rigor in the classroom. We recognize that our students generally perform well on standardized measures of academic achievement, but we are constantly looking to increase student engagement, improve instructional practices, and support the varied learning needs of students within LBCS. Within a multi-tiered system of support we are working to support student learning needs at all levels, with emphasis on providing quality first instruction at the Tier1 level. The actions and services outlines in Goal #3 all have contributed to support our teachers and instructional staff in the implementation of Best Practices for instruction

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

3.1 \$51,960 was budgeted in Object Codes 4390 Technology Supplies, 4400 Non-Capitalized Expenditures, 5802 Contracted Services and 5903 Internet Services. \$23,026 was expended. Categorical funding from the Educator Effectiveness Grant was used the fund the majority of the charter school's staff development objectives.

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

As a result of analysis of Goal #3, the following changes will be made for the 2017-18 LCAP and are reflected in the new Goal #3 and Action Steps for that goal.

1. Revised the wording of the Goal from "Increase teacher implementation of best practices for instruction in core subjects" to "Increase teacher implementation of best practices to provide quality first instruction to students and support the academic, social-emotional and behavioral needs of students." The revised

wording provides for alignment with our district Strategic plan and broadens the scope of implementation of best practices for areas in need of support beyond core subjects.

2. Action item 3.1 was revised to reflect the incorporation of professional development activities to meet the social emotional and behavioral needs of students at the Tier 1 level within a Multi-Tiered System of Support. The changes made are included in Action Item 3.1.

3. Action 3.2 was revised slightly to reflect the action to be taken by LBCS to meet the goal. The changes made are included in Action item 3.2

4. Action 3.3 was revised to reflect the training and assistance provided to site administrators to monitor and follow up on expected instructional practices shared with staff at professional development days. The changes made are included in Action item 3.3

5. Action 3.4 was revised to reflect alignment with the LUSD Technology Plan regarding the provision of training and devices to support the use of technology in instruction. The changes made are included in Action item 3.4.

6. Action 3.5 was revised slightly to reflect the action to be taken by LUSD to meet the goal. The changes made are include in Action item 3.5.

7. Action 3.6 was added to Goal #3 as an action item to support the goal. The addition reflects the training of staff to support the implementation of Academic Conferences as a forum to review student data, monitor progress and recommend interventions to address areas of need in alignment with the LUSD strategic plan. The addition is reflected in Action item 3.6.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 4

Provide opportunities and venues that encourage, educate and motivate parent and community engagement.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

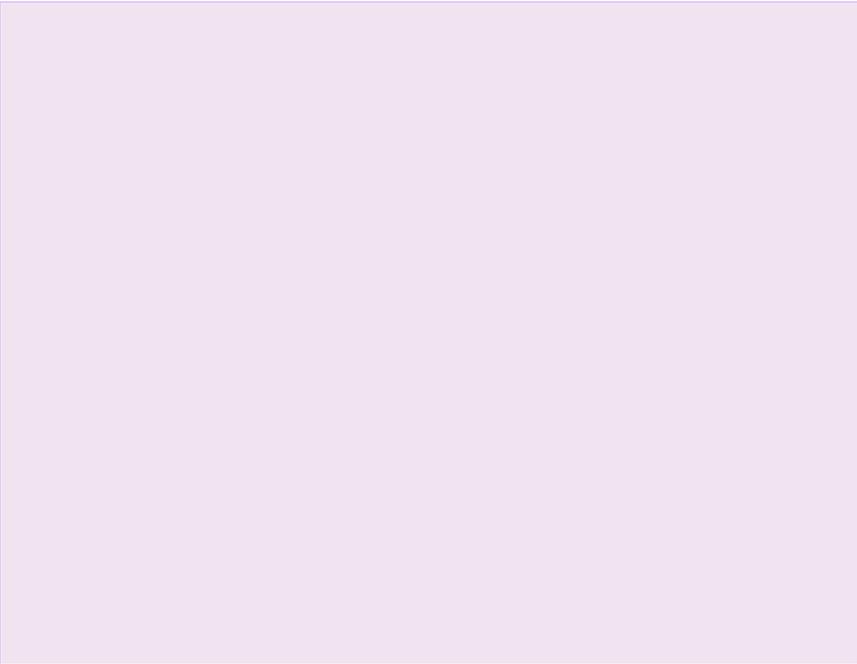
EXPECTED

Continue to provide at least 2 or more parent/community information nights to educate and update parents/community on educational topics. Continue to keep website updated with pertinent information for parents/community. Utilize community and staff surveys to identify topics to be addressed during information nights and/or on the website.

ACTUAL

During the 2016-17 School Year, LUSD offered 4 different information nights that were designed to educate parents, guardians and community members on curriculum and instructional programs offered in Loomis. On September 28, 2016, the Information Night was geared towards educating parents, guardians and community members on strategies to support student learning in the areas of English-Language Arts, Mathematics and use of technology. On February 7, 2017, the Information Night was geared towards providing information to the public regarding Transitional Kindergarten and Kindergarten programs within the Loomis Union School District. On February 21, 2017, an Information Night was offered to provide information to the public regarding Comprehensive Sexual Health Instruction provided to 8th grade students in accordance with California regulations and provided an opportunity for the public to review curriculum materials specifically designed to support this area of instruction. On March 21, 2017, a final information night for the year was provided to support parents in the understanding of the use of technology to support instruction in school and at home, as well as digital safety information to help protect students when navigating an online world.

The Loomis Union School District continues to provide information and resources to the public via our district website at www.loomis-usd.k12.ca.us and our site website at loomischarter.org. At our district website, the public can access information regarding the various departments and schools within LUSD as well as information regarding the LUSD Board of Trustees. Both sites are updated on a regular basis and is a primary forum for communication for district events and activities. In addition, the Loomis Union School District maintains a website for the educators of LUSD (www.loomisusd.org) to access information, policies and resources to support instruction of students.



As part of the LCAP review process, a community survey is distributed via our website and school newsletters which provides information to district staff regarding topic areas to address in community information nights or on our website. Furthermore, in collaboration with the Loomis Basin Educational Foundation, LUSD participates in 3 main events which serve not only as a fundraiser for LBEF, but also as a mechanism to increase family and community involvement in the schools. In the fall, LUSD and LBEF host the Manda Run which is an annual event to bring school communities and the Loomis Basin Community together. In December of each year, LUSD and LBEF collaborate on the Holiday Home Tour and Holiday Art & Craft fair which features art work completed by LUSD students and crafts created by community members. In the spring, all LUSD school participate in "Go the Distance", which is a 24 relay in which teams of students, community members, parents, guardians and LUSD staff walk and run the track at Del Oro High School to raise funds for LUSD school and to serve as a community event in which all can participate.

LBCS has monthly School Site Alliance meeting which also serves as an avenue for parent and staff education and input.

ACTIONS / SERVICES

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

Action **1**

Actions/Services	PLANNED	ACTUAL
	<p>4.1 Curriculum and Instruction Parent Forums for continuing to educate about the Common Core, IB, Curriculum adoptions, and ways parents can support their children at home.</p>	<p>4.1 On September 28, 2016, our first Information Night of the year was geared towards educating parents, guardians and community members on strategies to support student learning in the areas of English-Language Arts, Mathematics and use of technology. On February 7, 2017, the second Information Night of the year was geared towards providing information to the public regarding Transitional Kindergarten and Kindergarten programs within the Loomis Union School District. On February 21, 2017, a third Information Night of the year was offered to provide information to the public regarding Comprehensive Sexual Health Instruction provided to 8th grade students in accordance with California regulations and provided an opportunity for the public to</p>

		<p>review curriculum materials specifically designed to support this area of instruction. On March 21, 2017, a fourth information night of the year was held to support parents in their understanding of the use of technology to support instruction and to assist their student to engage in digital safety practices while participating in an online environment. LBCS also held 3 Back To School Nights, 5th grade IB Exhibition and Kindergarten Nights to provide additional information specific to our IB program.</p>
Expenditures	<p>BUDGETED Consultants & Training-Staff Development & Instructional Technology. 0000: Unrestricted Base 8,570</p>	<p>ESTIMATED ACTUAL Consultants & Training-Staff Development & Instructional Technology. 0000: Unrestricted Base 0</p>

Action **2**

Actions/Services	<p>PLANNED 4.2 Enhance websites and parent portals to keep parents and community informed.</p>	<p>ACTUAL 4.2 On a weekly and monthly basis, our district and site websites are updated with information designed to keep parents, guardians and the community informed of events and activities occurring in LUSD. On a regular basis, information is shared during administrative team meetings to support communication to LUSD families. Parents and Guardians have access to information within the district's Student Information System (SIS) to ensure that all demographic information is accurate. In addition, Parents and Guardians can monitor student progress through the SIS and stay current on student achievement on assignments and assessments. Weekly site newsletters are sent out as well.</p>
Expenditures	<p>BUDGETED Student Information System and website support. 0000: Unrestricted Base 3,695</p>	<p>ESTIMATED ACTUAL Student Information System and website support. 0000: Unrestricted Base 2,158</p>

Action **3**

Actions/Services	<p>PLANNED 4.3 Printing & Advertising for parent and community educational events.</p>	<p>ACTUAL 4.3 To survey the community and LUSD staff, LUSD and LBCS uses various survey options including Google forms, Constant Contact and Survey Monkey to help gather input needed to design quality professional development to staff and educational events for parents, guardians and community members. In addition, print materials are available at the district office and school site to communicate to</p>
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Expenditures

	interested parties about the departments, schools and programs offered in the Loomis Union School District.
BUDGETED Printing and advertising support. 0000: Unrestricted Base 5,000	ESTIMATED ACTUAL Printing and advertising support. 0000: Unrestricted Base 5,000

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, the actions and services as identified in LCAP goal #4 were effective in making progress toward our goal of encourage parent and community engagement to support the achievement of students.

1. We provided 4 parent information nights during the 2016-17 school year to assist with educating parents and community members on topics related to curriculum, instruction and digital safety.
2. We provided training to staff to support the use of websites to communicate information regarding instructional programming and to provide opportunities for parents to be involved in their student’s education.
3. In the Spring of 2016, a report to the community was published to update the Loomis Basin community to highlight and celebrate LUSD programs, accomplishments and initiatives.

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

According to our staff, parent and community survey results, 100% of LBCS respondents either agreed or strongly agreed that our parents and community members are provided with opportunities to be involved in our school community. Respondents also included detailed suggestions to support an increase in involvement of our community which were considered in the development of the 2017-18 LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

4.1 \$8,570 was budgeted in Object Code 5802 Contracted Services. \$0 was expended. Activities associated with this Action were provided at no cost.
 4.2 \$3,695 was budgeted in Object Code 5802 Contracted Services and 5841 Student Record Services. \$2,158 was expended. Projected increases to the Student Information System were less than projected.

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

As a result of analysis of Goal #4, the following changes will be made for the 2017-18 LCAP and are reflected in the new Goal #4 and Action Steps for that goal.

1. Action item 4.1 was revised slightly to reflect the variety of information presented at Parent Information Nights. The changes can be located in Action Item 4.1
2. Action item 4.2 was revised slightly to reflect the variety of information communicated through district and site websites, the Aeries portal, and the District Staff Portal. The change can be located in Action Item 4.2.

3. Action item 4.3 was revised slightly to reflect the actions to be taken to gather and distribute information to the LUSD community. The change can be located in Action Item 4.3.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 5

Provide and implement strategies and programs that result in an improved learning environment for students.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

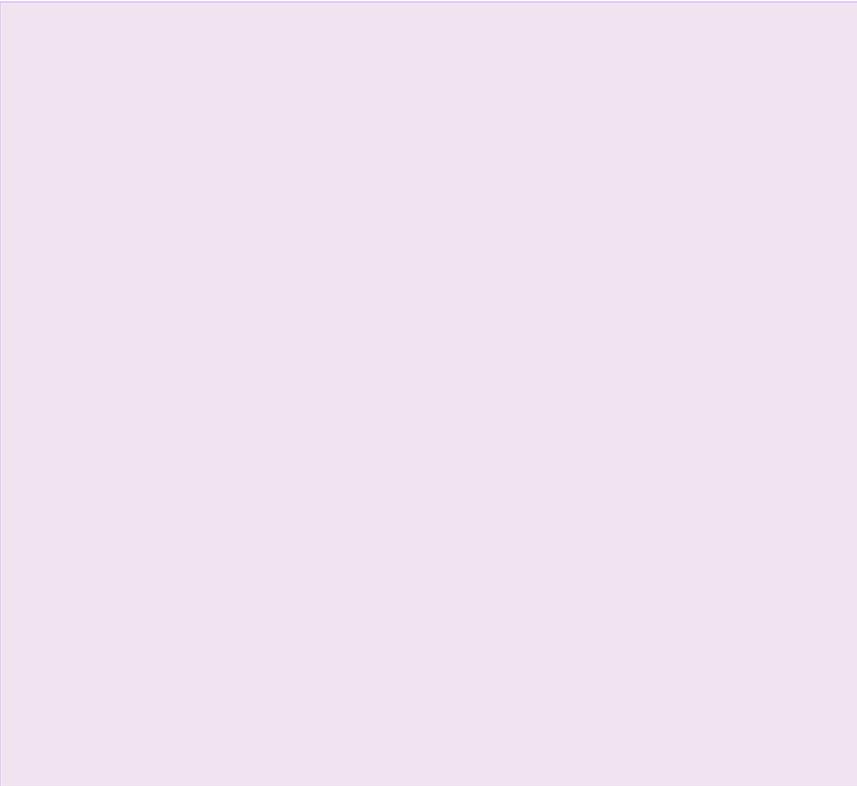
Maintain a low suspension rate of 1% or less;
 Maintain a low expulsion rate of less than 1%;
 Maintain a high attendance rate of 95% or higher;
 Maintain .4 FTE School Psychologists for mental health/social/emotional support; Maintain an overall rating of Good on the Facility Inspection Tool Rating; Utilize data from staff and community surveys to help monitor the learning environment for students.

ACTUAL

LUSD and LBCS continues to be proud of the educational environment provided for optimal learning for students. Yet we are continually reviewing our facilities and programs to ensure that we are meeting the needs of all learners as evidenced by our district motto of We Are LUSD- We Accept All, Respect All, Educate All. To meet this goal, we continue to have a low suspension rate of .02%. According to the California School Dashboard, we are currently in the "Blue" Performance Level for our Suspension Rate. This performance level is based on a "status" of Very Low and a Maintained level of "Change" with a small increase of 4 points. In addition, we continually monitor student attendance as students cannot benefit from quality instruction if they are not attending school. Based on the April CBEDS count, our attendance rate as of April 2016 was above 95% and the rate for April 2017 was above 95%.

Facilities:
 LUSD and LBCS takes pride in maintaining our school facilities, completing maintenance projects throughout the year to ensure that our schools are in top shape to support our students in their learning. Over the 2017-18 school year, we installed, upgraded and/or expanded the security systems at our school and replaced carpet in 5 classrooms. We continue to maintain an overall rating of "Good" on the Facility Inspection Tool

LBCS Student Survey:
 Between January and March 2017, around 200 students in grades 5-8 participated in a survey to solicit student input in regards to the use of technology, the school learning



environment, and participation in instructional activities. A summary of the quantitative data results is as follows:
 88.5% of respondents feel either "always" or "often" supported in becoming a better learner.
 76.4% of respondents either "always" or "often" enjoy participating in class lessons and discussions.
 85.2% of respondents either "always" or "often" believe that instruction at their school challenges them and encourages them to grow in their thinking.
 89.6% of respondents either "always" or "often" feel safe at and connected to their school.

Students also provided feedback resulting in qualitative data to be used to improve and enhance instructional practices and school climates.

Co-Curricular & Extra-curricular Activities:
 For the 2016-17 school year, we continued to partner with Sombrero Time to support our Spanish instruction across all grade levels. We continue to offer Music instruction to our grades K-8, as well as Band and Chorus to our grades 5-8 as optional co-curricular activities. Furthermore, our PE program continues to meet the health and motor needs of our students, with instruction twice per week. Finally, our school continues to engage in the Loomis Basin Athletic League as an extra-curricular competitive activity in a variety of sports throughout the year.

ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED
 5.1 Facility enhancements to improve the student learning environment, community involvement and student, staff and parent safety.

ACTUAL
 5.1 LUSD and LBCS takes pride in maintaining our school facilities, completing maintenance projects throughout the year to ensure that our schools are in top shape to support our students in their learning.

Over the 2017-18 school year, we completed the following projects:
 Upgraded and expanded the security system
 Replaced carpet in 5 classrooms.

Expenditures		<p>Made path-of-travel improvements. Upgrade lighting with LED fixtures.</p> <p>We continue to maintain an overall rating of "Good" on the Facility Inspection Tool.</p>
	<p>BUDGETED Facility improvement initiatives. 0000: Unrestricted Base 30,000</p>	<p>ESTIMATED ACTUAL Facility improvement initiatives. 0000: Unrestricted Base 68,552</p>

Action **2**

Expenditures	<p>PLANNED 5.2 Technology Infrastructure</p>	<p>ACTUAL 5.2 LUSD and LBCS continues to improve our students' and teachers' access to technology to support instruction. A Technology Plan has been developed in alignment with our District Strategic Plan to support the overarching goal of increasing student access to technology as part of their instructional program. In addition, we continue to monitor our bandwidth to ensure that our network is able to support the increase in usage of technology for assessment and instruction across the 7 school sites. Please see the LUSD Technology Plan and Strategic Plan for specific information.</p>
	<p>BUDGETED Classroom technology infrastructure, bandwidth and capacity. 0000: Unrestricted Base 9,690</p>	<p>ESTIMATED ACTUAL Classroom technology infrastructure, bandwidth and capacity. 0000: Unrestricted Base 9,690</p>

Action **3**

Expenditures	<p>PLANNED 5.3 Co-curricular Activities, including band, music, choir, Spanish, physical education and art.</p>	<p>ACTUAL 5.3 LBCS continues to provide unique offerings to students to provide for a well rounded education. LBCS employs a .5 FTE music and art teachers. Our students also enjoy the support of a .8 FTE Physical Education Teachers who provide instruction to students twice per week, with supplementation of physical activity by our classroom teachers . Furthermore, during the 2016-17 school year, we continued our Spanish language instruction to all grades, four times per week.</p>
	<p>BUDGETED</p>	<p>ESTIMATED ACTUAL</p>

Co-curricular salaries, benefits and instructional support. 0000: Unrestricted Base 294,661

Co-curricular salaries, benefits and instructional support. 0000: Unrestricted Base 295,225

Action **4**

Actions/Services

PLANNED
 5.4 Extracurricular Activities - Looms Basin Athletic League (LBAL)

ACTUAL
 5.4 The Loomis Basin Athletic League continues to serve as a forum for LUSD students to participate in a competitive league in 5 different sports during the school year. Many of our district staff serve as coaches to the sports teams, and the league is coordinated by one of our teachers here at LBCS. Overall, the LBAL opportunity adds to a positive school climate for our students and allows for our community to engage with our students, staff and families in a fun, athletic atmosphere. Resources allocated to the LBAL extracurricular activity are used for coaching stipends.

Expenditures

BUDGETED
 LBAL personnel and support. 0000: Unrestricted Base 22,636

ESTIMATED ACTUAL
 LBAL personnel and support. 0000: Unrestricted Base 23,525

Action **5**

Actions/Services

PLANNED
 5.5 Implementation of programs that and initiatives that support positive school climate and safety (such as the IB program, Right Choice, Sami Circuit, Mindfulness in the classroom, etc.)

ACTUAL
 5.5 Our school is an accredited International Baccalaureate school which provides priority areas for students to grow and learn as citizens of a larger global community.

 On April 20, 2017, the Right Choice program returned to LUSD to provide instruction to our 7th and 8th grade students on the dangers of drug and alcohol use and to arm tools with strategies to help them make the Right Choice when faced with exposure to drugs.
 Furthermore, we have implemented social emotional instruction using curriculum such as Second Step which teaches students how to regulate their emotions and behaviors appropriately in a school and social setting.

Expenditures

BUDGETED
 Certificated salaries and benefits. 0000: Unrestricted Base 0
 Costs included under Goal 2, Action/Services 1

ESTIMATED ACTUAL
 Certificated salaries and benefits. 0000: Unrestricted Base 0
 Costs included under Goal 2, Action/Services 1

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Overall, LBCS has been successful in meeting our goal of improving the learning environment for students. To meet this goal, we continue to have a low suspension rate of 0.2% according to the California School Dashboard, we are currently in the "Blue" Performance Level for our Suspension Rate. This performance level is based on a "status" of Low and a Maintained level of "Change" with a small increase of 4. In addition, we continue to maintain a high attendance rate of above 95% in April 2016. Through the completion of regular maintenance, upgrades and improvements to our school facilities, we maintained an overall rating of "Good" on the Facility Inspection Tool. Based on the results of our Student Survey, 89.6% of respondents either "always" or "often" feel safe at and connected to their school which gives us a good indication that we are on the right track to ensure that students are feeling safe, connected and engaged to their school communities. In addition, according to the results of our staff, parent and community survey, 92% of respondents either Agreed or Strongly Agreed that students are provided with a school environment that is optimal for learning.

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

To measure our effectiveness in meeting Goal #5, LUSD utilizes the following metrics to evaluate our effectiveness:
LBCS monitors the suspension and attendance rate of students. According to the CA Dashboard, we have a suspension rate of 0.2%. According to the April CBEDS count from 2016, we had an attendance rate of above 95%.
LBCS participates in the School Facilities Inspection Tool and continue to receive a "good" rating indicating that our facilities are well kept and in good repair.

We monitor our co-curricular and extra-curricular activities and programs such as World Language Instruction, PE, Music, and LBAL to ensure that the activities align with the mission and vision of LUSD and LBCS and are implemented in accordance with the Strategic Plan.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

5.1 \$30,000 was budgeted in Object Code 5630 Repairs. \$68,552 was expended. Expenditure increases support the installation of the charter school's security system, \$17,661, path-of-travel improvements, \$11,115 and the upgrade to LED lighting, \$4,790.

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

As a result of analysis of Goal #5, the following changes will be made for the 2017-18 LCAP and are reflected in the new Goal #5 and Action Steps for that goal.

1. Action item 5.2 was revised slightly to reflect alignment to the LUSD Strategic and Technology plans. The changes can be located in Action Item 5.2.
2. Action item 5.4 was revised slightly to reflect the action related to extra-curricular activities. The changes can be located in Action Item 5.4.
3. Action item 5.5 was revised slightly to reflect instruction and support related to social and emotional growth and student engagement that is supported by the certificated and classified staff. The changes can be located in Action Item 5.5.
4. Action items 5.6 and 5.7 were removed from Goal 5 since they action items were already included in Goal #1. These action items are located in Action Item 1.4 and 1.5.
5. Action item 5.8 was renumbered to be new Action item 5.6 and was revised slightly to reflect the programs and initiatives that are being implemented in LUSD to support a positive school climate for staff and students.

Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 6	
-----------	--

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

--	--

ACTIONS / SERVICES

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

Action

1

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



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



Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 7	
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

--	--

ACTIONS / SERVICES

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

Action

1

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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

A large, empty rectangular box with a light purple background, intended for the user to describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A large, empty rectangular box with a light purple background, intended for the user to explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

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Annual Update

LCAP Year Reviewed: 2016-17

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

**Goal
8**

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

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

Action

1

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



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



Annual Update

LCAP Year Reviewed: 2016-17

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

Goal 9

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

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

Action

1

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



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



Annual Update

LCAP Year Reviewed: 2016-17

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

**Goal
10**

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

ANNUAL MEASURABLE OUTCOMES

EXPECTED

ACTUAL

ACTIONS / SERVICES

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

Action

1

ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

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



Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.



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



Stakeholder Engagement

LCAP Year

2017-18 2018-19 2019-20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Introduction:

The Loomis Union School District and Loomis Basin Basin Charter School utilizes input from key stakeholder groups to develop the Local Control and Accountability Plan. The process for soliciting stakeholder input was varied to include meetings and surveys to gather data on progress toward annual goals, as well as proposed actions and services. Input from stakeholder groups began in October 2016 and continued through the drafting of the 2017-18 LCAP until a final revision was submitted to the county in June 2017. As a dependent charter we work closely with district to align our goals and actions under the district strategic plan.

Community Engagement:

Throughout the 2016-17 school year, LUSD community stakeholders were solicited for feedback on progress towards goals identified in the 2016-17 LCAP and suggestions for refinement as part of the development process for the 2017-18 LCAP. Stakeholders include: District Staff including Certificated, Classified, Confidential and Management Staff, as well as students, parents/guardians, and community members of the Loomis Basin community.

A survey with questions designed to solicit input on progress toward annual goals and state priorities as well as ideas for proposed actions and services for the 2017-18 LCAP was made available to stakeholder groups.

Prior to distribution of the LCAP Community Survey, input was solicited from members of the certificated and classified bargaining unit and was revised based on input.

In November, 2016, a LCAP survey was distributed to all certificated staff, classified staff, administration and current student families via email and site newsletters. In addition, the survey was made available on the district website to allow for participation from community members who may not be employees of or families of LUSD. The survey was specifically designed to provide quantitative and qualitative data on LUSD's progress toward LCAP goals and State Priorities. Survey data was reviewed by district office staff and site administrators to analyze progress toward annual goals and determine next steps in revision of the LCAP to meet future action items and goals.

As of December, 2016, 127 responses were collected from community stakeholders including parents/guardians, community members and staff to assist in measuring progress toward 2016-17 LCAP goals and the development of the 2017-18 LCAP.

Parent Advisory Committee:

LUSD utilizes the support of an existing forum for stakeholder engagement by soliciting the input of the LUSD Parent Advisory Committee. On October 24 2016, the superintendent and designee shared information to LUSD's parent advisory committee made up of parent representatives from each of the 7 schools, regarding progress toward LCAP goals, encouraged communication and participation in the LCAP Community Survey and solicited ideas for future revisions of the LCAP.

Parents are an integral part of the student learning process at our charter school. Families are encouraged to volunteer their time throughout the school year. Director, coordinators and teachers meet with families throughout the year as opportunity for families to provide feedback.

Another avenue for involvement is through the Charter School Site Alliance. This is comprised of parents, teachers, and staff. This body makes decisions and is frequently involved in discussions that influence policy and direction, including, but not limited to the charter renewal process and IB action plans. We meet once a month during the school year.

Board of Trustees:

As an integral part of the district governance structure, the LUSD Board of Trustees is involved in the LCAP development, refinement and adoption process throughout the 2016-17 school year.

On November 3, 2016, a presentation to the board was made by the superintendent's designee to provide information to the community and board of trustees on the LCAP revision process and to solicit stakeholder input to the development of the 2017-18 LCAP. The presentation included information regarding the upcoming LCAP Community Survey and encouraged communication about and participation in the survey to provide meaningful stakeholder engagement to the LCAP process.

In addition, board meetings were held on December 15, 2016 and January 19, 2017 with presentations by the superintendent's designee regarding LUSD's budget review and progress toward supporting LCAP goals utilizing LCFF general and supplemental funds. Input was solicited from the Board of Trustees on the use of LCFF funds to support actions and services in alignment with LUSD's LCAP.

A public hearing on the proposed 2017-18 LCAP was made available to the public and Board of Trustees on May 18, 2017. Revisions to the LCAP were made and finalized based on input from the public hearing.

On June 15, 2017, the finalized LCAP and related budget was submitted to the Board of Trustees for adoption for the 2017-18 school year.

District Leadership Team:

The District Leadership Team is comprised of District Office Administration and Support Staff as well as Site Administrators from each of our 7 schools. During Cabinet-level meetings held on November 1, 2016, December 6, 2016, and January 24, 2017, administrators from each school site and the LUSD district office met to review site and district programs that support the LCAP goals and action items for the purpose of evaluation of progress towards goals and refine goals for the 2017-18 LCAP.

District Instructional Staff:

The LCAP Survey to support Community Engagement was communicated to certificated and classified staff via email and site newsletters in November and December, 2016. Staff were provided the opportunity to complete the survey between November 7 and December 16, 2016 to provide quantitative and qualitative feedback to LUSD's progress toward LCAP goals.

In addition, LUSD administration provided data to instructional staff regarding progress toward LCAP goals at each of 5 Staff Development Days held during the 2016-17 School Year (August 8, 2016; September 16, 2016; October 28, 2016; February 3, 2017; March 10, 2017). Following each of the Staff Development Days, the opportunity was provided for classified and certificated staff to provide input on action items and activities that would support LUSD's progress toward LCAP goals.

District Students:

Between December 5 and January 20, Students in grades 5-8 were provided the opportunity to provide qualitative and quantitative input on state and local priorities as well as action items identified in the 2016-17 LCAP. Student Survey data was reviewed on February 7, 2017 by administrators from each school site and the LUSD district office to determine progress towards LCAP goals and state priorities and make suggestions for revision of actions and services in the LCAP to continue progress towards goals and priorities in the current year and years to come.

District Strategic Plan:

LUSD's District Strategic Plan was developed to support LUSD's vision and mission to provide a quality educational experience for students, staff and the community. The Strategic Plan was developed by key stakeholders including District Office Administration, Site Administration, Community and Staff input and the Board of Trustees to address the educational needs of the district and to serve as the driving force behind the goals, actions and services identified in the LCAP. The Strategic Plan for the 2016-2019 school years was finalized in October, 2016 and adopted by the Board of Trustees on November 3, 2016, and addresses the educational needs of the district.

District Communication:

The Loomis Union School District website located at www.loomis-usd.k12.ca.us and Loomis Basin Charter School website is located at loomischarter.org. Both are updated regularly to include information regarding programs and services identified in the LCAP and to support communication to community stakeholders.

IB Reviews:

Loomis Basin Charter School is also accredited by the IB program. Part of the accreditation process is to go through an in depth review of the school's programs with stakeholders and develop an action plan based on input. Stakeholder's input is gathered through staff meetings, Student Site Alliance, staff collaboration, surveys, and PTC. Loomis Basin Charter School received accreditation in 2011 for our Primary Years Program and in 2014 for our Middle Years Program, demonstrating that the process the school engaged in as well as the action plan that was developed was thorough and evidence of progress towards meeting the standards of the IB program were evident. Further, we will continue to be evaluated by IB to ensure our school consistently follows through with action plans and self study review process.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The information gathered from the LCAP Annual Review process detailed above led to the adjustment of our identified needs, measurable outcomes, and actions & services to meet our LCAP goals.

LCAP Community Survey results were reviewed to determine progress on annual goals and adjustments needed to the 2017-18 LCAP. Survey respondents spanned across all 7 school sites, including LBCS.

Based on the survey responses from the LCAP Community Survey, the following quantitative data was obtained for our school:

100% of respondents reported that they either agreed or strongly agreed with the following statement: Students are showing progress in their learning and are provided with opportunities that meet their needs in school. The question was designed to provide quantitative data on our progress toward LCAP Goal #1 related to student achievement and instruction & services.

100% of respondents reported that they either agreed or strongly agreed with the following statement: Students are provided with curriculum and instruction that is aligned to enable students to meet California State Standards. The question was designed to provide quantitative data on our progress toward LCAP Goal # 2 related to student alignment of curriculum and assessments to state standards

100% of respondents reported that they either agreed or strongly agreed with the following statement: Parents and community members are provided with opportunities to be involved in our school community. The question was designed to provide quantitative data on our progress toward LCAP Goal #4 related to parent involvement and school climate.

92% of respondents reported that they either agreed or strongly agreed with the following statement: Students are provided with a school environment that is optimal for learning. The question was designed to provide quantitative data on our progress toward LCAP Goal #5 related to School Climate and the Learning Environment.

Qualitative data obtained from the LCAP Community Survey was reviewed and analyzed by District and Site Administration to determine areas to target for improvement and to provide reinforcement for actions and services already in place that need continued refinement.

Qualitative Input from questions related to student learning opportunities include:

- Differentiated instruction to support students with learning challenges as well as extension activities to challenge students achieving at a higher level
- Support for student understanding of Mathematics and mastery of content in relation to California State Standards

Qualitative input from questions related to curriculum aligned to California State Standards include:

- Adoption of new ELA and Science curriculum
- Support for writing and math instruction
- Effective use of Instructional time
- Engagement strategies

Qualitative input from questions related to Parent Involvement and School Climate include:

- A variety of opportunities and options for parents & community members to be a part of the school culture
- support students
- Communication between school, parents
- community Extra-curricular activities

Qualitative input from questions related to School Climate and the Learning Environment include:

- Smaller class sizes
- Teacher engagement strategies
- School behavior support

Based on LCAP Community Survey feedback, priorities that were identified for the 2017-18 LCAP include:

- Student Achievement
- School Climate
- Parent Involvement
- Student Engagement
- Instruction & Services
- Student Outcomes

Data from the Student LCAP Survey provided to students in grades 5-8 are summarized below.

Around 200 students in grade 5-8 participated in the 2016-17 LCAP Survey.

In response to a question regarding their feelings about instructional support to becoming a better learner:

52.2% of students ALWAYS feel supported to become a better learner.

36.3% of students OFTEN feel supported to become a better learner.

10.4% of students SOMETIMES feel supported to become a better learner.

1.1% of students NEVER feel supported to become a better learner.

Qualitative data regarding students feeling supported in becoming a better learner include the opportunities to ask questions and have them answered, being provided with positive feedback on assignments or through class participation, and getting help when needed.

In response to a question designed to identify how students feel engaged as learners at school:

26.3% of students ALWAYS enjoy participating in class lessons and discussions.

50% of students OFTEN enjoy participating in class lessons and discussions.

22% of students SOMETIMES enjoy participating in class lessons and discussions.

1.6% of students NEVER enjoy participating in class lessons and discussions.

Qualitative data regarding student engagement in lessons ranged from enjoyment in science projects, to interactive experiences in history lessons, to using the jury trial system to debate the pros and cons of a societal issues.

In response to a question designed to identify the rigor of the core instructional program to prepare students for high school instruction:

34.1% of students ALWAYS feel challenged and are being prepared for high school learning.

51.1% of students OFTEN feel challenged and are being prepared for high school learning.

14.3% of students SOMETIMES feel challenged and are being prepared for high school learning.

.5% of students NEVER feel challenged and are being prepared for high school learning.

Qualitative data regarding challenging instruction as reported by student includes examples of challenging math problems and the need to persevere through the challenges and the need to use critical thinking to solve problems.

In response to a question designed to identify how safe and connected students feel at school:

62.1% of students ALWAYS feel safe and connected at school.

27.5% of students OFTEN feel safe and connected at school.

8.8% of students SOMETIMES feel safe and connected at school.

1.6% of students NEVER feel safe and connected at school.

Qualitative data regarding students' perceptions of feeling safe and connected at school include procedures such as trespassing & emergency drills, information on school websites, and access to computers for learning.

As a result of a review of the LUSD Strategic Plan, the following adjustments were made to align the 2017-18 LCAP with the Strategic Plan

Strategic Plan Objectives for Curriculum & Instruction align to LCAP Goal 1 & 2

Strategic Plan Objectives for Multi-Tiered Systems of Support align to LCAP Goal 1& 3

Strategic Plan Objectives for Communication align to LCAP Goal 4 & 5

Strategic Plan Objectives for Technology align to LCAP Goal 1, 3 & 5 Strategic Plan Objectives for Facilities align to LCAP Goal 4 & 5
Strategic Plan Objectives for Fiscal Resources align to LCAP goal 1, 3, & 5

Recommendations that resulted in adjustments, additions or deletions from the 2017-18 LCAP include:

Revision to Actions and Services to include Engagement strategies to Best Practices for Instruction (LCAP Goal 3)

Revision to Actions and Services to include training and support for implementation of Multi-Tiered Systems of Support (LCAP Goal 3)

Specific Actions and Services added to the 2017-18 LCAP include:

Instructional Environment that supports Social & Emotional Growth

Support for Staff Development in the area of Universal Design for Learning

Support for Staff Development in the area of Multi-Tiered Systems of Support

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 1

Increase student academic performance and provide tiered interventions, enrichment, and academic support.

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

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

[Identified Need](#)

Identified Needs- Quantitative Data
 According to CDE's Evaluation Rubrics on student Academic Performance in ELA & Math, the following is our baseline for student achievement and related Needs:
 Baseline 2016-17: Math for All Students (Grades 3-8) is in the "Green" Performance Level which is based on overall scoring of 31.1 points above level 3 (Standards Met) and maintained +0.8 points over 2015.
 Need: to maintain and/or increase overall proficiency in Math in grades 3-8
 Baseline 2016-17: ELA for All Students (Grades 3-8) is in the "Blue" Performance Level which is based on overall scoring of 51.2 points above level 3 (Standards Met) and an increase of 4 points over 2015.
 Need: to maintain and/or increase overall proficiency in ELA in grades 3-8

Identified Need Qualitative Data:
 Based on classroom observations of principals and their participation in academic conferences, there is a need for consistent quality first instruction to ensure that all students demonstrate progress towards mastery of standards and are challenged at all levels of rigor.
 Based on observations and teacher input through staff surveys staff indicate that they do not have a clear understanding of, and resources for, tiered interventions which leads to referrals to Special Education. We have a continued need for increased training of staff to be proficient in the implementation of Tier 1 and Tier 2 Academic, Social/Emotional and Behavioral Supports for Students.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

<p>Metrics:</p> <ol style="list-style-type: none"> 1. CDE Evaluation Rubric for Academic Performance in ELA & Math based on student performance on the CAASPP 2. Attendance Rate 3. Williams Act Compliance Inventory 4. Teacher Assignments and Qualifications 	<p>According to CDE's Evaluation Rubrics on student Academic Performance in ELA & Math, the following is our baseline for student achievement and related needs:</p> <p>Baseline 2016: Math Math for All Students (Grades 3-8) is in the "Green" Performance Level which is based on overall scoring of 31.1 points above level 3 (Standards Met) and maintained 0.8 points over 2015.</p> <p>Baseline 2016: ELA ELA for All Students (Grades 3-8) is in the "Green" Performance Level which is based on overall scoring of 51.2 points above level 3 (Standards Met) and an increase of 4 points over 2015.</p> <p>Attendance Rate Above 95%</p>	<ol style="list-style-type: none"> 1. Based on performance on the CAASPP and communicated through the CDE Academic Performance Indicator, ALL students in grades 3-8 will increase in the area of Math in the "Change" category by 15 points or more and remain in the "High" Status (Above Level 3). 2. Based on performance on the CAASPP and communicated through the CDE Academic Performance Indicator, ALL students in grades 3-8 will increase in the area of ELA in the "change" category by at least 7 points and remain in Level 3 status (Green Performance Level) over a year's time. 3. We will maintain an attendance rate of 95% or higher. 4. We will provide quality support, training and resources to assist staff in the implementation of a multi-tiered system of support with the goal of supporting all students to reach their individual levels of academic achievement. 5. We will support site and district administration in the use of Academic Conferences to assist staff in analyzing data related to student performance and design and implement lessons and interventions to meet student needs and growth toward increased achievement. 	<ol style="list-style-type: none"> 1. Based on performance on the CAASPP and communicated through the CDE Academic Performance Indicator, ALL students in grades 3-8 will increase in the area of Math in the "Change" category by 15 points or more and remain in the "High" Status (Above Level 3). 2. Based on performance on the CAASPP and communicated through the CDE Academic Performance Indicator, ALL students in grades 3-8 will increase in the area of ELA in the "change" category by at least 7 points and remain in Level 3 status (Green Performance Level) over a year's time. 3. We will maintain an attendance rate of 95% or higher. 4. We will provide quality support, training and resources to assist staff in the implementation of a multi-tiered system of support with the goal of supporting all students to reach their individual levels of academic achievement. 5. We will support site and district administration in the use of Academic Conferences to assist staff in analyzing data related to student performance and design and implement lessons and interventions to meet student needs and growth toward increased achievement. 	<ol style="list-style-type: none"> 1. Based on performance on the CAASPP and communicated through the CDE Academic Performance Indicator, ALL students in grades 3-8 will increase in the area of Math in the "Change" category by 15 points or more and remain in the "High" Status (Above Level 3). 2. Based on performance on the CAASPP and communicated through the CDE Academic Performance Indicator, ALL students in grades 3-8 will increase in the area of ELA in the "change" category by at least 7 points and remain in Level 3 status (Green Performance Level) over a year's time. 3. We will maintain an attendance rate of 95% or higher. 4. We will provide quality support, training and resources to assist staff in the implementation of a multi-tiered system of support with the goal of supporting all students to reach their individual levels of academic achievement. 5. We will support site and district administration in the use of Academic Conferences to assist staff in analyzing data related to student performance and design and implement lessons and interventions to meet student needs and growth toward increased achievement.
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Loomis Basin Charter school Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.1 Provide high quality standards based instruction to all students through high quality teachers and materials aligned to the standards.

2018-19

New Modified Unchanged

1.1 Provide high quality standards based instruction to all students through high quality teachers and materials aligned to the standards.

2019-20

New Modified Unchanged

1.1 Provide high quality standards based instruction to all students through high quality teachers and materials aligned to the standards.

BUDGETED EXPENDITURES

2017-18

Amount	1,834,326
Source	Base
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 1,381,347 3000 Employee Benefits 395,904 4000 Books & Supplies 33,000 5000 Services & Other Operating Exp.

2018-19

Amount	1,945,127
Source	Base
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 1,448,043 3000 Employee Benefits 435,634 4000 Books & Supplies 33,000 5000 Services & Other Operating Exp.

2019-20

Amount	2,036,966
Source	Base
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 1,500,962 3000 Employee Benefits 473,844 4000 Books & Supplies 33,000 5000 Services & Other Operating Exp.

24,075

28,450

29,160

Action **2**

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

[Students to be Served](#)

All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#)

All Schools Specific Schools: Loomis Basin Charter School Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

[ACTIONS/SERVICES](#)

2017-18

New Modified Unchanged

1.2 Provide Professional Development for the implementation of tiered interventions, enrichment, and academic support to help teachers provide support to struggling students, increase the depth of knowledge for all students, and work on higher order thinking skills to enrich student learning. In addition, professional development will focus on strategies related to Universal Design for Learning.

2018-19

New Modified Unchanged

1.2 Provide Professional Development for the implementation of tiered interventions, enrichment, and academic support to help teachers provide support to struggling students, increase the depth of knowledge for all students, and work on higher order thinking skills to enrich student learning. In addition, professional development will focus on strategies related to Universal Design for Learning.

2019-20

New Modified Unchanged

1.2 Provide Professional Development for the implementation of tiered interventions, enrichment, and academic support to help teachers provide support to struggling students, increase the depth of knowledge for all students, and work on higher order thinking skills to enrich student learning. In addition, professional development will focus on strategies related to Universal Design for Learning.

[BUDGETED EXPENDITURES](#)

2017-18

Amount 35,890

2018-19

Amount 35,985

2019-20

Amount 36,078

Source	Base
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 5,000 3000 Employee Benefits 890 5000 Services & Other Operating Exp. 30,000

Source	Base
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 5,000 3000 Employee Benefits 985 5000 Services & Other Operating Exp. 30,000

Source	Base
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 5,000 3000 Employee Benefits 1,078 5000 Services & Other Operating Exp. 30,000

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Loomis Basin Charter School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.3 Specialized certificated services.

2018-19

New Modified Unchanged

1.3 Specialized certificated services.

2019-20

New Modified Unchanged

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount	13,263	Amount	13,527	Amount	14,103
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 10,344 3000 Employee Benefits 2,919	Budget Reference	0000: Unrestricted 1000 Certificated Salaries 10,344 3000 Employee Benefits 3,183	Budget Reference	0000: Unrestricted 1000 Certificated Salaries 10,654 3000 Employee Benefits 3,449

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Loomis Basin Charter School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

1.4 Provide instructional support and supplemental materials to address the needs of students performing below grade level through a multi-tiered system of support. Provide staff training and instructional materials

2018-19

New Modified Unchanged

1.4 Provide instructional support and supplemental materials to address the needs of students performing below grade level through a multi-tiered system of support. Provide staff training and instructional materials

2019-20

New Modified Unchanged

1.4 Provide instructional support and supplemental materials to address the needs of students performing below grade level through a multi-tiered system of support. Provide staff training and instructional materials

to support the identification of, and intervention for, students with Dyslexia.

to support the identification of, and intervention for, students with Dyslexia.

to support the identification of, and intervention for, students with Dyslexia.

BUDGETED EXPENDITURES

2017-18

Amount	5,000
Source	Supplemental
Budget Reference	0000: Unrestricted 4000 Books and Supplies 5,000

2018-19

Amount	1,000
Source	Supplemental
Budget Reference	0000: Unrestricted 4000 Books and Supplies 1,000

2019-20

Amount	1,000
Source	Supplemental
Budget Reference	0000: Unrestricted 4000 Books and Supplies 1,000

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 2

Evaluate, implement and monitor curricular programs to ensure alignment to IB expectations and state standards.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

Identified Need

Identified Need:

Qualitative Data:
 Following year two of implementation of a state standards aligned TK-5 Math curriculum, we need to set district benchmark assessments to monitor student progress.

We need to finalize 6-8 Math district wide Benchmark assessments.

Staff need to be trained on utilizing the curriculum to provide quality first instruction that is aligned to state standards.

We need to adopt and beginning providing professional development to staff to align current curriculum and provide instruction in alignment with Next Generation Science Standards.

We need to monitor the fidelity of implementation of instructional strategies developed in conjunction with the California Reading and Literature Project (CRLP).

We need to train staff and monitor alignment of instruction with California state standards.

We need to continually monitor and evaluate our professional development offerings to ensure that staff have access to best practice strategies needed to be effective educators.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

<p>Textbook Compliance for all grade levels- Williams Act Compliance</p> <p>Staff Development Day Surveys</p> <p>Benchmark Assessments K-5, 6-8 Math</p> <p>CRLP Criterion Sheets</p>	<p>7 Scheduled Professional Days during 2017-18 school year. Grade Level Collaboration Days to support development of grade level assessments for Math</p>	<p>Maintain 100% compliance of Williams textbook sufficiency. Monitor fidelity of implementation of TK - 8th grade</p> <p>Math curriculum and use of benchmark assessments that are aligned to the Common Core.</p> <p>Provide quality professional development that supports the implementation of best practices for instruction to all grade levels and departments</p> <p>Provide Professional development on NGSS framework.</p> <p>Monitor fidelity of implementation of instructional strategies developed in conjunction with the California Reading and Literature Project.</p>	<p>Maintain 100% compliance of Williams textbook sufficiency. Monitor fidelity of implementation of TK - 8th grade</p> <p>Math curriculum and use of benchmark assessments that are aligned to the Common Core.</p> <p>Provide quality professional development that supports the implementation of best practices for instruction to all grade levels and departments</p> <p>Provide Professional development on NGSS framework.</p> <p>Monitor fidelity of implementation of instructional strategies developed in conjunction with the California Reading and Literature Project.</p> <p>Pilot NGSS aligned science curriculum.</p>	<p>Maintain 100% compliance of Williams textbook sufficiency. Monitor fidelity of implementation of TK - 8th grade</p> <p>Math curriculum and use of benchmark assessments that are aligned to the Common Core.</p> <p>Provide quality professional development that supports the implementation of best practices for instruction to all grade levels and departments</p> <p>Provide Professional development on NGSS framework.</p> <p>Monitor fidelity of implementation of instructional strategies developed in conjunction with the California Reading and Literature Project.</p> <p>Pilot NGSS aligned science curriculum.</p>
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

<p><u>Students to be Served</u></p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u></p>
<p><u>Location(s)</u></p>	<p><input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Loomis Basin Charter School</u> <input type="checkbox"/> Specific Grade spans:</p>

OR

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

<p><u>Students to be Served</u></p>	<p><input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income</p>
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[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.1 Professional Development through district staff development days and release days for collaboration and planning to work on aligning curriculum and assessments.

2018-19

New Modified Unchanged

2.1 Professional Development through district staff development days and release days for collaboration and planning to work on aligning curriculum and assessments.

2019-20

New Modified Unchanged

2.1 Professional Development through district staff development days and release days for collaboration and planning to work on aligning curriculum and assessments.

BUDGETED EXPENDITURES

2017-18

Amount: 0

Source: Base

Budget Reference: 0000: Unrestricted
Costs are included under 1.2.

2018-19

Amount: 0

Source: Base

Budget Reference: 0000: Unrestricted
Costs are included under 1.2.

2019-20

Amount: 0

Source: Base

Budget Reference: 0000: Unrestricted
Costs are included under 1.2.

Action **2**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Loomis Basin Charter school Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: _____ Specific Grade spans: _____

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.2 Specialized certificated services.

2018-19

New Modified Unchanged

2.2 Specialized certificated services.

2019-20

New Modified Unchanged

2.2 Specialized certificated services

BUDGETED EXPENDITURES

2017-18

Amount 13,261

Source Supplemental

Budget Reference 0000: Unrestricted
1000 Certificated Salaries
10,344
3000 Employee Benefits
2,917

2018-19

Amount 13,902

Source Supplemental

Budget Reference 0000: Unrestricted
1000 Certificated Salaries
10,719
3000 Employee Benefits
3,183

2019-20

Amount 14,478

Source Supplemental

Budget Reference 0000: Unrestricted
1000 Certificated Salaries
11,029
3000 Employee Benefits
3,449

Action **3**

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

[Students to be Served](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Loomis Basin Charter School Specific Grade spans: _____

OR

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

[Students to be Served](#)

English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.3 Evaluate NGSS aligned science curriculum and provide professional development on instruction aligned to NGSS

2018-19

New Modified Unchanged

2.3 Pilot and adoption of NGSS aligned science curriculum and provide professional development on instruction aligned to NGSS.

2019-20

New Modified Unchanged

2.4 Adopt and monitor NGSS aligned science curriculum and provide professional development on instruction aligned to NGSS.

BUDGETED EXPENDITURES

2017-18

Amount 0

Source Base

Budget Reference 0000: Unrestricted
Costs are included under 1.2.

2018-19

Amount 0

Source Base

Budget Reference 0000: Unrestricted
Costs are included under 1.2.

2019-20

Amount 35,000

Source Base

Budget Reference 0000: Unrestricted
4000 Books and Supplies
35,000

Action **4**

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Loomis Basin Charter School Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

[Scope of Services](#)

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

[Location\(s\)](#)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2.4 Continue to develop school- wide benchmarks and assessments at each grade level to measure and monitor student performance levels.

2018-19

New Modified Unchanged

2.4 Continue to develop school- wide benchmarks and assessments at each grade level to measure and monitor student performance levels.

2019-20

New Modified Unchanged

2.4 Continue to develop school- wide benchmarks and assessments at each grade level to measure and monitor student performance levels.

BUDGETED EXPENDITURES

2017-18

Amount 0

Source Base

Budget Reference 0000: Unrestricted
Costs are included under 1.2.

2018-19

Amount 0

Source Base

Budget Reference 0000: Unrestricted
Costs are included under 1.2.

2019-20

Amount 0

Source Base

Budget Reference 0000: Unrestricted
Costs are included under 1.2.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 3

Increase teacher implementation of best practices to provide quality first instruction to students and support the academic, social-emotional and behavioral needs of students.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Identified Need:

Qualitative Data:
 Classroom Observations
 Academic Conferences
 Staff Surveys following Professional Development Days
 Based on classroom observations conducted by principals and their participation in academic conferences, there is a need for consistent quality first instruction to ensure that all students demonstrate progress towards mastery of standards and are challenged at all levels of rigor.
 Through staff surveys, teachers have identified a need for support with implementation of the new math curriculum. In addition, teachers continue to request training in supporting the social, emotional and behavioral needs of students. Staff also identification of the need for strategies to support student engagement, differentiated instruction, the IB framework, and the implementation of NGSS.

Quantitative Data:
 Academic Conferences- 3 times per year

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Indicators: High Quality Teacher assignments	Assignment of high quality teachers to teaching assignments aligned to	Assignment of high quality teachers to teaching assignments aligned to	Assignment of high quality teachers to teaching assignments aligned to	Assignment of high quality teachers to teaching assignments aligned to

<p>Professional Development Days Administrative Walk-Throughs Academic Conferences Referral rates to Student Success Team to address student concerns Teacher Self- Evaluation regarding implementing best practice for first instruction</p>	<p>credentials and areas of experience. 7 Staff Development Days to provide all teachers and support staff with instruction on best practice strategies and technology integration to keep students engaged in the learning process and to support positive student outcomes. After school district Professional Development opportunities to provide teachers and support staff instruction on best practice strategies and technology integration to keep students engaged in the learning process and to support positive student outcomes. Utilization of administrative walk-throughs and the teacher evaluation process to support the implementation of the best practices and technology integration. Utilize academic conferences to analyze student data, monitor student learning and design targeted interventions to address areas of need.</p>	<p>credentials and areas of experience. 7 Staff Development Days to provide all teachers and support staff with instruction on best practice strategies and technology integration to keep students engaged in the learning process and to support positive student outcomes. After school district Professional Development opportunities to provide teachers and support staff instruction on best practice strategies and technology integration to keep students engaged in the learning process and to support positive student outcomes. Utilization of administrative walk-throughs and the teacher evaluation process to support the implementation of the best practices and technology integration. Utilize academic conferences to analyze student data, monitor student learning and design targeted interventions to address areas of need.</p>	<p>credentials and areas of experience. TBD Staff Development Days to provide all teachers and support staff with instruction on best practice strategies and technology integration to keep students engaged in the learning process and to support positive student outcomes. After school district Professional Development opportunities to provide teachers and support staff instruction on best practice strategies and technology integration to keep students engaged in the learning process and to support positive student outcomes. Utilization of administrative walk-throughs and the teacher evaluation process to support the implementation of the best practices and technology integration. Utilize academic conferences to analyze student data, monitor student learning and design targeted interventions to address areas of need.</p>	<p>credentials and areas of experience. TBD Staff Development Days to provide all teachers and support staff with instruction on best practice strategies and technology integration to keep students engaged in the learning process and to support positive student outcomes. After school district Professional Development opportunities to provide teachers and support staff instruction on best practice strategies and technology integration to keep students engaged in the learning process and to support positive student outcomes. Utilization of administrative walk-throughs and the teacher evaluation process to support the implementation of the best practices and technology integration. Utilize academic conferences to analyze student data, monitor student learning and design targeted interventions to address areas of need.</p>
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PLANNED ACTIONS / SERVICES

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

Action 1

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

<p><u>Students to be Served</u></p>	<p><input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u></p>
<p><u>Location(s)</u></p>	<p><input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Loomis Basin Charter School</u> <input type="checkbox"/> Specific Grade spans:</p>

OR

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

Students to be Served

- English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

- All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

- New Modified Unchanged

3.1 Provide ongoing professional development, through a variety of venues, to support the implementation of evidence based practices to support the learning needs of students within a multi-tiered system of support as well as the use of technology to support instruction.

2018-19

- New Modified Unchanged

3.1 Provide ongoing professional development, through a variety of venues, to support the implementation of evidence based practices to support the learning needs of students within a multi-tiered system of support as well as the use of technology to support instruction.

2019-20

- New Modified Unchanged

3.1 Provide ongoing professional development, through a variety of venues, to support the implementation of evidence based practices to support the learning needs of students within a multi-tiered system of support as well as the use of technology to support instruction.

BUDGETED EXPENDITURES

2017-18

Amount	15,000
Source	Base
Budget Reference	0000: Unrestricted 4000 Books and Supplies 15,000
Amount	9,935
Source	Base
Budget Reference	0000: Unrestricted 5000 Services & Other Operating Exp. 9,935

2018-19

Amount	15,000
Source	Base
Budget Reference	0000: Unrestricted 4000 Books and Supplies 15,000
Amount	10,180
Source	Base
Budget Reference	0000: Unrestricted 5000 Services & Other Operating Exp. 10,180

2019-20

Amount	15,000
Source	Base
Budget Reference	0000: Unrestricted 4000 Books and Supplies 15,000
Amount	10,435
Source	Base
Budget Reference	0000: Unrestricted 5000 Services & Other Operating Exp. 10,435

Action **2**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Loomis Basin Charter school Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

3.2 Certificated technology support. Provide training and support to staff for the purpose of increasing teacher effectiveness with the integration of technology to meet the needs of at-risk students.

2018-19

New Modified Unchanged

3.2 Certificated technology support. Provide training and support to staff for the purpose of increasing teacher effectiveness with the integration of technology to meet the needs of at-risk students.

2019-20

New Modified Unchanged

3.2 Certificated technology support. Provide training and support to staff for the purpose of increasing teacher effectiveness with the integration of technology to meet the needs of at-risk students.

BUDGETED EXPENDITURES

2017-18

Amount	1,765
Source	Supplemental
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 1,500 3000 Employee Benefits 265

2018-19

Amount	1,795
Source	Supplemental
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 1,500 3000 Employee Benefits 295

2019-20

Amount	1,823
Source	Supplemental
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 1,500 3000 Employee Benefits 323

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 4

Provide opportunities and venues that encourage, educate and motivate parent and community engagement.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Identified Need:
 Quantitative Data:
 According to our 2016-17 Parent/Staff Community Survey, 100% of respondents either agreed or strongly agreed that "Parents and community members are provided with opportunities to be involved in our school community."
 Qualitative Data:
 Parents/guardians and community members report the need for assistance in providing support students with 21st century learning.
 Our LUSD Strategic Plan contains objectives to provide regular and effective communication to promote district programs, activities and accomplishments. In addition the Strategic plan identifies as a communication objective to continuously seek staff and community input on district initiatives, budget development and program effectiveness.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Staff, Parent & Community Survey (Questions related to Engagement) Communication opportunities to parents through District, Site and Classroom websites Parent Information Night offerings	Provide at least 3 or more parent/guardian/community information nights to educate and update on current educational topics. Maintain updated websites with pertinent information for staff/parents/guardians/community. Utilize community and staff surveys to identify topics to be addressed during information nights and/or on the website.	Provide at least 3 or more parent/guardian/community information nights to educate and update on current educational topics. Maintain updated websites with pertinent information for staff/parents/guardians/community. Utilize community and staff surveys to identify topics to be addressed during information nights and/or on the website.	Provide at least 3 or more parent/guardian/community information nights to educate and update on current educational topics. Maintain updated websites with pertinent information for staff/parents/guardians/community. Utilize community and staff surveys to identify topics to be addressed during information nights and/or on the website.	Provide at least 3 or more parent/guardian/community information nights to educate and update on current educational topics. Maintain updated websites with pertinent information for staff/parents/guardians/community. Utilize community and staff surveys to identify topics to be addressed during information nights and/or on the website.

	Provide regular outreach to families to provide access to resources and supports.	Provide regular outreach to families to provide access to resources and supports.	Provide regular outreach to families to provide access to resources and supports.	Provide regular outreach to families to provide access to resources and supports.
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PLANNED ACTIONS / SERVICES

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

Action 1

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input checked="" type="checkbox"/> Specific Schools: <u>Loomis Basin Charter School</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.1 Curriculum and Instruction Parent Forums for continuing to educate about the Common Core, IB, Curriculum adoptions, and ways parents can support their children at home.

2018-19

New Modified Unchanged

4.1 Curriculum and Instruction Parent Forums for continuing to educate about the Common Core, IB, Curriculum adoptions, and ways parents can support their children at home.

2019-20

New Modified Unchanged

4.1 Curriculum and Instruction Parent Forums for continuing to educate about the Common Core, IB, Curriculum adoptions, and ways parents can support their children at home.

BUDGETED EXPENDITURES

2017-18

2018-19

2019-20

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Amount

Source

Budget Reference

Action **2**

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

[Students to be Served](#) All Students with Disabilities [\[Specific Student Group\(s\)\]](#)

[Location\(s\)](#) All Schools Specific Schools: Loomis Basin Charter School Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.2 Enhance websites, staff portals, and the Aeries portal to keep staff, parents and community members informed about student, school and district related topics.

2018-19

New Modified Unchanged

4.2 Enhance websites, staff portals, and the Aeries portal to keep staff, parents and community members informed about student, school and district related topics.

2019-20

New Modified Unchanged

4.2 Enhance websites, staff portals, and the Aeries portal to keep staff, parents and community members informed about student, school and district related topics.

BUDGETED EXPENDITURES

2017-18

Amount

2018-19

Amount

2019-20

Amount

Source	Base
Budget Reference	0000: Unrestricted 5000 Services & Other Operating Exp. 3,935

Source	Base
Budget Reference	0000: Unrestricted 5000 Services & Other Operating Exp. 4,130

Source	Base
Budget Reference	0000: Unrestricted 5000 Services & Other Operating Exp. 4,340

Action **3**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Loomis Basin Charter School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

4.3 Printing & Advertising for parent and community educational events.

2018-19

New Modified Unchanged

4.3 Printing & Advertising for parent and community educational events.

2019-20

New Modified Unchanged

4.3 Printing & Advertising for parent and community educational events.

BUDGETED EXPENDITURES

2017-18

Amount 5,000

2018-19

Amount 5,000

2019-20

Amount 5,000

Source	Base
Budget Reference	0000: Unrestricted 5000 Services & Other Operating Exp. 5,000

Source	Base
Budget Reference	0000: Unrestricted 5000 Services & Other Operating Exp. 5,000

Source	Base
Budget Reference	0000: Unrestricted 5000 Services & Other Operating Exp. 5,000

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 5

Provide and implement strategies and programs that result in an improved learning environment for students.

State and/or Local Priorities Addressed by this goal:

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

Identified Need

Identified Need:

Qualitative Data:
 Support for implementation of school wide positive behavior supports and social-emotional instruction as identified by staff requests for professional development in the area of social, emotional and behavioral support for students as well as an increase in the number of students referred for counseling/psychological support at school sites.
 Support for implementation of technology to support instruction as identified by staff requests for training in the use of technology and requests for additional technology tools to support instruction.
 Ongoing need for maintenance of facilities to provide a clean, well-maintained learning environment for students as identified on School Facilities Inspection Tool.

Quantitative Data:
 Suspension Rates as identified on CA Dashboard.
 Attendance rates- as identified on April CBEDS count.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension Rate Data from CA School Dashboard Attendance rate based on April CBEDS count FTE staffing for School Psychologists and Counselors Facility Inspection Tool; Facility Walkthroughs Student Survey	Suspension Rate: CA School Dashboard (14-15 All students- Blue Status; very low; +0.2% maintained Attendance rate- above 95% A .4 FTE School Psychologists for mental health/social/emotional support	Maintain a low suspension rate of 1% or less; Maintain a high attendance rate of 95% or higher; Maintain .4 FTE School Psychologists and .2 counselor for mental health/social/emotional support;	Maintain a low suspension rate of 1% or less; Maintain a high attendance rate of 95% or higher; Maintain .4 FTE School Psychologists and .2 counselor for mental health/social/emotional support;	Maintain a low suspension rate of 1% or less; Maintain a high attendance rate of 95% or higher; Maintain .4 FTE School Psychologists and .2 counselor for mental health/social/emotional support;

<p>Staff, Parent, Community Survey District Capacity Assessment</p>	<p>A total of .2 FTE School Counselors</p> <p>"Good" overall rating on the Facility Inspection Tool</p> <p>Student Survey Data-quantitative & qualitative</p> <p>Staff, Parent, Community Data-quantitative & qualitative</p>	<p>Maintain an overall rating of Good on the Facility Inspection Tool Rating;</p> <p>Utilize data from staff and community surveys to help monitor the learning environment for students</p>	<p>Maintain an overall rating of Good on the Facility Inspection Tool Rating;</p> <p>Utilize data from staff and community surveys to help monitor the learning environment for students</p>	<p>Maintain an overall rating of Good on the Facility Inspection Tool Rating;</p> <p>Utilize data from staff and community surveys to help monitor the learning environment for students</p>
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PLANNED ACTIONS / SERVICES

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

Action **1**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> <u>[Specific Student Group(s)]</u>
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Loomis Basin Charter School</u> <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
	<u>Scope of Services</u> <input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
--	--	--

5.1 Facility enhancements to improve the student learning environment, community involvement and student, staff and parent safety.	5.1 Facility enhancements to improve the student learning environment, community involvement and student, staff and parent safety.	5.1 Facility enhancements to improve the student learning environment, community involvement and student, staff and parent safety.
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BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	33,075	15,000	15,000
Source	Base	Base	Base
Budget Reference	0000: Unrestricted 5000 Services & Other Operating Exp. 33,075	0000: Unrestricted 5000 Services & Other Operating Exp. 15,000	0000: Unrestricted 5000 Services & Other Operating Exp. 15,000

Action 2

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> [Specific Student Group(s)]
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input checked="" type="checkbox"/> Specific Schools: <u>Loomis Basin Charter School</u> <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input type="checkbox"/> LEA-wide <input type="checkbox"/> Schoolwide OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools <input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
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New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

5.2 Technology Infrastructure

5.2 Technology Infrastructure

5.2 Technology Infrastructure

BUDGETED EXPENDITURES

2017-18

Amount 0

Source Base

Budget Reference 0000: Unrestricted
Costs are included under 3.1.

2018-19

Amount 0

Source Base

Budget Reference 0000: Unrestricted
Costs are included under 3.1.

2019-20

Amount 0

Source Base

Budget Reference 0000: Unrestricted
Costs are included under 3.1.

Action **3**

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

Students to be Served

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

Location(s)

All Schools Specific Schools: Loomis Basin Charter School Specific Grade spans:

OR

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

Students to be Served

English Learners Foster Youth Low Income

Scope of Services

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

Location(s)

All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

2018-19

New Modified Unchanged

2019-20

New Modified Unchanged

5.3 Offer and Provide co-curricular activities, including Spanish instruction, Music (including band & choir), art, and physical education.

5.3 Offer and Provide co-curricular activities, including Spanish instruction, Music (including band & choir), art, and physical education.

5.3 Offer and Provide co-curricular activities, including Spanish instruction, Music (including band & choir), art, and physical education.

BUDGETED EXPENDITURES

2017-18

Amount	326,238
Source	Base
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 176,038 3000 Employee Benefits 54,350 5000 Services & Other Operating Exp. 95,850

2018-19

Amount	344,619
Source	Base
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 184,707 3000 Employee Benefits 59,267 5000 Services & Other Operating Exp. 100,645

2019-20

Amount	364,172
Source	Base
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 193,845 3000 Employee Benefits 64,652 5000 Services & Other Operating Exp. 105,675

Action **4**

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

Students to be Served All Students with Disabilities [Specific Student Group(s)]

Location(s) All Schools Specific Schools: Loomis Basin Charter School Specific Grade spans:

OR

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

Students to be Served English Learners Foster Youth Low Income

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

Location(s) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

2018-19

2019-20

New Modified Unchanged

New Modified Unchanged

New Modified Unchanged

5.4 Extracurricular Activities - Looms Basin Athletic League (LBAL)

5.4 Extracurricular Activities - Looms Basin Athletic League (LBAL)

5.4 Extracurricular Activities - Looms Basin Athletic League (LBAL)

BUDGETED EXPENDITURES

2017-18

Amount	22,890
Source	Base
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 13,500 3000 Employee Benefits 2,390 5000 Services & Other Operating Exp. 7,000

2018-19

Amount	23,136
Source	Base
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 13,500 3000 Employee Benefits 2,656 5000 Services & Other Operating Exp. 7,000

2019-20

Amount	23,406
Source	Base
Budget Reference	0000: Unrestricted 1000 Certificated Salaries 13,500 3000 Employee Benefits 2,906 5000 Services & Other Operating Exp. 7,000

Action **5**

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

[Students to be Served](#) All Students with Disabilities [Specific Student Group(s)]

[Location\(s\)](#) All Schools Specific Schools: Loomis Basin Charter School Specific Grade spans:

OR

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

[Students to be Served](#) English Learners Foster Youth Low Income

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

[Location\(s\)](#) All Schools Specific Schools: Specific Grade spans:

ACTIONS/SERVICES

2017-18

New Modified Unchanged

5.5 Implementation of programs that and initiatives that support positive school climate and safety (such as the IB program, Right Choice, Sami Circuit, Mindfulness in the classroom, etc.)

2018-19

New Modified Unchanged

5.5 Implementation of programs that and initiatives that support positive school climate and safety (such as the IB program, Right Choice, Sami Circuit, Mindfulness in the classroom, etc.)

2019-20

New Modified Unchanged

5.5 Implementation of programs that and initiatives that support positive school climate and safety (such as the IB program, Right Choice, Sami Circuit, Mindfulness in the classroom, etc.)

BUDGETED EXPENDITURES

2017-18

Amount	0
Source	Base
Budget Reference	0000: Unrestricted Costs are included under 2.1.

2018-19

Amount	0
Source	Base
Budget Reference	0000: Unrestricted Costs are included under 2.1.

2019-20

Amount	0
Source	Base
Budget Reference	0000: Unrestricted Costs are included under 2.1.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 6

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

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

[Identified Need](#)

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 7

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New

 Modified

 Unchanged

Goal 8

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 9

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

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

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

New
 Modified
 Unchanged

Goal 10

State and/or Local Priorities Addressed by this goal:

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

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

PLANNED ACTIONS / SERVICES

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

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year 2017-18 2018-19 2019-20

Estimated Supplemental and Concentration Grant Funds: \$6,109 Percentage to Increase or Improve Services: 0.19%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Action and Service 1.3- Certificated Service Provider
 A Student Service Coordinator will help determine achievement gaps and appropriate curriculum and instruction. The LBCS Student Service Coordinator provides reading support to meet the needs of students below grade level and evaluates and implements literacy strategies that increase student success. They work cooperatively with staff and administrators to develop and implement school-wide strategies through team-teaching, collaborative planning and best practice based on research and data analysis. They work closely with building administrator and staff to plan professional development opportunities, assist with the management of formative and summative assessments, analyze data to modify instruction, and support the implementation of Language Arts Common Core Standards and the IB framework school-wide.

To provide additional support to students requiring academic intervention and support during the regular school day, students are identified through a multi-tiered system of support to participate in intervention programs that are designed to provide additional opportunities for instruction to enhance student academic performance and effective learning skills. Research supports that targeted, small group intervention designed to pre- teach lessons or reteach concepts can assist students in meeting grade level expectations.

Action and Service 1.4 Provide instructional support and supplemental materials to address the needs of students performing below grade level through a multi-tiered system of support. Provide staff training and instructional materials to support the identification of, and intervention for, students with Dyslexia.

To provide additional support to students requiring academic intervention and support during the regular school day, our students are identified through a multi-tiered system of support to participate in intervention programs at school sites that are designed to provide additional opportunities for instruction to enhance student academic performance and effective learning skills. Research supports that targeted, small group research-based interventions for struggling learners can assist students in meeting grade level expectations. A teacher on special assignment will help with determining achievement gaps in student progress and identify appropriate interventions based on needs.

Action/Service 3.2 Provide training and support to staff for the purpose of increasing teacher effectiveness with the integration of technology to meet the needs of at-risk students.

To ensure that our students needs are met and supported by technology utilized in LUSD a coordinator for instructional technology will help with training staff on instructional strategies to use technology to support student access to curriculum and meet the varied needs of our learners. Research supports that by

increasing student engagement in instruction by utilizing a variety of interactional methods including technology increases student participation in and access to classroom instruction.

Action/Service 5.5 Implementation of programs that and initiatives that support positive school climate and safety (such as the IB program, Right Choice, Sami Circuit, Mindfulness in the classroom, etc.)

To meet the social and emotional needs of students staff support through school counselors, school psychologists and students through direct instruction on skills needed to navigate social and emotional challenges in the school setting.

Research provided by the Edna Bennett Pierce Prevention Research Center at Penn State and the Robert Wood Johnson Foundation highlight the range of research on Social Emotional Learning and how such programs can promote academic achievement and health positive behaviors.

The percentage was calculated by incorporating the charter school's unduplicated targeted pupil count into the FCMAT Local Control Funding Formula worksheet.

Revised Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

New/Modified/Unchanged:

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

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

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

(e) “Suspension rate” shall be calculated as follows:

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

Guiding Questions: Goals, Actions, and Services

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

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	2,298,929.00	2,190,719.00	2,319,578.00	2,428,401.00	2,576,801.00	7,324,780.00
Base	2,265,818.00	2,162,961.00	2,286,289.00	2,398,177.00	2,545,397.00	7,229,863.00
Supplemental	33,111.00	27,758.00	33,289.00	30,224.00	31,404.00	94,917.00

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

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	2,298,929.00	2,190,719.00	2,319,578.00	2,428,401.00	2,576,801.00	7,324,780.00
0000: Unrestricted	2,298,929.00	2,190,719.00	2,319,578.00	2,428,401.00	2,576,801.00	7,324,780.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	2,298,929.00	2,190,719.00	2,319,578.00	2,428,401.00	2,576,801.00	7,324,780.00
0000: Unrestricted	Base	2,265,818.00	2,162,961.00	2,286,289.00	2,398,177.00	2,545,397.00	7,229,863.00
0000: Unrestricted	Supplemental	33,111.00	27,758.00	33,289.00	30,224.00	31,404.00	94,917.00

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

Total Expenditures by Goal

Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,888,479.00	1,995,639.00	2,088,147.00	5,972,265.00
Goal 2	13,261.00	13,902.00	49,478.00	76,641.00
Goal 3	26,700.00	26,975.00	27,258.00	80,933.00
Goal 4	8,935.00	9,130.00	9,340.00	27,405.00
Goal 5	382,203.00	382,755.00	402,578.00	1,167,536.00

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