

# LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: America's Finest Charter School

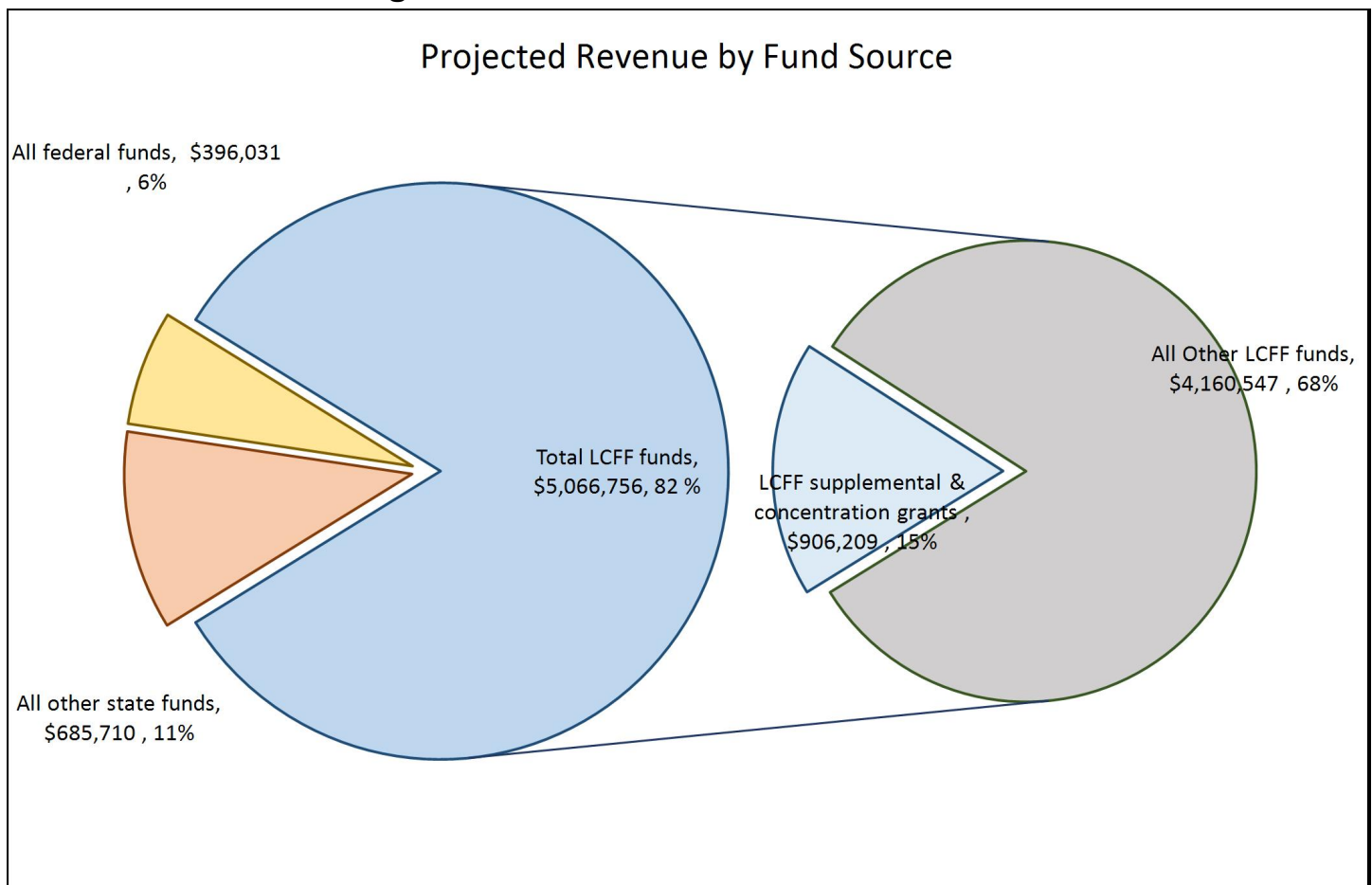
CDS Code: 37 68338 0136663

Local Control and Accountability Plan (LCAP) Year: 2019-20

LEA contact information: Jan Perry, Executive Director

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

## Budget Overview for the 2019-20 LCAP Year

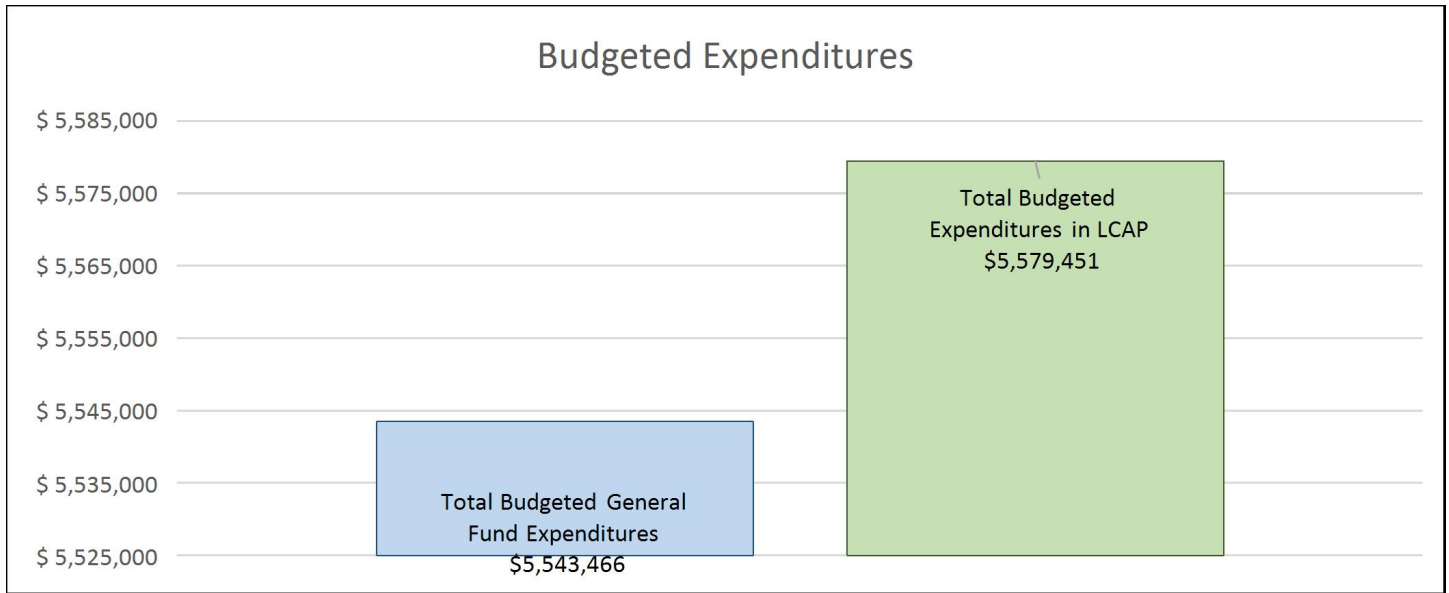


This chart shows the total general purpose revenue America's Finest Charter School expects to receive in the coming year from all sources.

The total revenue projected for America's Finest Charter School is \$6,148,497, of which \$5,066,756 is Local Control Funding Formula (LCFF), \$685,710 is other state funds, \$0.00 is local funds, and \$396,031 is federal funds. Of the \$5,066,756 in LCFF Funds, \$906,209 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

# LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much America's Finest Charter School plans to spend for 2019-20. It shows how much of the total is tied to planned actions and services in the LCAP.

America's Finest Charter School plans to spend \$5,543,466 for the 2019-20 school year. Of that amount, \$5,579,451 is tied to actions/services in the LCAP and \$-35,985 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

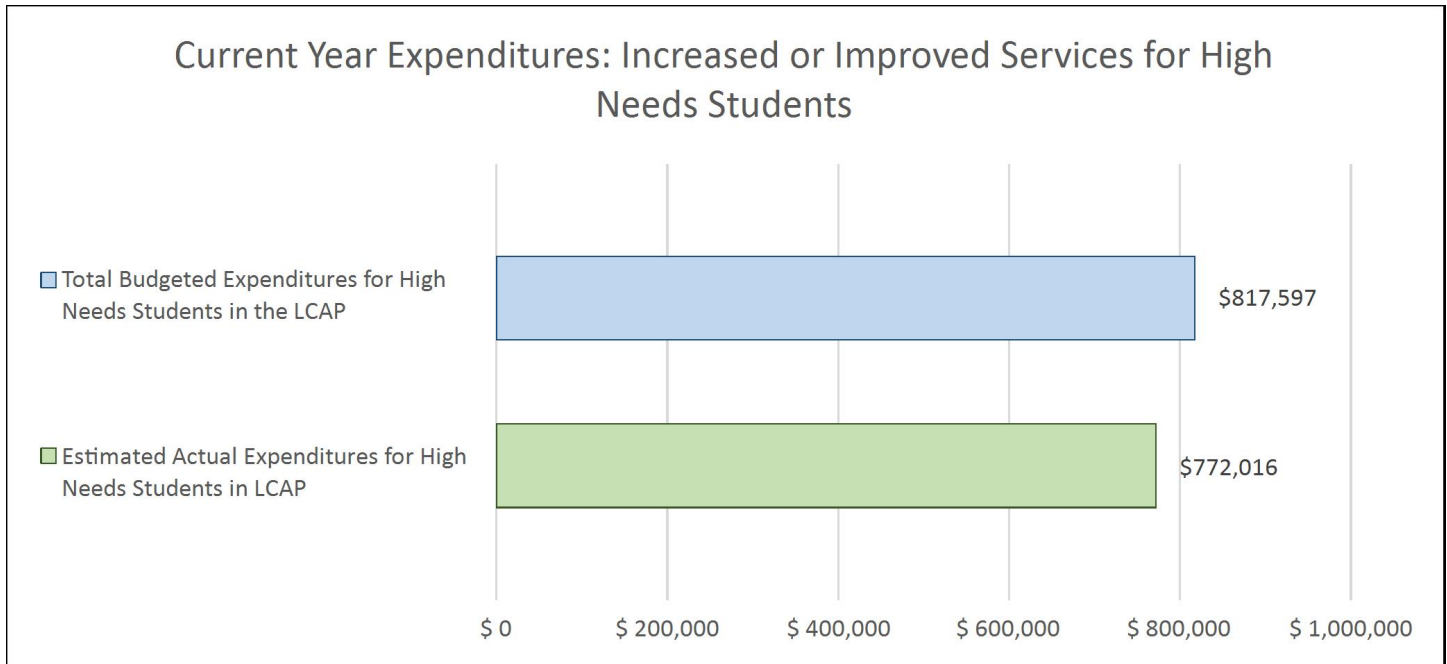
America's Finest Charter budgets for a variety of expenses out of General Fund including: utilities for high school site, employee salaries and benefits, and custodial supplies.

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

In 2019-20, America's Finest Charter School is projecting it will receive \$906,209 based on the enrollment of foster youth, English learner, and low-income students. America's Finest Charter School must demonstrate the planned actions and services will increase or improve services for high needs students compared to the services all students receive in proportion to the increased funding it receives for high needs students. In the LCAP, America's Finest Charter School plans to spend \$1,094,183 on actions to meet this requirement.

# LCFF Budget Overview for Parents

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



This chart compares what America's Finest Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what America's Finest Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2018-19, America's Finest Charter School's LCAP budgeted \$817,597 for planned actions to increase or improve services for high needs students. America's Finest Charter School estimates that it will actually spend \$772,016 for actions to increase or improve services for high needs students in 2018-19.

The difference between the budgeted and actual expenditures of \$-45,581 had the following impact on America's Finest Charter School's ability to increase or improve services for high needs students: The differences in estimated actual and budgeted expenditures were due to have one parent liaison to assist with planning workshops and parent outreach rather than two. However, the difference between total budgeted expenditures and estimated actual expenditures for actions and services to increase or improve services did not impact the overall or improved for high need students in 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)

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

LEA Name	Contact Name and Title	Email and Phone
America's Finest Charter School	Jan Perry Executive Director	jan@americasfinestcharterschool.org (619) 694-4809

## 2017-20 Plan Summary

### The Story

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

America's Finest Charter School (AFCS) is a WASC-accredited, direct funded TK-12 charter school, established in Fall 2011. AFCS serves a diverse group of students with the goal of: "All AFCS students achieve the American Dream." Our student population is 48% English Language Learners. Our LCFF Unduplicated student count speak Spanish, Vietnamese, Somalian, and Lao. Our student population is made up of many ethnicities with the majority of our students 68% identifying as Hispanic Latino, 22% Black or African American, 4% Asian, and 4% White. AFCS added a high school program in Fall 2017, and now serves approximately 460 students TK through 11th grade and the majority of students reside within the boundaries of City Heights and Chollas View. As a direct-funded charter school, AFCS is its own LEA. Our rigorous academic program provides our students with a high quality education and our families with school choice. The community we serve has a high transiency rate and 96% of our students are considered social-economically disadvantaged. The Schoolwide Learner Outcomes (SLO) address how we effectively educate our students. The following are the schoolwide learner outcomes for AFCS:

America's Finest Charter School Graduate are:

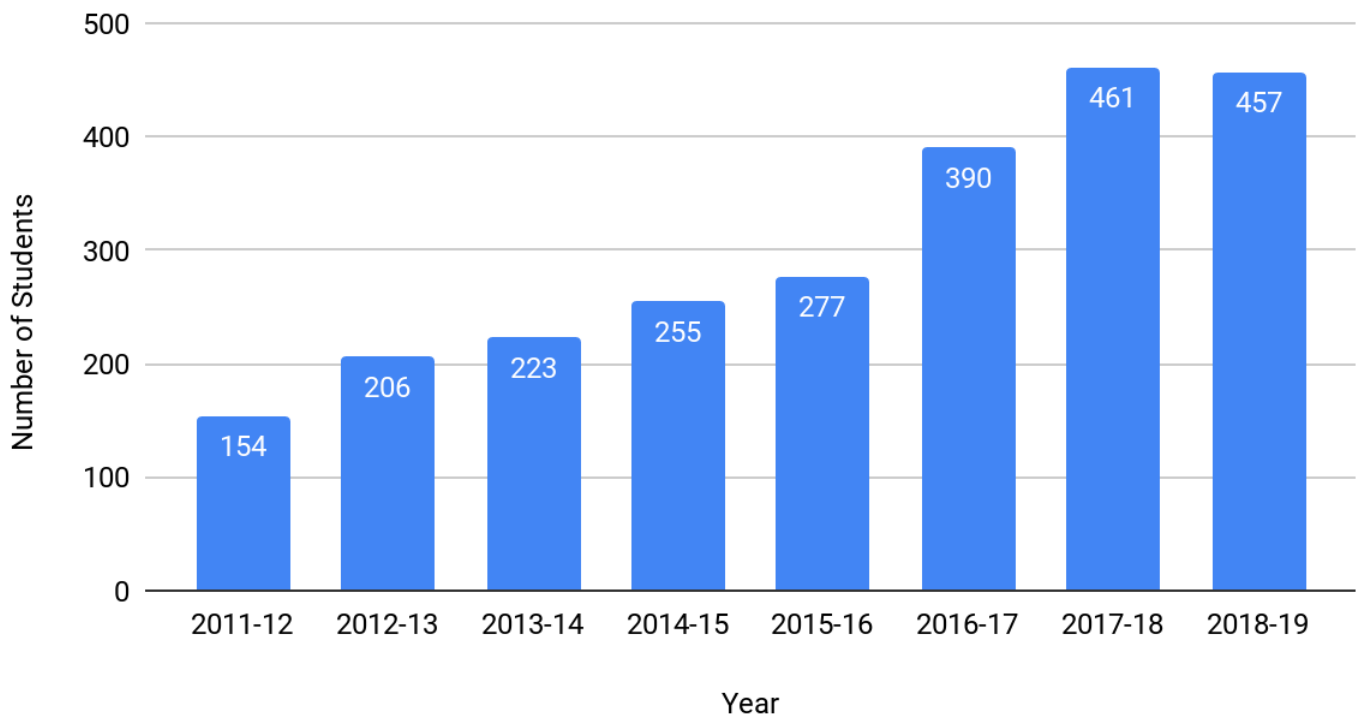
- Active global citizens who:
- Demonstrate compassion for others regardless of culture, race, or religion
- Contribute to the well-being of our school

Functioning scholars in the 21st century who:  
Use technology to: share ideas, organize information, and conduct research  
Explore ideas about college and career

Critical thinkers who:  
Ask questions and synthesize information  
Connect concepts across subject areas  
Apply knowledge to real life situations in order to solve problems

Successful communicators who:  
Exchange ideas both written and orally  
Listen closely and ask for clarification  
Work cooperatively with one another

### Enrollment Growth by Year



## LCAP Highlights

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

Our LCAP includes four goals that are developed to ensure that all students continue to achieve and excel academically, socially, and emotionally as we close any performance gaps that exists between significant student groups. We work closely with stakeholders throughout the school, with parents and the community to align our Schoolwide Learner Outcomes (SLO) with our LCAP for 2019-2020. The goals have not changed from 2018-19, although some of the actions and services within each goal have changed and/or realigned to provide better continuity of services.

The following goals are highlighted below:

- GOAL 1: High-quality environment to provide students with access to: highly qualified teachers, access to Common Core Curriculum & instructional materials; educational technology; learning environments with facilities that are safe, secure, clean, well-maintained and in good repair.
- GOAL 2: High-quality staff: teachers will receive professional development on research-based strategies, CCSS including ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content.
- GOAL 3: Aligned resources - Develop an infrastructure for ongoing analysis of students achievement & performance data to ensure efficacy of program services and maximized use of resources.
- GOAL 4: Community and family support: Increase resources and services to students, staff and parents to provide a sense of safety, school contentedness, and increased student motivation.

## Review of Performance

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

## Greatest Progress

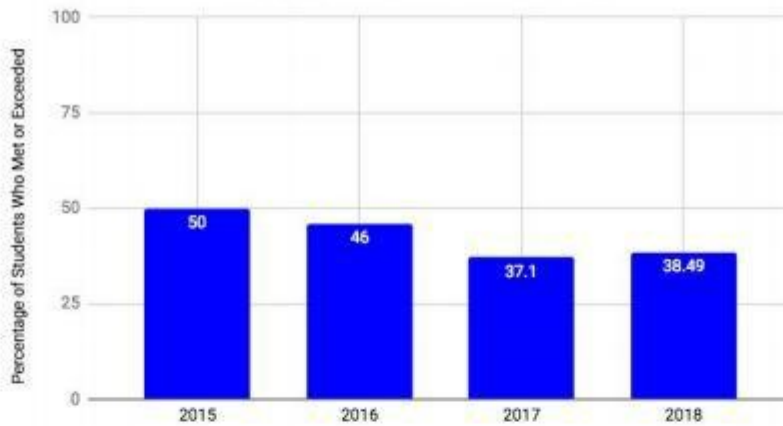
All teachers at AFCS are appropriately credentialed and there is a diverse faculty in terms of experience and ethnicity.

On state assessments AFCS students are achieving mixed results. Math achievement scores for all students and all subgroups are higher than both the state and district average. Math scores for subgroups are significantly higher and impressive. Conversely, ELA CAASPP scores are lower than district and state averages and for each subgroup except English Learners and African Americans. Overall, ELA scores over the past four years have declined with a rise of about 1% in the 2018 school year. Math, on the other hand, declined for three years and last year showed a marked increase of almost 10%. We also improved on our chronic absentee rate. We had 96 students (21.7%) identified as chronically absent in 2016-17, 10.8% in 2017-18, and in 2018-2019 we had 1.8%.

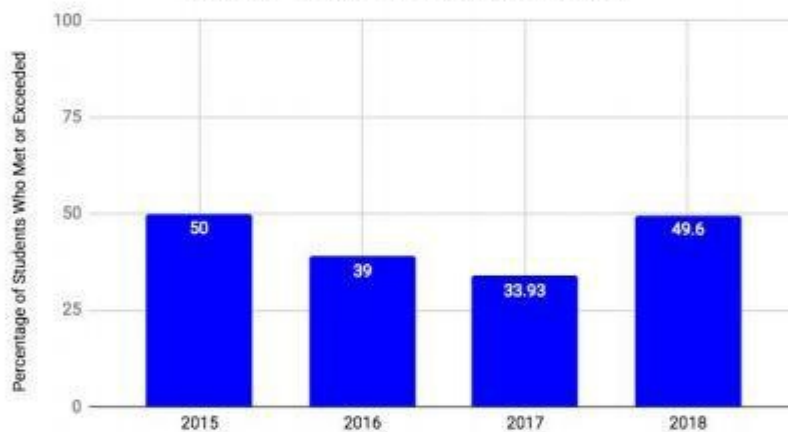
The parent survey indicated the parents feel the school provides a safe and secure environment. The small student population at the high school allows individualized attention to ensure student academic success.

Also, per the LCAP parent survey in the Spring 2019, 100% of parents strongly agreed that the school provides a high quality education for students. Implementation of the state standards and ensuring that all students have access to the standards aligned instructional materials has been and continues to be a priority. We are proud of the work we have achieved this year and will continue to focus our efforts and available resources to provide all of our students access to high quality curriculum and instruction aligned to the state standards.

CAASPP ELA Results - All Students



CAASPP Math Results - All Students



	% Met/Exceeded		
	AFCS (3-8)	SDUS D (3-11)	CA (3-11)
<b>2018 ELA CAASPP</b>			
All Students	38	56	50
Economically Disadvantaged	33	43	38
English Learners (12+ months)	17	14	13
Special Education	17	17	15
Hispanic/Latino	28	41	39
Black/African American	46	37	32
Asian	75	75	76
White	77	77	65

	% Met/Exceeded		
	AFCS (3-8)	SDUSD (3-11)	CA (3-11)
<b>2018 Math CAASPP</b>			
All Students	50	47	39
Economically Disadvantaged	47	15	26
English Learners (12+ mos)	40	16	12
Special Education	54	33	12
Hispanic/Latino	45	31	27
Black/African American	49	27	20
Asian	75	71	74
White	85	69	54

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

## Greatest Needs

In 2018-2019 we continued to invest in professional development for teachers regarding implementation of California Standards aligned with our school assessment. We will continue to do so and are adopting new California Science Standard curriculum for 2019-2020. We also continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels. Per the teacher survey, 34% of teachers stated that they are struggling with classroom management. They suggested to include more social/emotional classroom curriculum to enhance school climate and provide social emotional support to students.

Another area of concern is the chronic absenteeism rate for homeless students whose rates are much higher than other groups. The school provides numerous services for homeless students coordinated by a homeless liaison coordinator. However we still need to continue monitoring and providing support for students who are at risk with regard to school attendance. According our LCAP survey, teachers suggested that we have more incentives and rewards for perfect attendance and continue to communicate with parents to decrease the number of students' absences and tardies.

Referring to the California School Dashboard, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

## Performance Gaps

We will continue our focus to close the gap among our various sub-groups. The socio-economically disadvantage group is the entire student population. Our English Learners predominately consist of Hispanic and African American students. We continue to research, monitor and provide supports to meet the needs of our subgroups while providing academic success for all students. To address the gaps that currently exist among all student subgroups, the AFCS LCAP includes the following actions and services:

- Professional development to improve ELD in content area subjects.
- After school tutoring for students with needing additional support
- Adopt new Science curriculum
- English Learner Support Staff provides additional support for English Language Learners
- Additional support for high school students to meet state standards.

## Comprehensive Support and Improvement

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

### Schools Identified

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

Not applicable



## **Support for Identified Schools**

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

Not applicable

## **Monitoring and Evaluating Effectiveness**

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

Not applicable

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 1

GOAL #1: High-quality environment to provide students with access to: highly qualified teachers; access to Common Core Curriculum & instructional materials; educational technology; in learning environments with facilities that are safe, secure, clean, well-maintained and in good repair

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 1: Basic (Conditions of Learning)  
                              Priority 7: Course Access (Conditions of Learning)

Local Priorities:

## Annual Measurable Outcomes

Expected

### Metric/Indicator

Annual School Accountability Report Card (SARC)

### 18-19

1. 100% of teachers will be appropriately credentialed and assigned.
2. 100% of students will have access to Common Core aligned ELA & Math Curriculum.
3. Ensure facilities are in good repair as documented in annual FIT Report.
4. Student access to technology – Student to Computer ratio: 1:1

### Baseline

1. 100% of teachers will be appropriately credentialed and assigned.
2. 100% of students will have access to Common Core aligned ELA & Math Curriculum.
3. Ensure facilities are in good repair as documented in annual FIT Report.
4. Student access to technology – Student to Computer ratio: 1:1

Actual

1. 100% of teachers were appropriately credentialed and assigned.
2. 100% of students had access to Common Core aligned ELA & Math Curriculum.
3. Facilities are in good repair as documented in annual FIT Report.
4. Student access to technology – Student to Computer ratio is 1:1

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Costs associated with Teacher Quality, Highly Qualified Teacher Authorizations	This action was fully implemented.	Cost associated with Teacher salary 1000-1999: Certificated Personnel Salaries LCFF 1,343,040.00	Cost associated with Teacher salary 1000-1999: Certificated Personnel Salaries LCFF 1,552,740
		Cost associated with benefits 3000-3999: Employee Benefits LCFF 335,010	Cost associated with benefits 3000-3999: Employee Benefits LCFF 530,000

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1. Schoolwide technology needs Infrastructure and Tech training <ul style="list-style-type: none"> <li>• Technology services</li> <li>• Technology equipment</li> </ul>	This action was fully implemented.	Supplemental& Concentration 5800-00 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 67,200.00	Technology Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 73,000
		4000-4999: Books And Supplies Supplemental and Concentration 47,000.00	Technology Equipment 4000-4999: Books And Supplies Supplemental and Concentration 90,000
			Technology Equipment 4000-4999: Books And Supplies Title IV 12,315

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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1. Costs for purchasing the following curriculum:
- Carnegie Math grades 9-11
  - Eureka math grades K-8
  - ELA – Making Meaning – Being a Writer Program
  - ELA - Being a Reader Program grades K-2
  - Engage NewYork grades 7-8
  - 100 People: Global Issues Through our Lens grades 7-8
  - McGraw Hill - Social Studies for grades 7-11
  - McGraw Hill - ELA for grades 3-6
  - Social Studies and Science for grades K-11
  - Spanish workbooks for grades 9-11

2. Costs for purchasing the following computer-based curriculum:
- Achieve3000 for grades 9-11
  - Illuminate Benchmark Assessments for grades K-11
  - TrackMyProgress for grades K-8
  - Project Lead The Way grades K-11
  - Raz-Kids Plus grades K-8

This action was implemented by purchasing all of the curriculum to provide resources to all students.

4000-4999: Books And Supplies LCFF 135,893.00

4000-4999: Books And Supplies Supplemental and Concentration 135,893.00

1. Costs for purchasing the curriculum 4000-4999: Books And Supplies LCFF 68,500

2. Costs for purchasing the computer-based curriculum: 4000-4999: Books And Supplies LCFF 30,000

**Action 4**

Planned

Actual

Budgeted

Estimated Actual

**Actions/Services**

Hire Single-Subject Teacher for Single Subject classes for grades 7-11 The cost for elective classes for grades 7-11.

**Actions/Services**

We did not hire any new single-subject teachers this year since we do not have any new elective classes for grades 7-11.

**Expenditures**

See Goal 1 Action 1

**Expenditures**

Did not implement

**Action 5**

**Planned  
Actions/Services**

1. Facility for high school site  
2. Maintain safe school environment - security and cameras at high school site

**Actual  
Actions/Services**

This action was fully implemented to maintain safe school environment for our students and staff.

**Budgeted  
Expenditures**

SB740 5000-5999: Services And Other Operating Expenditures Other 151,200.00

5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 15,000.00

**Estimated Actual  
Expenditures**

1. Facility for high school site 5000-5999: Services And Other Operating Expenditures LCFF 128,440

1. Facility for high school site from SB740 fund 5000-5999: Services And Other Operating Expenditures Other 60,000

2. Maintain safe school environment at high school site such as fire alarm and security alarm 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000

**Action 6**

**Planned  
Actions/Services**

Engineering software (Project Lead The Way/STEM) which promotes college and career planning in the middle and high school grades

**Actual  
Actions/Services**

This action was implemented to provide high quality and dynamic instruction for all students in order to promotes college and career planning in the middle and high school grades.

**Budgeted  
Expenditures**

4000-4999: Books And Supplies Supplemental and Concentration 5,000.00

**Estimated Actual  
Expenditures**

Engineering software (Project Lead The Way/STEM). 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 3,000

# 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.

Actions and services for this goal were implemented as planned. We found the need to hire additional special education staff and a literacy coach to support student learning.

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

With the implementation of the new ELA curriculum in grades 3-6, we have seen progress in Track My Progress assessments for ELA.

Teacher trained to teach Project Lead the Way has led to students have expressed an interest in engineering and have visited various establishments to learn about engineering in the real world.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were due to higher staffing costs related to hiring an additional special education teacher, special education support staff, a high school school principal, and a literacy coach for K-8; higher costs for technology due to purchasing iPads for kindergarten, and replacing a greater number of chromebooks than planned; the high school facility remodel cost more than anticipated; and the costs for newly adopted curriculum for K-11 in social studies and ELA in grades 3-6 were less than initially anticipated.

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.

No changes made.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 2

GOAL #2: High-quality staff: Teachers will receive professional development on research-based strategies, CCSS including ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 2: State Standards (Conditions of Learning)  
                               Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

Actual

**Metric/Indicator**  
 Reclassified Rate

**18-19**

All

- 100% of teachers will have received Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS
- Increase English Proficiency of continuously enrolled ELL's by 5% annually
- Increase Reclassification Rates of ELL's from 7% to 15% by 2018-19

**Baseline**  
 10%

100% of teachers received Professional Development on CCSS ELA/ELD Frameworks, Math & NGSS  
 The English proficiency of continuously enrolled ELs for 2018-2019 is 5%  
 The reclassification rates of ELs for 2018-2019 is 11.8%

## Actions / Services

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Provide 26 full-time teachers, 1 principals at K-8 site and 1 principal, 1 dean of engineering and 1 dean of international studies and 7 full-time teachers at high school site and 3 SPED Ed Specialists and 1 Psychologist with 1-week summer boot camp Professional Development.</p> <p>2. Provide Professional Development for all teachers 2-3 times per month on the following:</p> <ul style="list-style-type: none"> <li>• ELA/ELD &amp; Data</li> <li>• Math &amp; Data</li> <li>• Razkids Plus Learning A-Z</li> <li>• Illuminate SIS Data Management System</li> <li>• Being A Writer Program-SD Writing project</li> <li>• Rigby, Fountas &amp; Pinnell Reading Assessments</li> <li>• Teacher Observation Template</li> <li>• “New teacher” Support Professional Development</li> <li>• Science, Social Studies, and Spanish</li> </ul> <p>3. Cost of Leadership team to attend CCSA conference and NCUST (National Center for Urban School Transformation).</p>	<p>This action was not fully implemented. We did not have any members from the Leadership Team to attend CCSA conference and National Center for Urban School Transformation (NCUST).</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 57,000.00</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 14,250.00</p>	<p>1. AFCS provided 20 full-time teachers and one principal at K-8 site and one principal, one dean of engineering and one dean of international studies and seven full-time teachers at high school site and three education specialists and one psychologist with one-week summer boot camp professional development. 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 57,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 14,250</p> <p>2. AFCS provided profession development for all teachers 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 19,000</p>



## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Provide K-11 teachers with “release time” to review student achievement data in collaboration with ELA/Literacy and Math Coaches. High school teachers will have additional "release time" based on the master calendar. The cost to provide PE teachers to relieve teachers during “release time.”</p> <p>2. Teachers will conduct peer observations with Literacy and Math Coaches.</p> <p>3. Literacy &amp; Math Coaches will conduct classroom observations with the Principals and provide immediate feedback to teachers.</p>	<p>All actions were implemented in supporting teachers through out the school year.</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 56,650</p> <p>2. See Goal 1 Action 1</p> <p>3. See Goal 1 Action 1</p>	<p>1. Cost to provide PE teachers to relieve teachers during "release time" 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 45,000</p> <p>2. See Goal 1 Action 1</p> <p>3. See Goal 1 Action 1</p>

## Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. ELLs will receive at least 30 minutes of ELD instruction daily through small group instruction and/or pullouts.</p> <p>2. ELLs (Level 1 &amp; 2) will receive an additional 30 minutes of ELD instruction, 2-3 days per week in small group homogeneous instruction by the EL support staff.</p> <p>3. Implement Being a Writer ELL Curriculum for Grades K-6 and Engage New York for grades 7-11, Raz-kids Plus Learning A-Z for</p>	<p>All actions were fully implemented. However, we hired a resource teacher to support EL students through a program called SIPPS.</p>	<p>1000-1999: Certificated Personnel Salaries Title I 108,000.00</p> <p>3000-3999: Employee Benefits Title I 36,000.00</p> <p>2000-2999: Classified Personnel Salaries Title III 4,000.00</p>	<p>Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries Title I 123,000</p> <p>Employee Benefits 3000-3999: Employee Benefits Title I 30,000</p> <p>Cost to hire a resource teacher 1000-1999: Certificated Personnel Salaries Title III 18,000</p> <p>Cost to pay for classified staff to support ELs 2000-2999:</p>

grades K-8 and Achieve3000 for grades 9-11.  
 4. ELAC Meetings will take place at least 4 times/year.  
 5. Costs to hire a counselor to provide parent supports for ELAC/Parent meetings and counseling for all students.  
 6. Provide Instruction to support structured language development, and effective program to identify, assess, support and serve English Language Learners and their families.  
 7. Costs for McGraw Hill Language Arts Program 3-6

4000-4999: Books And Supplies Supplemental and Concentration 1,000.00  
  
 5&6 See Goal 1 Action 1 4000-4999: Books And Supplies Supplemental and Concentration 1,000.00

Classified Personnel Salaries Title III 5,287  
  
 3. Implemented Curriculum to support ELs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1,000  
  
 5&6 See Goal 1 Action 1  
  
 7. Costs for McGraw Hill Language Arts Programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 5,000

**Action 4**

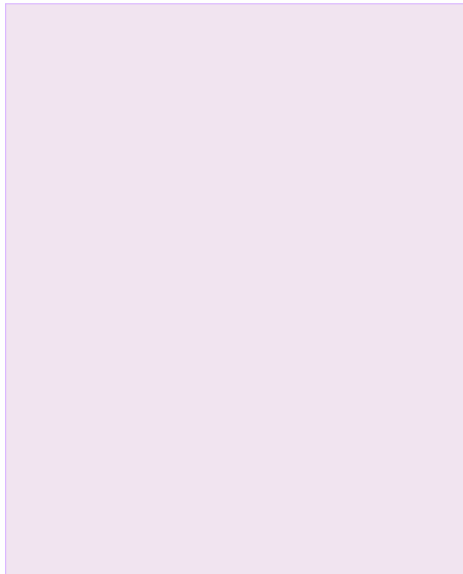
**Planned Actions/Services**  
 1. Provide ongoing Professional Development on Next Generation Science Standards (NGSS).  
 2. Adopt Project Lead The Way Curriculum for all students grades 7-11  
 3. Provide “hands-on” Science Curriculum for Science experiments (Grades K-8).  
 4. Provide after school field trips for students in Grades 3-8, to the Elementary Science Institute once per week, and to UCSD and Malcome X library. Costs associated with transportation of students to/from Science Institute.

**Actual Actions/Services**  
 The actions were implemented except that we did not provide after school field trips for students in grades 3-8 and do subscription for Scholastic Science Magazine. We also participated in Asia Society for Global Education program.

**Budgeted Expenditures**  
 1. See Goal 1 Action 1  
  
 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 70,000.00  
  
 3000-3999: Employee Benefits Supplemental and Concentration 19,861.00  
  
 5800: Professional/Consulting Services And Operating Expenditures After School

**Estimated Actual Expenditures**  
 1. See Goal 1 Action 1  
  
 2 & 3. Implemented Project Lead the Way by certificated staff 1000-1999: Certificated Personnel Salaries Supplemental and Concentration 70,000  
  
 Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 19,861  
  
 Did not implement

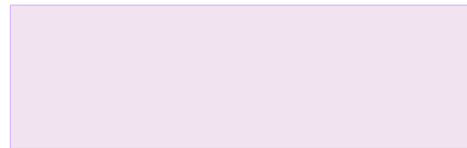
5. Subscription costs for Scholastic Science Magazine (weekly subscription) to align content/curriculum with NGSS; and provide ‘real-world” authentic learning experiences.  
 6. Membership to Professional Organization to enhance employee's performance: Charter School Association and National Center for Urban School Transformation (NCUST)



Education and Safety (ASES)  
 10,000.00

4000-4999: Books And Supplies Supplemental and Concentration  
 3,000.00

5800: Professional/Consulting Services And Operating Expenditures Title II  
 10,000.00



Did not implement

6. NCUST membership 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration  
 12,315

7. Asia Society 5800: Professional/Consulting Services And Operating Expenditures Title II  
 20,175

## 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 services were generally implemented. We did not have any members from the Leadership Team to attend CCSA conference and National Center for Urban School Transformation (NCUST).

An additional action we provided was providing training through the Asia Society for Global Education for high school teachers. The teachers also visited schools utilizing this program.

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

All teachers received strategies at professional development meetings to enhance their knowledge how they can improve the language development of EL, implementing CCSS for math and ELA, the ELA/ELD frameworks, and NGSS.

The English proficiency of continuously enrolled ELs for 2018-2019 is 5% and the reclassification Rates of ELs for 2018-2019 is 11.8%.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to participation in Asia Society for Global Education program.

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.

The only change made was providing training through the Asia Society for Global Education for high school teachers.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 3

GOAL #3: Aligned resources: Develop an infrastructure for ongoing analysis of student achievement & performance data to ensure efficacy of program services and maximized use of resources.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

SBAC results

**18-19**

1. Establish growth targets for Benchmark Assessments in ELA/Math - increase of 1 level
2. Establish growth targets for SBAC in ELA & Math - increase 5%

**Baseline**

1% growth

Actual

Statewide assessments for all students, including significant student groups:  
ELA/Literacy = TBD in Fall 2019  
Mathematics = TBD in Fall 2019

Expected

Actual

	% Met/Exceeded
<b>2018 ELA CAASPP</b>	<b>AFCS (3-8)</b>
All Students	38
Economically Disadvantaged	33
English Learners (12+ months)	17
Special Education	17
Hispanic/Latino	28
Black/African American	46
Asian	75
White	77
	% Met/Exceeded
<b>2018 Math CAASPP</b>	<b>AFCS (3-8)</b>
All Students	50
Economically Disadvantaged	47
English Learners (12+ months)	40
Special Education	54
Hispanic/Latino	45
Black/African American	49
Asian	75
White	85

**Actions / Services**

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

## Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Costs associated with implementation and administering benchmark assessments in ELA &amp; Math</p> <ul style="list-style-type: none"> <li>• Track My Progress (Grades K-8): 4 times/year.</li> <li>• Eureka Math Modules Interim Assessments (Grades K-8: 5-7 times/year</li> <li>• Reading Assessment – Fountas &amp; Pinnell (Grades K-8): 3 times/year</li> <li>• Performance Tasks ELA (Grades 3-10): 3 times/year - Teachers will score Performance Tasks with their grade team partners.</li> <li>• Illuminate CC aligned assessments grades 7-11</li> <li>• Administer NGSS Benchmark assessments</li> </ul> <p>2. Costs for implementing &amp; administering web-based Reading Program.</p> <p>3. Costs for Math Whizz web-based program.</p> <p>4. Costs for Track My Progress web-based program.</p>	<p>All actions were fully implemented.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 20,900</p> <p>2-4.See above action #1</p> <p>5-7 4000-4999: Books And Supplies Supplemental and Concentration 20,900</p>	<p>1. Costs associated implementation and administering school assessments. 4000-4999: Books And Supplies Supplemental and Concentration 16,000</p> <p>2-4.See above action #1</p> <p>5-7 4000-4999: Books And Supplies Supplemental and Concentration 31,000</p>

- 5. Costs for Carnegie Math program grades 9-11
- 6. Costs for Achieve3000 grades 9-11
- 7. Costs for Fuel Education - Online Education for grades 9-11



## Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Provide academic enrichment for students who struggle academically for 1 hour two times per week.</p> <p>2. Costs associated with after-school targeted academic tutoring program for at-risk, and/or students struggling academically, including instructional assistants (tutors).</p> <p>3. Costs associated with providing before school tutoring and running club.</p> <p>4. Provide credit recovery assistance and tutoring for grades 9-11 daily.</p>	<p>All actions were fully implemented.</p>	<p>1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 50,000</p> <p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 22,000</p> <p>3000-3999: Employee Benefits Supplemental and Concentration 5,340</p>	<p>1&amp;2. Cost to provide academic enrichment 1000-1999: Certificated Personnel Salaries After School Education and Safety (ASES) 65,000</p> <p>3 &amp; 4. Cost associated with providing before school reading and running club at K-8 and after school tutoring for grades 9-11. 2000-2999: Classified Personnel Salaries Supplemental and Concentration 20,000</p> <p>Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 5,340</p>

## Action 3

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures



1. Costs associated with strengthening SPED Program, ensuring Students with Disabilities meet or exceed annual IEP Goals.

2. Costs for SPED Services:
- Program Specialists (3)
  - Counselor/Psychologist for K-11
  - Speech Therapist
  - Occupational Therapist

All actions were fully implemented. The SPED services were provided by certificated staff and consultants.

1000-1999: Certificated Personnel Salaries Special Education 252,000

2000-2999: Classified Personnel Salaries Special Education 124,630

5800: Professional/Consulting Services And Operating Expenditures Special Education 110,000

3000-3999: Employee Benefits Special Education 75,326

1. Certificated Personnel Salaries 1000-1999: Certificated Personnel Salaries Special Education 220,000

Classified Personnel Salaries 2000-2999: Classified Personnel Salaries Special Education 170,000

2. SPED Services from consultants 5800: Professional/Consulting Services And Operating Expenditures Special Education 100,000

Employee Benefits 3000-3999: Employee Benefits Special Education 76,000

#### Action 4

##### Planned Actions/Services

Costs associated with strengthening (Student Study Team) SST Process including development of Individualized Learning Plans (ILP).

##### Actual Actions/Services

Action was fully implemented.

##### Budgeted Expenditures

See Goal 1 Action 1

##### Estimated Actual Expenditures

See Goal 1 Action 1

#### Action 5

##### Planned Actions/Services

Costs for staff development time to review data and assess what has worked to ensure maximized use of resources.

##### Actual Actions/Services

Action was fully implemented.

##### Budgeted Expenditures

4000-4999: Books And Supplies Supplemental and Concentration 5,000

##### Estimated Actual Expenditures

No Cost

# 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 services for this goal were fully implemented.

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

Our school psychologist implemented an effective student study team process, which includes closely monitoring and proactively following up with students regarding behavior and educational concerns.

Our internal benchmark assessments through Track My Progress allow staff to analyze data and closely monitor student learning, adjusting instruction. This data indicates that our students are making growth over time.

All grades for all subjects are input into Illuminate, utilizing a 1-4 scoring and color system that allow staff to analyze data.

### Track My Progress Benchmark Assessment Results - Math

Grade	Fall (2017)		Winter (2018)		Spring (2018)		Fall (2018)		Winter (2019)		Spring (2019)	
	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile
Grade K	35	50	34	52	35	59	-	-	47	66	48	75
Grade 1	35	57	36	67	37	68	35	48	36	62	35	70
Grade 2	36	42	36	49	37	55	40	48	41	50	43	59
Grade 3	33	43	33	53	34	55	41	47	45	55	45	66
Grade 4	31	36	31	40	32	47	42	41	45	49	45	71
Grade 5	31	41	32	49	32	68	43	39	42	60	42	71
Grade 6	32	31	35	36	34	47	40	38	41	48	41	60
Grade 7	39	32	42	41	42	66	41	32	43	58	42	69
Grade 8	-	-	-	-	-	-	49	32	49	70	49	75

### Track My Progress Benchmark Assessment Results - ELA

Grade	Fall (2017)		Winter (2018)		Spring (2018)		Fall (2018)		Winter (2019)		Spring (2019)	
	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile	Tested	Percentile
Grade K	35	59	34	59	35	60	-	-	47	61	48	74
Grade 1	34	52	36	62	37	62	35	52	36	57	33	65
Grade 2	36	39	36	45	37	60	41	44	41	51	41	60
Grade 3	33	46	33	49	34	51	41	46	45	53	46	52
Grade 4	28	33	31	37	32	42	42	42	45	44	45	55
Grade 5	30	31	32	31	31	36	42	30	42	43	41	46
Grade 6	34	30	35	27	34	39	40	36	41	40	41	55
Grade 7	38	31	42	32	42	47	41	30	43	37	42	57
Grade 8	-	-	-	-	-	-	49	33	48	40	47	53

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were primarily due to hiring an additional special education teacher, special education support staff, and increased time for an occupational therapist.

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.

No changes were made to this goal.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 4

GOAL #4: Community and family support: Increase resources and services to students, staff and parents to provide a sense of safety, school connectedness, and increased student motivation.

State and/or Local Priorities addressed by this goal:

State Priorities:     Priority 3: Parental Involvement (Engagement)  
                              Priority 5: Pupil Engagement (Engagement)

Local Priorities:

## Annual Measurable Outcomes

Expected

**Metric/Indicator**

Chronic Absenteeism  
Attendance Rate  
Suspension Rate  
Expulsions  
Dropout Rate

Actual

1. Parents participated in school wide events.
2. Parents participated in decision-making input in ELAC/Parent meetings and School Site Council (SSC) meetings.
3. 2018-2019 ADA rate was 94%
4. The chronic absenteeism rates was 1.8%
5. The suspension rate was 1.1%
6. The expulsion rate was 0%
7. MS Dropout rate was 0%
8. Course Access – 100% of students were enrolled in physical education for grades K-11

Expected

**18-19**

1. Parent Participation in school wide events.
2. Parent participation in decision-making input in ELAC/Parent meetings and School Site Council (SSC) meetings.
3. Increase ADA by 1% by 2018-19
4. Decrease Chronic Absenteeism Rates by 1% annually
5. Maintain Suspension Rates below 2%
6. Maintain expulsion rate below 1%
7. Maintain MS Dropout rate below 1%
8. Course Access – 100% Enrollment in Physical Education for Grades K-11

**Baseline**

- 1%
- 1%
- 2%
- 0
- 0

Actual

**Attendance Rates**

The attendance rate at AFCS is consistently above 93%. The rate was 12.3%, and, although improving, the number of students remains an area of concern.

AFCS Attendance Rates	
2015-2016	93.74%
2016-2017	93.70%
2017-2018	94.61%

2017-2018 Chronic Absenteeism Rate	
America's Finest Charter	12.3%
San Diego Unified	12.4%
San Diego County	11.0%
Statewide	11.1%

**Suspension Rate**

America's Finest Charter Suspension Rate for 2017-2018

2017-2018 Suspension Rate	
America's Finest Charter	1.4%
San Diego Unified	3.5%
San Diego County	2.8%
Statewide	3.5%

## Actions / Services

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

### Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Costs associated with hosting school wide events annually for families.</p> <ul style="list-style-type: none"> <li>• Math Night</li> <li>• Literacy Night</li> <li>• International Day</li> <li>• Science Night/Ruben H. Fleet Science Center</li> <li>• Gala</li> <li>• Understanding Common Core State Standards</li> <li>• Understanding CCSS assessments</li> <li>• How to Support Your Child Academically</li> <li>• High school Recognition Assemblies</li> <li>• Sports Events</li> <li>• Open House</li> <li>• College Nights</li> </ul>	<p>This action was mostly implemented except for the literacy night.</p>	<p>4000-4999: Books And Supplies Supplemental and Concentration 7,700.00</p>	<p>1. 4000-4999: Books And Supplies Supplemental and Concentration 3,200</p>

### Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Costs for onsite translator and for translation services of all correspondences sent to families</p> <p>2. Costs for administering annual parent and student surveys.</p>	<p>This action was partially implemented. However, we only have one parent liaison to assist with planning workshops and parent outreach rather than two.</p>	<p>2000-2999: Classified Personnel Salaries Supplemental and Concentration 10,000</p>	<p>1&amp;2. Cost for onsite translator and translation services 2000-2999: Classified Personnel Salaries Title III 5,250</p>

- 3. Costs for two part-time parent liaisons and a part-time counselor to assist with planning workshops, and parent outreach.
- 4. Costs for counseling services for foster students and parents.

3000-3999: Employee Benefits Supplemental and Concentration 2,000

Employee Benefits 3000-3999: Employee Benefits Supplemental and Concentration 2,500

4. See Goal 1 Action 1

3. Cost for one part-time parent liaison 2000-2999: Classified Personnel Salaries Title I 12,000

4. See Goal 1 Action 1

### Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1. Costs for 6th grade Camp, 8th Grade trip and high school with field trips to colleges &amp; universities, museums and library.</p>	<p>All actions were fully implemented.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 38,553.00</p>	<p>1. 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 24,023.63</p>
<p>2. Costs associated with American Stars Assemblies for student recognition for academic improvement and/or behavior and costs for incentives for students with high performance in assessments and computer-based programs to motivate students.</p> <ul style="list-style-type: none"> <li>• Awards for Most Improved Students in Razkids Plus</li> <li>• Awards for Most Improved Students in Math- Whizz</li> <li>• Implementing Reading Challenge for students who read a set amount of books over the Winter/Spring Breaks</li> <li>• Academic Assemblies/Award</li> </ul>		<p>4000-4999: Books And Supplies Supplemental and Concentration 9,000.00</p>	<p>2. 4000-4999: Books And Supplies Supplemental and Concentration 5,000</p>



National Honor Roll Society

- Leadership Awards

**Action 4**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Costs for providing bus passes and school bus transportation for student to ensure daily attendance, decrease truancy rates and ensure students arrive to school safe and on time.	This action was fully implemented.	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 15,000.00	Cost for providing bus passes and transportation 5000-5999: Services And Other Operating Expenditures Supplemental and Concentration 17,500

**Action 5**

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Costs for providing school uniforms.	This action was fully implemented	4000-4999: Books And Supplies Supplemental and Concentration 10,350.00	Expenditure including school uniforms for students needed 4000-4999: Books And Supplies Supplemental and Concentration 9,000

**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.

While we had planned on having two parent liaisons, we determined that we only needed one person in this role. Otherwise, AFCS implemented all planned actions and services.

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

There has been an increase in parent participation in school wide events and decision-making input in ELAC/Parent meetings and School Site Council (SSC) meetings. Use of students independent study contracts for students with known absences of three or more days has improved student attendance. Administration closely monitors students who are chronically tardy or absent and meet with parents to make a plan for improving student attendance.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Transportation costs slightly increased due to transporting more students to the high school and to PE at the YMCA. We provided more bus passes for high school students than initially planned.

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

There were a few changes to this goal. AFCS added a parent group called Friends of AFCS to assist with school events. We added soccer and basketball teams to the after school program, which increased parent involvement. AFCS has added monthly recognition assemblies for high school students in academics and citizenship.

# Annual Update

LCAP Year Reviewed: **2018-19**

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

## Goal 5

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

### 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: 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?

America's Finest Charter School informed its stakeholder about LCFF/LCAP using numerous modes of communication: Director's meeting with parents/community, school wide events, ELAC meetings, classroom presentations, monthly newsletters, correspondences sent home, and the school's website. LCAP Surveys were conducted for all stakeholders (staff, parents, students and community) to gather input and feedback.

On November 5-9, 2018, AFCS hosted teacher-parent conferences with parents to discuss student assessment results with parents/guardians. For students not performing at grade level, academic interventions were presented to parents and are provided to students.

On May 1, 2019, a letter to parents/guardians were mailed home with a URL to the LCAP survey.

On May 9, 2019, a meeting was held for parents to discuss LCAP regarding progress of our school's LCAP goals, in addition to input and suggestions made by parents, the parent liaison and executive director also went over the instructions for how to take the LCAP survey. The parents took the survey after the meeting.

On May 8th and 9th, meetings were held for certificated staff where goals from the LCAP were shared and discussed. Staff offered suggestions for revisions. Staff took the survey after the meeting.

On May 16, 2019, the board reviewed the draft LCAP.

On June 19, 2019, the board reviewed and approved the 2019-2020 LCAP.

## Impact on LCAP and Annual Update

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

Stakeholder involvement has been continuously supported through parent conferences, meetings, surveys, and school wide events. AFCS provided bus passes and uniforms to low-income students. The involvement of these stakeholders has supported improved outcomes for students including our unduplicated count students. Survey data from parents, students and staff all indicated that professional development for teachers is important in order to improve the quality of instruction and strategies used in the classroom that will support our students' learning. Also the use of technology and multi-media both by teachers during instruction, and by students is essential for students' education. The feedback from surveys and open-ended questions for improvement stated that the need to increase communication between parents, school, and students. Our school messenger system and emailing high school students has helps reducing absenteeism and helps students stay engaged and motivated to attend school regularly.

The following changes will take place for the 2019-20 school year:

- AFCS will ensure that there are cleaner bathrooms for our students
- AFCS will continue outreach to families, inviting them to participate in Friends of AFCS

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

GOAL #1: High-quality environment to provide students with access to: highly qualified teachers; access to Common Core curriculum & instructional materials; educational technology; in learning environments with facilities that are safe, secure, clean, well-maintained and in good repair.

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

State Priorities: Priority 1: Basic (Conditions of Learning)  
Priority 7: Course Access (Conditions of Learning)

Local Priorities:

### Identified Need:

- Credentialed teachers
- Student Access to CC aligned curriculum
- Facilities are maintained and in good repair

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual School Accountability Report Card (SARC)	1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum.	1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum.	1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum.	1. 100% of teachers will be appropriately credentialed and assigned. 2. 100% of students will have access to Common Core aligned ELA & Math Curriculum.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	3. Ensure facilities are in good repair as documented in annual FIT Report. 4. Student access to technology – Student to Computer ratio: 1:1	3. Ensure facilities are in good repair as documented in annual FIT Report. 4. Student access to technology – Student to Computer ratio: 1:1	3. Ensure facilities are in good repair as documented in annual FIT Report. 4. Student access to technology – Student to Computer ratio: 1:1	3. Ensure facilities are in good repair as documented in annual FIT Report. 4. Maintain student access to technology with a student to computer ratio of 1:1

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services



Costs associated with Teacher Quality, Highly Qualified Teacher Authorizations.

Costs associated with Teacher Quality, Highly Qualified Teacher Authorizations

Costs associated with Teacher Quality, Highly Qualified Teacher Authorizations

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	1,436,000	1,343,040	1,600,000
Source	LCFF	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Cost associated with Teacher salary	1000-1999: Certificated Personnel Salaries Cost associated with Teacher salary	1000-1999: Certificated Personnel Salaries Cost associated with Teacher salary
Amount	275,000	335,010	525,000
Source	Supplemental and Concentration	LCFF	LCFF
Budget Reference	1000-1999: Certificated Personnel Salaries Cost associated with Teacher salary	3000-3999: Employee Benefits Cost associated with benefits	3000-3999: Employee Benefits Cost associated with benefits

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Unchanged Action	Unchanged Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Schoolwide technology needs Infrastructure and Tech training <ul style="list-style-type: none"> <li>• Technology services</li> <li>• Technology equipment</li> </ul>	1. Schoolwide technology needs Infrastructure and Tech training <ul style="list-style-type: none"> <li>• Technology services</li> <li>• Technology equipment</li> </ul>	1. Schoolwide technology needs Infrastructure and Tech training <ul style="list-style-type: none"> <li>• Technology services</li> <li>• Technology equipment</li> </ul>

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	45,000	67,200	75,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Supplemental& Concentration 5800-00	5800: Professional/Consulting Services And Operating Expenditures Supplemental& Concentration 5800-00	5800: Professional/Consulting Services And Operating Expenditures Supplemental& Concentration 5800-00
Amount	99,466	47,000	42,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 3**

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

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

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

Costs for purchasing the following curriculum:

- Carnegie Math grades 9-10
- Eureka math grades K-8
- Raz Plus grades K-8
- ELA – Making Meaning – Being a Writer Program
- ELA - Being a Reader Program grades K-2
- Engage NewYork grades 7-8
- Project Lead The Way grades K-10
- 100 People: Global Issues Through our Lens grades 7-8
- Social Studies and Science for grades 9-10
- Spanish for grades 9-10

**2018-19 Actions/Services**

1. Costs for purchasing the following curriculum:

- Carnegie Math grades 9-11
- Eureka math grades K-8
- ELA – Making Meaning – Being a Writer Program
- ELA - Being a Reader Program grades K-2
- Engage NewYork grades 7-8
- 100 People: Global Issues Through our Lens grades 7-8
- McGraw Hill - Social Studies for grades 7-11
- McGraw Hill - ELA for grades 3-6
- Social Studies and Science for grades K-11
- Spanish workbooks for grades 9-11

2. Costs for purchasing the following computer-based curriculum:

- Achieve3000 for grades 9-11
- Illuminate Benchmark Assessments for grades K-11
- TrackMyProgress for grades K-8

**2019-20 Actions/Services**

1. Costs for purchasing the following curriculum:

- Carnegie Math grades 9-12
- Eureka math grades K-8
- ELA – Making Meaning – Being a Writer Program
- ELA - Being a Reader Program grades K-2
- Engage NewYork grades 7-8

7-8

- McGraw Hill - Social Studies for grades 7-12
- McGraw Hill - ELA for grades 3-6
- Science for grades K-12
- Studies Weekly K-6
- Spanish workbooks for grades 9-12

2. Costs for purchasing the following computer-based curriculum:

- Achieve3000 for grades 9-12
- Illuminate Benchmark Assessments for grades K-12
- TrackMyProgress for grades K-8

- Project Lead The Way grades K-11
- Raz-Kids Plus grades K-8

- Project Lead The Way grades K-12
- Raz-Kids Plus grades K-8
- Edgenuity for grades 9-12

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	47,120	135,893	120,000
Source	Title I	LCFF	LCFF
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	76,236	135,893	135,893
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

### Action 4

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

#### Students to be Served:

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

All

#### Location(s):

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

All Schools

OR

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

#### Students to be Served:

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

[Add Students to be Served selection here]

#### Scope of Services:

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

[Add Scope of Services selection here]

#### Location(s):

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

[Add Location(s) selection here]

### Actions/Services

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

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

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

Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Hire Single-Subject Teacher for Single Subject classes for grades 7-10. The cost for elective classes for grades 7-10.	Hire Single-Subject Teacher for Single Subject classes for grades 7-11. The cost for elective classes for grades 7-11.	Hire single-subject teacher for single subject classes for grades 7-12. The cost for elective classes for grades 7-12.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget Reference	See Goal 1 Action 1	See Goal 1 Action 1	See Goal 1 Action 1

**Action 5**

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

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

**OR**

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

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

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
1. Facility for high school site 2. Maintain school environment	1. Facility for high school site 2. Maintain safe school environment - security and cameras at high school site	1. Maintain safe school environment - security at high school site

- Shade on playground

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	290,429	151,200	110,000
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures SB740	5000-5999: Services And Other Operating Expenditures SB740	5000-5999: Services And Other Operating Expenditures SB740
Amount		15,000	206,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

**Action 6**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

New Action	Modified Action	Unchanged Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Engineering software (Project Lead The Way/STEM) which promotes college and career planning in the middle and high school grades	Engineering software (Project Lead The Way/STEM) which promotes college and career planning in the middle and high school grades	Engineering software (Project Lead The Way/STEM) which promotes college and career planning in the middle and high school grades

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	5,000.00	5,000.00	5,000.00
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 2

GOAL #2: High-quality staff: Teachers will receive professional development on research-based strategies, CCSS including ELA & ELD frameworks to improve EL attainment of English proficiency while mastering content.

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

State Priorities: Priority 2: State Standards (Conditions of Learning)  
Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

- Provide Professional Development on CCSS ELA/ELD Frameworks
- Increase supports for ELL's

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Reclassified Rate	10%	All <ul style="list-style-type: none"> <li>• 100% of teachers will have received Professional Development on CCSS ELA/ELD</li> </ul>	All <ul style="list-style-type: none"> <li>• 100% of teachers will have received Professional Development on CCSS ELA/ELD</li> </ul>	All <ul style="list-style-type: none"> <li>• 100% of teachers will have received professional development on CCSS ELA/ELD</li> </ul>



Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		Frameworks, Math & NGSS <ul style="list-style-type: none"> <li>• Increase English Proficiency of continuously enrolled ELL's by 5% annually</li> <li>• Increase Reclassification Rates of ELL's in Early Advanced/Advanced from 7% to 15% by 2017-18</li> </ul>	Frameworks, Math & NGSS <ul style="list-style-type: none"> <li>• Increase English Proficiency of continuously enrolled ELL's by 5% annually</li> <li>• Increase Reclassification Rates of ELL's from 7% to 15% by 2018-19</li> </ul>	Frameworks, Math & NGSS <ul style="list-style-type: none"> <li>• Increase English proficiency of continuously enrolled ELs by 5% annually</li> <li>• Increase reclassification rates of ELs from 7% to 15% by 2019-20</li> </ul>

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

### 2017-18 Actions/Services

1. Provide 23 full-time teachers, 2 co-principals at K-8 site and 1 principal, 2 deans of students, and 6 full-time teachers at high school site (engineering and international studies) and 3 SPED Ed Specialists with 1-week summer boot camp Professional Development for K-8 site and 2-week summer boot camp for high school site.
2. Provide Professional Development for all teachers 2-3 times per month on the following:
  - ELA/ELD & Data
  - Math & Data
  - Razkids Plus
  - Illuminate SIS Data Management System
  - Being A Writer Program-SD Writing project
  - Rigby, Fountas & Pinnell Reading Assessments
  - Teacher Observation Template
  - “New teacher” Support Professional Development
  - Science, Social Studies, and Spanish

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

Modified Action

### 2018-19 Actions/Services

1. Provide 26 full-time teachers, 1 principals at K-8 site and 1 principal, 1 dean of engineering and 1 dean of international studies and 7 full-time teachers at high school site and 3 SPED Ed Specialists and 1 Psychologist with 1-week summer boot camp Professional Development.
2. Provide Professional Development for all teachers 2-3 times per month on the following:
  - ELA/ELD & Data
  - Math & Data
  - Razkids Plus Learning A-Z
  - Illuminate SIS Data Management System
  - Being A Writer Program-SD Writing project
  - Rigby, Fountas & Pinnell Reading Assessments
  - Teacher Observation Template
  - “New teacher” Support Professional Development
  - Science, Social Studies, and Spanish
3. Cost of Leadership team to attend CCSA conference and NCUST (National Center for Urban School Transformation).

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

Modified Action

### 2019-20 Actions/Services

1. Provide 27 full-time teachers and one principal at K-8 site; and one principal, one dean of engineering, one dean of international studies, 7 full-time teachers at high school site; and three education specialists and one psychologist with one-week summer boot camp professional development.
2. Provide professional development for all teachers 2-3 times per month on the following:
  - ELA/ELD & Data
  - Math & Data
  - Razkids Plus Learning A-Z
  - Illuminate SIS Data Management System
  - Being A Writer Program-SD Writing project
  - Rigby, Fountas & Pinnell Reading Assessments
  - Teacher Observation Template
  - “New teacher” Support Professional Development
  - Science, Social Studies, and Spanish
3. Cost of Leadership team to attend CCSA conference and other leadership capacity building opportunities.

3. Cost of Leadership team to attend CCSA conference and NCUST (National Center for Urban School Transformation).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	34,548	57,000	57,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		14,250	14,250
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount			
Amount			
Budget Reference			

**Action 2**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Unchanged Action

**2017-18 Actions/Services**

1. Provide K-10 teachers with “release time” twice per month for 3 hours to review student achievement data in collaboration with ELA/Literacy and Math Coaches. High school teachers will have additional "release time" based on the master calendar. The cost to provide PE teachers to relieve teachers during “release time.”
2. Teachers will conduct peer observations with Literacy and Math Coaches.
3. Literacy & Math Coaches will conduct classroom observations with the Principal and provide immediate feedback to teachers.

**2018-19 Actions/Services**

1. Provide K-11 teachers with “release time” to review student achievement data in collaboration with ELA/Literacy and Math Coaches. High school teachers will have additional "release time" based on the master calendar. The cost to provide PE teachers to relieve teachers during “release time.”
2. Teachers will conduct peer observations with Literacy and Math Coaches.
3. Literacy & Math Coaches will conduct classroom observations with the Principals and provide immediate feedback to teachers.

**2019-20 Actions/Services**

1. Provide K-12 teachers with “release time” to review student achievement data in collaboration with ELA/literacy and math coaches. High school teachers will have additional "release time" based on the master calendar. The cost to provide PE teachers to relieve teachers during “release time.”
2. Teachers will conduct peer observations with literacy and math coaches.
3. Literacy & math coaches will conduct classroom observations with the principals and provide immediate feedback to teachers.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	55,000	56,650	45,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Budget Reference	2. See Goal 1 Action 1	2. See Goal 1 Action 1	2. See Goal 1 Action 1
Budget Reference	3. See Goal 1 Action 1	3. See Goal 1 Action 1	3. See Goal 1 Action 1

### Action 3

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

English Learners

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

### Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

1. ELLs will receive at least 30 minutes of ELD instruction daily through small group instruction and/or pullouts.
2. ELLs (Beginning and Early Intermediate Levels) will receive an additional 30 minutes of ELD instruction, 2-3 days per week in small group homogeneous instruction by the EL support staff.
3. Implement Being a Writer ELL Curriculum for Grades K-6 and Engage New York for grades 7-10 and Implement Razkids Plus for ELL's.
4. ELAC Meetings will take place at least 4 times/year.
5. Costs to hire a bilingual counselor to provide parent supports for ELAC/Parent meetings and counseling for all students.
6. Provide Instruction to support structured language development, and effective program to identify, assess, support and serve English Language Learners and their families.

1. ELLs will receive at least 30 minutes of ELD instruction daily through small group instruction and/or pullouts.
2. ELLs (Level 1 & 2) will receive an additional 30 minutes of ELD instruction, 2-3 days per week in small group homogeneous instruction by the EL support staff.
3. Implement Being a Writer ELL Curriculum for Grades K-6 and Engage New York for grades 7-11, Raz-kids Plus Learning A-Z for grades K-8 and Achieve3000 for grades 9-11.
4. ELAC Meetings will take place at least 4 times/year.
5. Costs to hire a counselor to provide parent supports for ELAC/Parent meetings and counseling for all students.
6. Provide Instruction to support structured language development, and effective program to identify, assess, support and serve English Language Learners and their families.
7. Costs for McGraw Hill Language Arts Program 3-6

1. ELs will receive at least 30 minutes of ELD instruction daily through small group instruction and/or pullouts.
2. ELs (Level 1 & 2) will receive an additional 30 minutes of ELD instruction, 2-3 days per week in small group homogeneous instruction by the EL support staff.
3. Continue to implement Being a Writer EL Curriculum for Grades K-6 and Engage New York for grades 7-12, RAZ-kids Plus Learning A-Z for grades K-8 and Achieve3000 for grades 9-12.
4. ELAC Meetings will take place at least 4 times/year.
5. Costs to hire a counselor to provide parent supports for ELAC/Parent meetings and counseling for all students.
6. Provide instruction to support structured language development, and effective program to identify, assess, support and serve English learners and their families.
7. Costs for McGraw Hills Language Arts Programs 3-6
8. Costs for implementing and training teachers in use of SIPP's program for struggling readers in grades 1-8
9. Costs associated with consultants assisting with curriculum implementation

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		108,000	165,000
Source		Title I	Title I
Budget Reference	1 & 2 See Goal 1 Action 1	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount		36,000.00	65,000
Source		Title I	Title I
Budget Reference	3. See Goal 1 Action 2	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		4,000	4,000
Source		Title III	Title III
Budget Reference	3. See above action item 4	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	1000	1,000	1,000
Source	Title III	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount		1,000	1,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5&6 See Goal 1 Action 1	4000-4999: Books And Supplies 5&6 See Goal 1 Action 1	4000-4999: Books And Supplies 5&6 See Goal 1 Action 1

#### Action 4

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

1. Provide ongoing Professional Development on Next Generation Science Standards (NGSS).
2. Adopt Project Lead The Way Curriculum for all students grades K-10
3. Provide “hands-on” Science Curriculum for Science experiments (Grades K-8).
4. Provide after school field trips for students in Grades 3-8, to the Elementary Science Institute once per week. Costs associated with transportation of students to/from Science Institute.
5. Subscription costs for Scholastic Science Magazine (weekly subscription) to align content/curriculum with NGSS; and provide ‘real-world” authentic learning experiences.

2018-19 Actions/Services

1. Provide ongoing Professional Development on Next Generation Science Standards (NGSS).
2. Adopt Project Lead The Way Curriculum for all students grades 7-11
3. Provide “hands-on” Science Curriculum for Science experiments (Grades K-8).
4. Provide after school field trips for students in Grades 3-8, to the Elementary Science Institute once per week, and to UCSD and Malcome X library. Costs associated with transportation of students to/from Science Institute.
5. Subscription costs for Scholastic Science Magazine (weekly subscription) to align content/curriculum with NGSS; and provide ‘real-world” authentic learning experiences.
6. Membership to Professional Organization to enhance employee's performance: Charter School Association and National Center for Urban School Transformation (NCUST)

2019-20 Actions/Services

1. Provide ongoing professional development on Next Generation Science Standards (NGSS).
2. Continue to implement Project Lead The Way Curriculum for all students grades 7-12
3. Adopt science curriculum for science experiments (Grades K-12).
4. Provide after school field trips for students in Grades 3-8, to the Elementary Science Institute once per week, and to UCSD and Malcome X library. Costs associated with transportation of students to/from Science Institute.
5. Subscription costs for Scholastic Science Magazine (weekly subscription) to align content/curriculum with NGSS; and provide ‘real-world” authentic learning experiences.
6. Membership to professional organizations to enhance employees' performance



## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Budget Reference	1. See Goal 1 Action 4	1. See Goal 1 Action 1	1. See Goal 1 Action 4
Amount		70,000	75,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2&3. See Goal 1 Action 3	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries Engineering teacher
Amount	8000	19,861	23,000
Source	After School Education and Safety (ASES)	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Cost for EIS	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount		10,000	10,000
Source		After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount		3,000.00	0.00
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies	4000-4999: Books And Supplies

Amount		10,000	19,000
Source		Title II	Title II
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 3

GOAL #3: Aligned resources: Develop an infrastructure for ongoing analysis of student achievement & performance data to ensure efficacy of program services and maximized use of resources.

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

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

### Identified Need:

- Measure student academic progress through diagnostic, benchmark and state-mandated assessments

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBAC results	1% growth	<ol style="list-style-type: none"> <li>1. Establish growth targets for Benchmark Assessments in ELA/Math</li> <li>2. Establish growth targets for SBAC in ELA &amp; Math</li> <li>3. Establish API Growth Target for 2017</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish growth targets for Benchmark Assessments in ELA/Math - increase of 1 level</li> <li>2. Establish growth targets for SBAC in ELA &amp; Math - increase 5%</li> </ol>	<ol style="list-style-type: none"> <li>1. Establish growth targets for Benchmark Assessments in ELA/Math - increase of 1 level</li> <li>2. Establish growth targets for SBAC in ELA &amp; Math - increase 5% over 2018-2019</li> </ol>

# Planned Actions / Services

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

## Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

### 2017-18 Actions/Services

1. Costs associated with implementation and administering benchmark assessments in ELA & Math

- Track My Progress (Grades K-8): 4 times/year.
- Eureka Math Modules Interim Assessments (Grades K-8: 5-7 times/year
- Reading Assessment – Fountas & Pinnell (Grades K-8): 3 times/year

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

Modified Action

### 2018-19 Actions/Services

1. Costs associated with implementation and administering benchmark assessments in ELA & Math

- Track My Progress (Grades K-8): 4 times/year.
- Eureka Math Modules Interim Assessments (Grades K-8: 5-7 times/year
- Reading Assessment – Fountas & Pinnell (Grades K-8): 3 times/year

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

Modified Action

### 2019-20 Actions/Services

1. Costs associated with implementation and administering benchmark assessments in ELA & Math

- Track My Progress (Grades K-8): 4 times/year.
- Eureka Math Modules Interim Assessments (Grades K-8: 5-7 times/year
- Reading Assessment – Fountas & Pinnell (Grades K-8): 3 times/year

- Performance Tasks ELA (Grades 3-10): 3 times/year - Teachers will score Performance Tasks with their grade team partners.
- Illuminate CC aligned assessments grades 7-10
- Administer NGSS Benchmark assessments

2. Costs for implementing & administering web-based Reading Program.

3. Costs for Math Whizz web-based program.

4. Costs for Track My Progress web-based program.

- Performance Tasks ELA (Grades 3-10): 3 times/year - Teachers will score Performance Tasks with their grade team partners.
- Illuminate CC aligned assessments grades 7-11
- Administer NGSS Benchmark assessments

2. Costs for implementing & administering web-based Reading Program.

3. Costs for Math Whizz web-based program.

4. Costs for Track My Progress web-based program.

5. Costs for Carnegie Math program grades 9-11

6. Costs for Achieve3000 grades 9-11

7. Costs for Fuel Education - Online Education for grades 9-11

- Performance Tasks ELA (Grades 3-12): 3 times/year - Teachers will score Performance Tasks with their grade team partners.
- Illuminate CC aligned assessments grades 7-12
- Administer NGSS Benchmark assessments

2. Costs for implementing & administering web-based Reading Program.

3. Costs for Math Whizz web-based program.

4. Costs for Track My Progress web-based program.

5. Costs for Carnegie Math program grades 9-12

6. Costs for Achieve3000 grades 9-12

7. Costs for Edgenuity for grades 9-12

### Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	16,000	20,900	16,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Budget Reference	2-4.See above action #1	2-4.See above action #1	2-4.See above action #1

Amount		20,900	31,000
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		4000-4999: Books And Supplies 5-7	4000-4999: Books And Supplies 5-7

## Action 2

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

### Students to be Served:

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

All

### Location(s):

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

All Schools

OR

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

### Students to be Served:

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

[Add Students to be Served selection here]

### Scope of Services:

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

[Add Scope of Services selection here]

### Location(s):

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

[Add Location(s) selection here]

## Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

### 2017-18 Actions/Services

1. Provide academic enrichment for students who struggle academically for 1 hour at least two times per week.
2. Costs associated with after-school targeted academic tutoring program for at-risk, and/or students struggling academically, including instructional assistants (tutors).

### 2018-19 Actions/Services

1. Provide academic enrichment for students who struggle academically for 1 hour two times per week.
2. Costs associated with after-school targeted academic tutoring program for at-risk, and/or students struggling academically, including instructional assistants (tutors).

### 2019-20 Actions/Services

1. Provide academic enrichment for students who struggle academically for one hour at least two times per week.
2. Costs associated with after-school targeted academic tutoring program for at-risk, and/or students struggling academically, including instructional assistants (tutors).

3. Costs associated with providing before school tutoring.

3. Costs associated with providing before school tutoring and running club.  
  
4. Provide credit recovery assistance and tutoring for grades 9-11 daily.

3. Costs associated with providing before school tutoring and running club.  
  
4. Provide credit recovery assistance and tutoring for grades 9-12 daily.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	40,000	50,000	65,000
Source	After School Education and Safety (ASES)	After School Education and Safety (ASES)	After School Education and Safety (ASES)
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	10,000	22,000	24,000
Source	Title I	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount		5,340	5,340
Source		Supplemental and Concentration	Supplemental and Concentration
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

**Action 3**

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

**Students to be Served:**

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

All  
Specific Student Groups: Students with Disabilities

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

1. Costs associated with strengthening SPED Program, ensuring Students with Disabilities meet or exceed annual IEP Goals.
2. Costs for SPED Services:
  - Program Specialist
  - Counselors for K-10
  - Speech Therapist
  - Psychologist
  - Occupational Therapist
  - Additional two SPED ED teachers for K-8 and one for high school

**2018-19 Actions/Services**

1. Costs associated with strengthening SPED Program, ensuring Students with Disabilities meet or exceed annual IEP Goals.
2. Costs for SPED Services:
  - Program Specialists (3)
  - Counselor/Psychologist for K-11
  - Speech Therapist
  - Occupational Therapist

**2019-20 Actions/Services**

1. Costs associated with strengthening special education program, ensuring students with disabilities meet or exceed annual IEP Goals.
2. Costs for special education services
  - Program specialists (3)
  - Counselor/psychologist for K-12
  - Speech therapist
  - Occupational therapist
  - Autism support specialist

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	128,000	252,000	258,000
Source	Special Education	Special Education	Special Education
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries



Amount	60,561	124,630	75,000
Source	Special Education	Special Education	Special Education
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	100,000	110,000	110,000
Source	Special Education	Special Education	Special Education
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures
Amount		75,326	86,000
Source		Special Education	Special Education
Budget Reference		3000-3999: Employee Benefits	3000-3999: Employee Benefits

#### Action 4

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

**OR**

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

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

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

Unchanged Action	Unchanged Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Costs associated with strengthening (Student Study Team) SST Process including development of Individualized Learning Plans (ILP).	Costs associated with strengthening (Student Study Team) SST Process including development of Individualized Learning Plans (ILP).	Costs associated with continuing to strengthen SST (Student Study Team) process including development of Individualized Learning Plans (ILP).

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Budget Reference	See Goal 1 Action 1	See Goal 1 Action 1	See Goal 1 Action 1

**Action 5**

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

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

**OR**

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

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

**Actions/Services**

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Modified Action	Modified Action	Modified Action
2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services

<p>1. Costs for assessing program efficacy of academic and behavioral intervention programs</p> <ul style="list-style-type: none"> <li>• Adopt Character Development curriculum</li> </ul> <p>2. Costs for staff development time to review data and assess what has worked to ensure maximized use of resources.</p>	<p>Costs for staff development time to review data and assess what has worked to ensure maximized use of resources.</p>	<p>Costs for staff development time to review data and assess what has worked to ensure maximized use of resources.</p>
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**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	5,000	5,000	0
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Budget Reference	2. See Goal 1 Action 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.

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

Unchanged Goal

## Goal 4

GOAL #4: Community and family support: Increase resources and services to students, staff and parents to provide a sense of safety, school connectedness, and increased student motivation.

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

State Priorities: Priority 3: Parental Involvement (Engagement)  
Priority 5: Pupil Engagement (Engagement)

Local Priorities:

### Identified Need:

- Create a positive school culture
- Provide a safe learning environment conducive to learning
- Increase ADA

### Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Chronic Absenteeism	1%	1. Parent Participation in school wide events. 2. Parent participation in decision-making input in ELAC/Parent meetings. 3. Increase ADA by 1% by 2018-19	1. Parent Participation in school wide events. 2. Parent participation in decision-making input in ELAC/Parent meetings and School Site Council (SSC) meetings.	1. Parent Participation in school wide events. 2. Parent participation in decision-making input in ELAC/Parent meetings and School Site Council (SSC) meetings.
Attendance Rate	1%			
Suspension Rate	2%			
Expulsions	0			
Dropout Rate	0			

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
		4. Decrease Chronic Absenteeism Rates by 1% annually 5. Maintain Suspension Rates below 2% 6. Maintain expulsion rate below 1% 7. Maintain MS Dropout rate below 100% 8. Course Access – 100% Enrollment in Physical Education for Grades K-10	3. Increase ADA by 1% by 2018-19 4. Decrease Chronic Absenteeism Rates by 1% annually 5. Maintain Suspension Rates below 2% 6. Maintain expulsion rate below 1% 7. Maintain MS Dropout rate below 1% 8. Course Access – 100% Enrollment in Physical Education for Grades K-11	3. ADA of at least 95% 4. Chronic absenteeism rate below 12% 5. Maintain suspension rate below 2% 6. Maintain expulsion rate below 1% 7. Maintain MS dropout rate below 1% 8. Continue to provide access to physical education for 100% of students in grades K-12

## Planned Actions / Services

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

### Action 1

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services

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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

1. Costs associated with hosting school wide events annually for families.
  - Math Night
  - Literacy Night
  - International Day
  - Science Night/Ruben H. Fleet Science Center
  - Gala (2 times/year)
  - Understanding Common Core State Standards
  - Understanding CCSS assessments
  - How to Support Your Child Academically

2018-19 Actions/Services

1. Costs associated with hosting school wide events annually for families.
  - Math Night
  - Literacy Night
  - International Day
  - Science Night/Ruben H. Fleet Science Center
  - Gala
  - Understanding Common Core State Standards
  - Understanding CCSS assessments
  - How to Support Your Child Academically
  - High school Recognition Assemblies
  - Sports Events
  - Open House
  - College Nights

2019-20 Actions/Services

1. Costs associated with hosting school wide events annually for families.
  - Math Night
  - International Day
  - Science Night/Ruben H. Fleet Science Center
  - Gala
  - Understanding Common Core State Standards
  - Understanding CCSS assessments
  - How to Support Your Child Academically
  - High School Recognition Assemblies
  - Sports Events
  - Open House
  - College Nights

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	5,000	7,700	3,200
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

**Action 2**

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

**Students to be Served:**

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

**Location(s):**

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

All

All Schools

**OR**

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

**Students to be Served:**

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

**Scope of Services:**

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

**Location(s):**

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

[Add Students to be Served selection here]

[Add Scope of Services selection here]

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

**2017-18 Actions/Services**

1. Costs for onsite translator and for translation services of all correspondences sent to families
2. Costs for administering annual parent and student surveys.
3. Costs for part-time parent liaison and part-time counselor to assist with planning workshops, and parent outreach.

**2018-19 Actions/Services**

1. Costs for onsite translator and for translation services of all correspondences sent to families
2. Costs for administering annual parent and student surveys.
3. Costs for two part-time parent liaisons and a part-time counselor to assist with planning workshops, and parent outreach.
4. Costs for counseling services for foster students and parents.

**2019-20 Actions/Services**

1. Costs for onsite translator and for translation services of all correspondences sent to families
2. Costs for administering annual parent and student surveys.
3. Costs for one part-time parent liaison and a part time counselor to assist with planning workshops and parent outreach.
4. Costs for counseling services for foster students and parents.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	10,000	10,000	10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	0	2,000	12,000
Source		Supplemental and Concentration	Title I
Budget Reference		3000-3999: Employee Benefits	2000-2999: Classified Personnel Salaries
Amount			2,500
Source			Supplemental and Concentration
Budget Reference	3. See Goal 1 Action 1	4. See Goal 1 Action 1	3000-3999: Employee Benefits
Budget Reference			4. See Goal 1 Action 1

### Action 3

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

### Actions/Services



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

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

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

Unchanged Action

Modified Action

Modified Action

2017-18 Actions/Services

1. Costs for 6th grade Camp, 8th Grade trip and high school with field trips to colleges & universities, museums and library.
2. Costs associated with American Stars Assemblies for student recognition for academic improvement and/or behavior and costs for incentives for students with high performance in assessments and computer-based programs to motivate students.
  - Awards for Most Improved Students in Razkids Plus
  - Awards for Most Improved Students in Math Whizz
  - Implementing Reading Challenge for students who read a set amount of books over the Winter/Spring Breaks
3. Costs for implementing K-8 Publishing Parties in the classroom.

2018-19 Actions/Services

1. Costs for 6th grade Camp, 8th Grade trip and high school with field trips to colleges & universities, museums and library.
2. Costs associated with American Stars Assemblies for student recognition for academic improvement and/or behavior and costs for incentives for students with high performance in assessments and computer-based programs to motivate students.
  - Awards for Most Improved Students in Razkids Plus
  - Awards for Most Improved Students in Math- Whizz
  - Implementing Reading Challenge for students who read a set amount of books over the Winter/Spring Breaks
  - Academic Assemblies/Award National Honor Roll Society
  - Leadership Awards

2019-20 Actions/Services

1. Costs for 6th grade camp, 8th Grade trip and high school with field trips to colleges & universities, museums and library.
2. Costs associated with American Stars assemblies for student recognition for academic improvement and/or behavior and costs for incentives for students with high performance in assessments and computer-based programs to motivate students.
  - Awards for Most Improved Students in RAZkids Plus
  - Awards for Most Improved Students in Math- Whizz
  - Implementing Reading Challenge for students who read a set amount of books over the Winter/Spring Breaks
  - Academic Assemblies/Award National Honor Roll Society
  - Leadership Awards
3. Costs for summer school for high school students in need of credit recovery.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	27,938	38,553	30,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures
Amount	6,000	9,000	5,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies
Amount	0		6,000
Source			Supplemental and Concentration
Budget Reference			1000-1999: Certificated Personnel Salaries

#### Action 4

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Location(s):**

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

[Add Location(s) selection here]

**OR**

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

**Students to be Served:**

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

Foster Youth  
Low Income

**Scope of Services:**

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

LEA-wide

**Location(s):**

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

All Schools

#### Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

- 1. Costs for providing bus passes for student to ensure daily attendance, decrease truancy rates and ensure students arrive to school safe and on time.
- 2. Costs for conducting home visits.

2018-19 Actions/Services

Costs for providing bus passes and school bus transportation for student to ensure daily attendance, decrease truancy rates and ensure students arrive to school safe and on time.

2019-20 Actions/Services

Costs for providing bus passes and school bus transportation for student to ensure daily attendance, decrease truancy rates and ensure students arrive to school safe and on time.

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	10,800	15,000	18,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

**Action 5**

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

**Students to be Served:**

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

All

**Location(s):**

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

All Schools

OR

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

**Students to be Served:**

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

[Add Students to be Served selection here]

**Scope of Services:**

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

[Add Scope of Services selection here]

**Location(s):**

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

[Add Location(s) selection here]

**Actions/Services**

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Costs for providing school uniforms.

2018-19 Actions/Services

Costs for providing school uniforms.

2019-20 Actions/Services

Costs for providing school uniforms

**Budgeted Expenditures**

Year	2017-18	2018-19	2019-20
Amount	7,000	10,350	10,000
Source	Supplemental and Concentration	Supplemental and Concentration	Supplemental and Concentration
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies	4000-4999: Books And Supplies

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

## Goal 5

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

State Priorities:

Local Priorities:

### 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.

### Action 1

OR

Actions/Services

Budgeted Expenditures



# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$906,209

Percentage to Increase or Improve Services

21.78%

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).

America's Finest Charter School (AFCS) believes that "all students can Achieve their American Dream." All unduplicated pupils had access to positive and challenging learning environments that guide and inspire them to realize their individual potential and ensure they graduate college or are career ready. We hired a Reading Intervention Teacher to work with SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) helps new and struggling students build the skills and confidence they need to gain reading fluency and comprehension. Purchase of Lap-tops, Chrome Books, iPads, new Math and English Language Arts Curriculum, Various software (Math and Reading) to enhance and improve student learning. Unduplicated count students benefit from additional technology and software designed to their instructional needs. Specific use of Supplemental and Concentration Grant funds includes cost associated with Academic Intervention programs. Additional Consultants for ELA, Math, Part-time Math Resource Teacher, Data Analysis, CCSS assessments, Math Whizz web-based programs, and Before School tutoring and enrichment programs. We provided tutoring afterschool for all unduplicated students at least two hours per week by certificated staff. Purchased of ELD reading intervention program, CELDT and ELPAC test administrators. Additional professional Development for CCSS, ELA, & ELD to support English-Learner population.

AFCS also provided bus passes and transportation to students who are homeless and low-income families to ensure all students have a way to school. All unduplicated students received instruction from fully certified high quality teachers by providing full-time substitute teachers for continuity for teaches who were absent. All unduplicated pupils had access to Common Core standards-aligned curriculum & instructional materials. We purchased Science lab materials from Carolina and Project Lead the Way to allows students to interact directly with the data gathered. They got a first-hand learning experience by performing various experiments on their own. Students were able to build robots while they learned to understand different scientific theories and concepts.

America's Finest Charter School calculates that the percentage by which services for unduplicated pupils are increased or improved compared to services for all pupils in the LCAP year is 21.78%. Increasing the school budget allocations consistent with the foundation of the LCFF Model-Base Grant and Supplemental and Concentration Grant funding will provide increased or improved services for unduplicated count students. Specific actions include: Purchase of additional technology, software, and hiring of support staff including additional Instructional Aides, Consultants, Professional Development , Before and After School enrichment and support programs. Additional professional Development for CCSS, ELA, & ELD to support English-Learners, low-socio economic students, and Homeless/Foster youth population.

**LCAP Year: 2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$745,898

21.73%

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).

America's Finest Charter School calculates that the percentage by which services for Unduplicated Pupils must be increased or improved compared to services for all pupils in the LCAP year is 21.73% due to increase enrollment. Increasing the school budget allocations consistent with the foundation of the LCFF Model-Base Grant and Supplemental and Concentration Grant funding will provide increased or improved services for unduplicated count students. Specific actions include: Purchase of additional technology, software, and support staff including additional Instructional Aides, consultants, Professional Development , Before and After School enrichment and support programs. Additional professional Development for CCSS, ELA, & ELD to support English-Learner, low-socio economic students, and Homeless/Foster youth population.



LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$493,125.00

Percentage to Increase or Improve Services

17.66%

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).

Students received instruction from fully certified high quality teachers. Students had access to Common Core standards-aligned curriculum & instructional materials. Hired additional staff including: Instructional Aides, Before and After School enrichment programs. Purchase of Lap-tops, Chrome Books, iPads, new Math and English Language Arts Curriculum, Various software (Math and Reading) to enhance and improve student learning. Unduplicated count students benefit from additional technology and software designed to their instructional needs. Specific use of Supplemental and Concentration Grant funds includes cost associated with Academic Intervention programs. Additional Consultants for ELA, Math, Part-time Math Resource Teacher, Data Analysis, CCSS assessments, Math Whizz web-based programs, and Before School tutoring and enrichment programs. Purchased of ELD reading intervention program, CELDT and ELPAC test administrators. Additional professional Development for CCSS, ELA, & ELD to support English-Learner population.

America's Finest Charter School calculates that the percentage by which services for unduplicated pupils are increased or improved compared to services for all pupils in the LCAP year is 17.66% due to increase enrollment. Increasing the school budget allocations consistent with the foundation of the LCFF Model-Base Grant and Supplemental and Concentration Grant funding will provide increased or improved services for unduplicated count students. Specific actions include: Purchase of additional technology, software, and hiring of support staff including additional Instructional Aides, Consultants, Professional Development , Before and After School enrichment and support programs. Additional professional Development for CCSS, ELA, & ELD to support English-Learners, low-socio economic students, and Homeless/Foster youth population.

# Addendum

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

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

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

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

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

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

## **Instructions: Linked Table of Contents**

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

### **Plan Summary**

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

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

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

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

The reference to California School Dashboard means the California School Dashboard adopted by the State Board of Education under EC Section 52064.5.

### **Comprehensive Support and Improvement**

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

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

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

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### New, Modified, Unchanged

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

## Goal

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

## Related State and/or Local Priorities

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

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

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

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

### Students to be Served

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

## Location(s)

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

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

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

### Students to be Served

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

### Scope of Service

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

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

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

## Location(s)

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



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

## **Actions/Services**

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

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

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

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

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

## **Budgeted Expenditures**

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

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

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

## Demonstration of Increased or Improved Services for Unduplicated Students

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

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

# State Priorities

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

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

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

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
  - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
    - (A) enrolled less than 31 days
    - (B) enrolled at least 31 days but did not attend at least one day
    - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
      - (i) are enrolled in a Non-Public School
      - (ii) receive instruction through a home or hospital instructional setting
      - (iii) are attending a community college full-time.
  - (2) The number of students who meet the enrollment requirements.
  - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
  - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
  - (1) For a 4-Year Cohort Graduation Rate:
    - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
    - (B) The total number of students in the cohort.
    - (C) Divide (1) by (2).
  - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
    - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
      - (i) a regular high school diploma
      - (ii) a High School Equivalency Certificate
      - (iii) an adult education diploma
      - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
    - (B) The number of students in the DASS graduation cohort.
    - (C) Divide (1) by (2).
- (d) “Suspension rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (e) “Expulsion rate” shall be calculated as follows:
  - (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

# APPENDIX B: GUIDING QUESTIONS

## Guiding Questions: Annual Review and Analysis

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

## Guiding Questions: Stakeholder Engagement

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



- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

## **Guiding Questions: Goals, Actions, and Services**

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

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

# LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	3,404,696.00	3,772,696.63	2,799,098.00	3,404,696.00	4,065,183.00	10,268,977.00
	0.00	0.00	0.00	0.00	0.00	0.00
After School Education and Safety (ASES)	60,000.00	65,000.00	48,000.00	60,000.00	75,000.00	183,000.00
LCFF	1,813,943.00	2,309,680.00	1,436,000.00	1,813,943.00	2,245,000.00	5,494,943.00
Other	151,200.00	60,000.00	290,429.00	151,200.00	110,000.00	551,629.00
Special Education	561,956.00	566,000.00	288,561.00	561,956.00	529,000.00	1,379,517.00
Supplemental and Concentration	659,597.00	545,989.63	677,988.00	659,597.00	841,183.00	2,178,768.00
Title I	144,000.00	165,000.00	57,120.00	144,000.00	242,000.00	443,120.00
Title II	10,000.00	20,175.00	0.00	10,000.00	19,000.00	29,000.00
Title III	4,000.00	28,537.00	1,000.00	4,000.00	4,000.00	9,000.00
Title IV	0.00	12,315.00	0.00	0.00	0.00	0.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	3,404,696.00	3,772,696.63	2,799,098.00	3,404,696.00	4,065,183.00	10,268,977.00
	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,880,040.00	2,124,740.00	1,879,000.00	1,880,040.00	2,226,000.00	5,985,040.00
2000-2999: Classified Personnel Salaries	160,630.00	212,537.00	80,561.00	160,630.00	125,000.00	366,191.00
3000-3999: Employee Benefits	487,787.00	677,951.00	0.00	487,787.00	721,090.00	1,208,877.00
4000-4999: Books And Supplies	402,636.00	265,015.00	267,822.00	402,636.00	370,093.00	1,040,551.00
5000-5999: Services And Other Operating Expenditures	204,753.00	205,940.00	363,715.00	204,753.00	158,000.00	726,468.00
5800: Professional/Consulting Services And Operating Expenditures	268,850.00	286,513.63	208,000.00	268,850.00	465,000.00	941,850.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	3,404,696.00	3,772,696.63	2,799,098.00	3,404,696.00	4,065,183.00	10,268,977.00
		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	After School Education and Safety (ASES)	50,000.00	65,000.00	40,000.00	50,000.00	65,000.00	155,000.00
1000-1999: Certificated Personnel Salaries	LCFF	1,343,040.00	1,552,740.00	1,436,000.00	1,343,040.00	1,600,000.00	4,379,040.00
1000-1999: Certificated Personnel Salaries	Special Education	252,000.00	220,000.00	128,000.00	252,000.00	258,000.00	638,000.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	127,000.00	146,000.00	275,000.00	127,000.00	138,000.00	540,000.00
1000-1999: Certificated Personnel Salaries	Title I	108,000.00	123,000.00	0.00	108,000.00	165,000.00	273,000.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	18,000.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Special Education	124,630.00	170,000.00	60,561.00	124,630.00	75,000.00	260,191.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	32,000.00	20,000.00	10,000.00	32,000.00	34,000.00	76,000.00
2000-2999: Classified Personnel Salaries	Title I	0.00	12,000.00	10,000.00	0.00	12,000.00	22,000.00
2000-2999: Classified Personnel Salaries	Title III	4,000.00	10,537.00	0.00	4,000.00	4,000.00	8,000.00
3000-3999: Employee Benefits	LCFF	335,010.00	530,000.00	0.00	335,010.00	525,000.00	860,010.00
3000-3999: Employee Benefits	Special Education	75,326.00	76,000.00	0.00	75,326.00	86,000.00	161,326.00
3000-3999: Employee Benefits	Supplemental and Concentration	41,451.00	41,951.00	0.00	41,451.00	45,090.00	86,541.00
3000-3999: Employee Benefits	Title I	36,000.00	30,000.00	0.00	36,000.00	65,000.00	101,000.00
4000-4999: Books And Supplies	LCFF	135,893.00	98,500.00	0.00	135,893.00	120,000.00	255,893.00
4000-4999: Books And Supplies	Supplemental and Concentration	266,743.00	154,200.00	219,702.00	266,743.00	250,093.00	736,538.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
4000-4999: Books And Supplies	Title I	0.00	0.00	47,120.00	0.00	0.00	47,120.00
4000-4999: Books And Supplies	Title III	0.00	0.00	1,000.00	0.00	0.00	1,000.00
4000-4999: Books And Supplies	Title IV	0.00	12,315.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF	0.00	128,440.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Other	151,200.00	60,000.00	290,429.00	151,200.00	110,000.00	551,629.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	53,553.00	17,500.00	73,286.00	53,553.00	48,000.00	174,839.00
5800: Professional/Consulting Services And Operating Expenditures	After School Education and Safety (ASES)	10,000.00	0.00	8,000.00	10,000.00	10,000.00	28,000.00
5800: Professional/Consulting Services And Operating Expenditures	LCFF	0.00	0.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Special Education	110,000.00	100,000.00	100,000.00	110,000.00	110,000.00	320,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	138,850.00	166,338.63	100,000.00	138,850.00	326,000.00	564,850.00
5800: Professional/Consulting Services And Operating Expenditures	Title II	10,000.00	20,175.00	0.00	10,000.00	19,000.00	29,000.00

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

**Total Expenditures by Goal**

<b>Goal</b>	<b>2018-19 Annual Update Budgeted</b>	<b>2018-19 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	2,235,236.00	2,550,995.00	2,274,251.00	2,235,236.00	2,818,893.00	7,328,380.00
<b>Goal 2</b>	390,761.00	439,888.00	98,548.00	390,761.00	479,250.00	968,559.00
<b>Goal 3</b>	686,096.00	703,340.00	359,561.00	686,096.00	670,340.00	1,715,997.00
<b>Goal 4</b>	92,603.00	78,473.63	66,738.00	92,603.00	96,700.00	256,041.00

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

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

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



**Local Control and Accountability Plan (LCAP)  
Every Student Succeeds Act (ESSA)  
Federal Addendum Template**

**LEA Name**

America's Finest Charter School

**CDS Code:**

37 68338 0136663

**Link to the LCAP:**

*(optional)*

<https://www.americasfinestcharterschool.org/lcap>

**For which ESSA programs apply to your LEA?**

Choose From:

**TITLE I, PART A**

Improving Basic Programs Operated by  
State and Local Educational Agencies

**TITLE II, PART A**

Supporting Effective Instruction

**TITLE III, PART A**

Language Instruction for English Learners  
and Immigrant Students

**TITLE IV, PART A**

Student Support and Academic  
Enrichment Grants

*(note: This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

*In the following pages, ONLY complete the sections for the corresponding programs.*

## Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

**The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding.** LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

**The LEA must address the Strategy and Alignment prompts provided on the following page.**

**Each provision for each program must be addressed,** unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

## Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

America's Finest Charter School (AFCS) believes that "all students can Achieve their American Dream." Students have access to positive and challenging learning environments that guide and inspire them to realize their individual potential and ensure they graduate college or are career ready. In order to support all members of our school community we will be using our Title I, II, III, and IV funds to employ specialized staff, that will work with staff and families to accelerate learning and support the social and emotional needs of our students. Maintaining a lower class-size helps increase the performance of English Learners (EL). The AFCS English Learners program has been very successful in closing the performance gap. Based upon the Redesignated Fluent English Proficient data, the English Learners subgroup increased their performance. Using California English Language Development Test (CELDT) and English Language Proficiency Assessments for California (ELPAC) data, the percent of students who were redesignated as Fluent English Proficient (RFEP) was 4.3% in 2014-2015, 10.5% in 2015-2016, 28.8% in 2016-17, 9.6% in 2017-18, and 11.8% in 2018-19. America's Finest Charter School plans to continue the current plan of having strong newcomer supports along with targeted supports to prevent long term learners at K-8 and high school.

## Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Title I, II, III, and IV will be used to support the additional needs of the students via additional staff such as, Instructional Coaches (Mathematics and English Language Arts), English Language Coordinator, EL Support Staff, Parent Liaison, Academic tutors, Foster Youth and a Homeless Liaison, and translation services. Following is a brief description of the role of the roles being funded. America's Finest Charter School has hired Instructional Coaches for English Language Arts and Mathematics to provide focused professional development and support for teachers to increase academic student achievement. The English Language Coordinator and support staff will have a laser like focus to ensure English Learners assessment are completed in a timely manner, monitor to ensure they are making academic progress, work with staff to ensure they are using integrated and designed supports and best practices to increase academic engagement and achievement. The Homeless Liaison, academic tutors, and translators will actively increase parent engagement while providing additional academic support for students and materials in the student's primary language. The Foster Youth and Homeless liaison identify local, state, and nonprofit social emotional services that are available to students and families. The Homeless Liaison meets with the School Psychologist to support families.

## ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals, and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

### TITLE I, PART A

#### Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 <i>(as applicable)</i>

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

- (A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
- (B) identifying students who may be at risk for academic failure;
- (C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
- (D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

**Overuse in Discipline Practices that Remove Students from the Classroom**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
1112(b)(11)	6 <i>(as applicable)</i>

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

**Career Technical and Work-based Opportunities**

<b>ESSA SECTION</b>	<b>STATE PRIORITY ALIGNMENT</b>
1112(b)(12)(A–B)	2, 4, 7 <i>(as applicable)</i>

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

- (A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and
- (B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

## TITLE II, PART A

### Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 ( <i>as applicable</i> )

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

## TITLE III, PART A

### Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 ( <i>as applicable</i> )

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

## ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

### TITLE I, PART A

#### Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

The poverty criteria used by the school is based on the Free and Reduced Application for Lunch Program. In addition, both sites are located in high poverty community within San Diego.

## ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed**, unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

### TITLE I, PART A

#### Educator Equity

ESSA SECTION 1112(b)(2)

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

Not applicable

#### Parent and Family Engagement

ESSA SECTIONS 1112(B)(3) AND 1112(B)(7)

Describe how the LEA will carry out its responsibility under Section 1111(d).  
Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:

America's Finest Charter School helps students stay engaged and motivated to attend school regularly by communicating with parents through Director's Newsletters, School Messenger, flyers, and ELAC/Parent meetings. High School students are emailed all pertinent information. Parents are welcome to volunteer at the school, at events, and chaperone field trips. We hold family/teacher conferences for all students in November and meet regularly with students in need of additional support during our Student Study Teams. Parents serve as officers on our School Site Council, our ELAC, English Learner Advisory Committee, and on the America's Finest Charter School's Board of Directors. Parents are informed of all assessments that their children are taking and also given individual time to go over their child's results and next steps.

#### Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children

ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

#### THIS ESSA PROVISION IS ADDRESSED BELOW:



Not applicable. County provides services.

## **Homeless Children and Youth Services**

ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

America's Finest Charter School (AFCS) hired a Foster Youth and Homeless Liaison to work with parents of homeless students. Based on staff and stakeholder feedback and research on effective practices we are providing significant actions to support enrollment, attendance, and success of homeless students and foster youth: monthly bus passes, gasoline and transportation. We provide our homeless students backpacks, uniforms, school T- shirts, yearly Balboa Park passes, and counseling services when needed. In addition, AFCS provides two hours of tutoring per week after school. Our Homeless Liaison and school administrators also work directly with homeless and foster youth families and suggest resources in the community and agency. Our Homeless Liaison attends meetings at the County office of Education.

## **Student Transitions**

ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:

- (A) coordination with institutions of higher education, employers, and other local partners; and
- (B) increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

AFCS works with local Head Starts and Preschools and attends their parent meetings/workshops. All parents are welcomed to visit the school and talk to Kindergarten teachers about how to help preschoolers make the transition to Kindergarten more successful. We provide a Kindergarten orientation meeting for all Transitional Kindergarten and Kindergarten families in August. The AFCS high school principal meets with the families of our middle school students to prepare them for their transition to high school. In addition, the eighth grade students take an advisory class where the teachers go over the expectations of high school. Our Special Education teachers work together on a transition plan so that students receiving services have a seamless transition. AFCS high school students in the 9th grade take a class called "Get Focuses, Stay Focused" where they learn about college and career readiness. There are two pathways the high school students can take: engineering or multicultural studies. The high school students also visit four colleges in the area- San Diego City College, San Diego State University, The University of San Diego, and the University of California San Diego.

## **Additional Information Regarding Use of Funds Under this Part**

ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

- (A) assist schools in identifying and serving gifted and talented students; and
- (B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

**THIS ESSA PROVISION IS ADDRESSED BELOW:**

AFCS continues to provide additional opportunities for learning to all students in need; including, but not limited to, online based curriculum and high interest for low to high-level readers and newcomer immigrant students to improve academic achievement. Each teacher has a leveled library that provides high interest books as well as books appropriate at each student's reading level. We update and supplement this library based on student's interests and needs. Digital programs such as Raz Kids and Achieve 3000 provide digital libraries and literacy skills to our students. Additionally, we provide enrichment opportunities via instructional field trips, after school programs, engineering pathways, and college tours. The enrichment programs, such as Math Whizz and Project Lead the Way, provide enrichment activities for gifted and talented students. We also use this fund to hire a Reading Intervention Teacher to work with SIPPS (Systematic Instruction in Phonological Awareness, Phonics, and Sight Words) helps new and struggling readers build the skills and confidence they need to gain reading fluency and comprehension.

## **TITLE II, PART A**

### **Professional Growth and Improvement**

ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

America's Finest Charter School (AFCS) use Title II to support professional development, which is an important need. English Language Arts and Mathematics Instructional Coaches along with Administration staff will provided weekly professional development to support teachers meeting state and ESSA credentialing requirements. All AFCS teachers receive professional development every month on Common Core State Standards (CCSS) English Language Arts (ELA)/English Language Development (ELD) Frameworks, Math, Social Studies, and Science. Highly qualified experienced teachers and new teachers work collaboratively to promote high expectations and high standards for all students. The Literacy and Math Coaches also conduct classroom observations with the Principals and Executive Director to provide immediate feedback for all teachers. In addition, AFCS leaders are coached by a mentor from The National Center for Urban School Transformation (NCUST). We work with the County Office of Education with their New Teacher Induction Program. We select mentor teachers to support our new teachers. Teachers and staff attend trainings to build capacity such as Illuminate Training, Project Lead the Way, and trainings provided by the San Diego County Office of Ed, just to name a few.

This funding will also help support leadership team. We currently partnership with San Diego State Research Foundation which supports the high school leadership team in ways that improve student achievement and Asia Society which allows the school faculty to participate in seminars, trainings and other professional development and to become a member in the International Schools Network.

### **Prioritizing Funding**

ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not Applicable.

### **Data and Ongoing Consultation to Support Continuous Improvement**

ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

America's Finest Charter School informed its stakeholders about LCFF/LCAP using numerous modes of communication: Director's Meeting with Parents/Community, Staff Meetings, School wide events, including ELAC/Parent meetings, Monthly Director's Newsletter, After School Parent Meetings, correspondence sent home, the school's website, and hard copies always available in the main office. LCAP Surveys were conducted for all stakeholders (Staff, parents, students and community) to gather input and feedback. We installed a security gate because of feedback from our stakeholders. We hired a support person to provide additional educational support for our English Language Learners based on the survey.

## **TITLE III, PART A**

### **Title III Professional Development**

ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

With 48% percent of our population are English Language Learners, all of our teachers receive training during our professional development meetings to enhance their knowledge of English Language Learners based on Common Core Standards and English Language Development Standards. The English Learner Support Staff work with students using materials that will improve their English Language skills. Our English Learner Coordinator attends meetings at the County Office of Educational well as California State meetings, to learn about best practices and ELPAC implementation. She trains staff to administer ELPAC test.

### **Enhanced Instructional Opportunities**

ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

Not received this year.

### **Title III Programs and Activities**

ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

To promote the increased performance of English Learners, AFCS hired an ESL instructional aid for both the K-8 and the high school to support EL students. They pulling out students and work with them in a small group focusing on Designated ELD instruction. To build parent engagement, AFCS provides ELAC/Parent meetings, parent workshops, ESL classes for parents learning the English language, and translation services at school. These supports and services have played an important role in increasing student performance for our English Learners on previous CELDT scores and from positive responses from parents on their high levels of satisfaction with the school on our LCAP Survey.

### **English Proficiency and Academic Achievement**

ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

We do not have the results of CAASPP or ELPAC for the 2018-2019 school year but based on our Benchmark Assessments (Illuminate and Track My Progress) we are seeing positive growth for our English Learners during the 2018-2019 school year. Teachers update parents three times per year on school report cards about the progress of their English Learner Students.

## **TITLE IV, PART A**

### **Title IV, Part A Activities and Programs**

ESSA SECTION 4106(e)(1)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

- (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
- (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
- (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
- (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
- (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

#### **THIS ESSA PROVISION IS ADDRESSED BELOW:**

America's Finest Charter School (AFCS) uses Title IV funding to improve students' academic achievement and digital literacy of all students by purchasing more Chromebooks because we needed to replace a greater number of Chromebooks.