

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

Contact Name and Title

Email and Phone

Lifeline Education Charter

Ms. Paula DeGroat
Executive Director

p.degroat@lifelinecharterschool.com
310-885-1872

2019-22 Plan Summary

The Story

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

Lifeline welcomes students from the greater Los Angeles area, a majority of students attending come from the 90220-90222 zip code for the South-Central Los Angeles community of Compton City and the surrounding areas of South East Los Angeles, Lynwood, Carson and Long Beach. Lifeline's enrollment has expanded from 200, when the school first opened in the fall of 2002, to 702 students in grades TK through 12th during the 2018-19 school year. Lifeline's 702 students, consist of 592 (84.3%) Hispanic or Latino, 102 (14.6%) African American, 3 (0.4%) Two or More Races, 3 (0.04%) Pacific Islander, 1 (0.15%) Asian, 1 (0.15%) White. Of these students, 672 (95.7%) were socioeconomically disadvantaged, 200 (28.4%) were designated as English Learners (EL), 62 (0.8%) students with disabilities, and 3 (0.04%) foster youth. For the 2019-20 school year it is anticipated that our total student population will be 750.

Compton City has a population of about 98,000, consisting of mostly Hispanic or Latino and African American residents, with a significant immigrant population. The US Census estimates the 2014 Median Family Income for the Compton area at \$43,230, well below the Los Angeles median of \$55,870. Over 26% of individuals in the area live at the or below the poverty level. Nearly 40% of adults are classified as not attaining a high school diploma or higher (Source: US Census 2010-14 ACS Survey). Many of students at Lifeline will be the first in their family to graduate high school and/or go to college. For the 2016–17 school year, only 30.5% of students attending local public schools completed course requirements for UC or California State University admission (Source: CDE Dataquest). Compton and nearby communities are all too often portrayed in the media and news as the toughest areas to live, with limited economic opportunity and few resources for children. Lifeline is committed to breaking this cycle, working in and with the community to prepare students for college and careers.

The changing demographics of the Compton community challenge Lifeline staff to deliver a program and support structures that address the needs of our students and community.

The focus of Lifeline is to provide students with an alternative to the traditional public school environment. Lifeline's goal is to provide a caring "family" approach where every individual student receives support necessary to reach their potential. The staff strives to provide a safe, academic environment where there is a plan for every student. Students attending Lifeline, receive a rigorous California Content Standards aligned curriculum with extensive support structures to help all students achieve grade level standards. Lifeline is part of the Compton community so resources from the community come into the school to support students, and students participate in the community through regular field trips and service projects.

Lifeline currently delivers our educational program at four locations in Compton, a short distance from each other. The TK- 3rd Grade site is located at 415 South Tamarind Avenue; 4th through 6th Grade site is located at 357 East Palmer Street; Middle School (Grades 7-8) site is located at 440 South Santa Fe Avenue; and the High School (Graded 9-12) site is located at 225 South Santa Fe Avenue.

Lifeline has a governance structure designed to promote maximum participation by all stakeholders. This governance structure has a Board of Directors which adheres to the Brown Act, the Public Records Act, and the Conflict of Interest Statutes. The Board of Directors is the governing body of Lifeline and is responsible for strategic planning and policy decisions. Our Board is made up of community members from diverse backgrounds who are qualified and committed to cultivating a learning environment that inspires and supports our students as they strive towards academic success. The Site Advisory Council is made up of parents and other stakeholders responsible for making collaborative recommendations to the Board of the Directors on subjects including, but not limited to the education program and instructional strategies, recommendations for new policies and procedures, fundraising recommendations and implementation, events recommendations and implementation, promoting parent participation and volunteerism. Both the Board of Directors and Site Advisory Council work with the Executive Director to support a successful academic program.

LCAP Highlights

Lifeline Education Charter School ("Lifeline" or "LECS") continues to stay focused on the areas of instruction and school operation that have the most impact on student performance. The 2019-20 LCAP reflects our commitment to stay focused on the goals and actions that we believe will lead to results for our students. Some of our LCAP highlights include:

- Performance based highlights include:
 - Exceeded goals for English Language Arts and Mathematics with increases on the CAASPP in both subjects.
 - Exceeded LCAP goals for ELD support and reclassification
 - Exceeded goals for parent participation.
 - Exceeded LCAP goals for suspension rate.
- Sustained funding for current California Core Curriculum Standard aligned textbooks, supplementary and on-line materials that meet the needs of our large population of at-risk students, enabling them to meet standards. Continued commitment to funding professional development for teachers resulting in improved instruction for all of our students.

- Improved services to English Learners as evidenced by significant increase in re-designation over the past two years.
- Strong use of data to regularly monitor student progress that results in an Individual Student Learning Plan for each and every student at Lifeline. Commendation from WASC in this area.
- A focus on improving student preparation for college and career with significant support systems being put in place to ensure graduation and the development of skills that lead to post-secondary support.
- Improved communication with parents and participation by parents through Site Advisory Council, English Learner Advisory Committee, and the implementation of the new student information system.
- Continued focus on increasing academic rigor of the curriculum at all levels, with mobile science labs, honors courses that are on the UC A-G course list, and supplementary programs such as robotics to challenge our students.
- A commitment to provide all students the support necessary to access the curriculum. Continued organizational commitment to counseling services, and an SST process that continues to improve with the resulting benefit for students.
- The growth of administrative processes that have led to improved delivery of services for students and teachers. Significant improvement in long term planning as recognized by WASC.

Review of Performance

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

Greatest Progress

- Lifeline continues to exceed goals for improving student performance in English Language Arts and Mathematics with significant increases schoolwide in the number of students performing at level 3 and level 4 on the CAASPP. Preliminary results on the CAASPP in ELA show a 7.8% increase and in Mathematics a 5.9% increase.
- The ELD program continues to improve under the leadership of the current administration and ELD Coordinator. Progress includes improve data accuracy for all EL students and performance increases in both the reclassification rate (24.4% in 2018-19) and on the CAASPP.

- Lifeline has continued to work hard to infuse data analysis and conversations into all levels of the school. Leadership, teachers, and even students understand and use the goal-setting process with the Individual Student Learning plans, NWEA data, SBAC/IAB assessment data.
- Lifeline continues to refine support systems for all of its learners, and this is seen in the instructional aides present in lower grade classrooms and the supplemental English and Math intervention programs at the Middle and High School levels.
- Lifeline has a clear and consistent Professional Development plan that continues to grow the school's culture of improvement and which the teachers see value in.
- Increase in the graduation rate as documented on the California School dashboard. The 2018 rate increase to 90.2%, an increase of 19.1%. Additionally, over 95% of the graduating class took the Scholastic Aptitude Test (SAT) as part of the academic program in the high school.
- Improvements to the science program. Middle and high school teachers are working together to address the NGSS. The high school program now has mobile labs to address the need for laboratory science as part of the college recommending curriculum.
- Parent involvement took a positive leap forward with the Parent Advisory Committee expanding and focusing on important academic and support issues for students. The English Language Advisory Committee (ELAC) represents EL students and parents.
- Improvements to technology at all campuses are leading to improved use supporting academics. All campuses now have connectivity at 100Mbps. The ratio of student to computers targeted 1-1 by 2021-22.

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

Greatest Needs

Lifeline has no identified performance indicators in the “red” or “orange” for 2018. Specific areas of need identified by administration, staff, parents and students include:

Supporting all students to become academically proficient continues to be our greatest need. While there has been progress, over 50% of our students in grades 4th through 8th perform below level 3 in ELA on the CAASPP. In mathematics on the CAASPP, no grade had more than 50% of students meeting standards.

The ability to attract and retain qualified teachers and instructional support staff. Lifeline continues to face enormous challenges in filling positions with talented staff that know how to work with, and engage all of our students, ranging from at-risk to high performing.

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

Performance Gaps

There are no significant student groups that performed two or more performance levels below schoolwide performance.

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

Increased or Improved services

Lifeline Charter School will make the following significant improvements to support all students, including low income, English Learners, and foster youth:

- 1) Lifeline will be placing portable classrooms that provide larger classrooms to accommodate high school students. Additionally, a portable will be set up for “wet lab” science. This is in addition to the new facility that will house grades 4-8, providing students and staff with a state-of-the-art classrooms/facility for teaching and learning.
- 2) Lifeline is providing services to increase the academic rigor for all students. Ranging from an expanding list of honors courses in the high school, to after school robotics program for middle school students, there is a concerted effort to provide challenging curriculum and experiences for all students.
- 3) Lifeline will continue to make a significant financial commitment to providing additional staff to support students and teachers. These include:
 - Curriculum Specialist – position provides strategic planning and implementation support for professional development, assessment, instructional materials improvement and reporting.
 - Curriculum Coordinator – position was created to oversee the full implementation of the CCSS aligned materials including supplementary materials, technology based supplemental programs, intervention programs and provide daily classroom support and professional development for teachers.
 - Dean of Students High School, part time Middle school discipline chair, and part time Elementary school Dean. These positions work with staff and parents to support students who are underperforming both academically and behaviorally.
 - Counseling – 1.5 positions, 1.0fte for counseling and academic support. 0.5fte for college counselor providing direct support to students in the college application process. The position is working with counseling support in the middle school to implement programs to improve student college preparedness.
 - ELD Coordinator and Special Education Coordinator. The positions now part of the Administrative Planning Team.
 - Additional Instructional Aides - with the improvement in data analysis, the students who need additional support are now being clearly identified. The need for intensive support identified by teachers, administrators and curriculum support staff has led to the hiring of additional instructional aides to provide a variety of academic support in classrooms to identified students.

Budget Summary

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

DESCRIPTION	AMOUNT
TOTAL GENERAL FUND BUDGET EXPENDITURES FOR LCAP YEAR	\$ 8,434,377.00
TOTAL FUNDS BUDGETED FOR PLANNED ACTIONS/SERVICES TO MEET THE GOALS IN THE LCAP FOR LCAP YEAR	\$ 3,453,254.00

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

General fund budget expenditures not fully included in the LCAP for 2018-19, included teacher salaries, supplies and materials for students, technology spending on hardware and software, special programs and vendors that provide direct services for students and teachers.

DESCRIPTION	AMOUNT
TOTAL PROJECTED LCFF REVENUES FOR LCAP YEAR	\$ 8,661,525.00

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

Ensure that all students receive and have access to CA Common Core standards-based instructional materials as outlined in the Lifeline charter petition.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, 3, 4

Annual Measurable Outcomes

Expected	Actual
100% of students will receive instructional materials aligned to the CCSS	100% of students received supplemental instructional materials that are aligned to CCSS in all subjects. 100% of student TK-8 received new ELA materials aligned to CCSS.
100% of teachers will receive professional development on new CCSS aligned instructional materials	100% of teachers received professional development on CCSS aligned supplemental materials and software programs. 100% of TK-8 teachers received professional development for new ELA materials

Actions / Services

Action 1

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
LECS, in collaboration with Executive Director, administrative team, and faculty, will review, and when approved by Board of Directors, will purchase history social studies materials,	LECS purchased CCSS aligned materials including supplementary instructional materials for all grades, and ELA materials for TK-8. Lifeline staff:		

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>supplementary instructional materials aligned with CCSS, and ELA materials for TK-8. LECS will work in collaboration with its charter authorizing agency to gain access to the list of state approved supplementary instructional materials for core and elective subjects for consideration.</p> <ul style="list-style-type: none"> - Research and identify supplementary materials for core and elective courses. - Research and identify ELA curriculum materials for TK-8 - Purchase supplementary materials aligned to CCSS for identified classes. - Purchase ELA materials for TK-8 	<ul style="list-style-type: none"> - Researched and identified supplementary materials for core and elective courses. - Researched and identified ELA curriculum materials for TK-8 classrooms. - Purchased ELA materials for TK-8 classes. - Purchased additional supplementary materials for identified classes in elementary, middle and high school. 	<p>\$125,000.00 Student Books / Teacher Kits (4100)</p>	<p>\$141,590.00 (4100)</p>

Action 2

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>LECS staff will receive professional development for all supplementary materials purchased. TK-8 Teachers will receive professional development for ELA materials purchased</p> <ul style="list-style-type: none"> - Professional development will be provided to assist teachers to utilize materials to deliver CCSS aligned instruction. - Professional development time for teachers to collaborate on strategies to best utilize materials. - Development of CCSS aligned units of study and lessons will be supported with curriculum staff with a focus on providing students with challenging curriculum. 	<p>LECS staff received professional development for ELA and supplementary materials purchased.</p> <ul style="list-style-type: none"> - Professional development was provided for new materials by LECS curriculum staff and vendors. - Teachers were given time to collaborate on strategies to use new materials. develop differentiated learning strategies and project-based activities. - Curriculum support staff worked with teachers with a focus on developing rigorous standards-based lessons 	<p>\$11,000.00 (5800)</p>	<p>\$14,500.00 (5800)</p>

Action 3

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>LECS will evaluate current technology based supplementary materials/programs and research new materials/programs that provide improved support for students below grade level in core subjects.</p> <p>Purchase materials/ programs that have been research vetted for improving performance of students below grade level.</p>	<p>LECS administrative and curriculum staff worked with teachers to identify additional programs that would support students performing below grade level.</p>	<p>\$1,000.00 (4200)</p>	<p>\$1,200.00 (4200)</p>

Action 4

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>LECS staff will receive professional development in the use of supplementary instructional materials.</p> <ul style="list-style-type: none"> - Vendor provided professional development. - Collaborative time for teacher to develop lessons. - Staff will meet during professional development / PLC to share best practices. 	<p>LECS staff received professional development on a regular basis from both internal curriculum support staff, external vendors and LACOE. The professional development activities included:</p> <ul style="list-style-type: none"> - Weekly time to work with peers in PLC and collaborative time. - Vendor professional development on curriculum materials. - LACOE training on ELD and instructional best practices. 	<p>\$65,000.00 (5800)</p>	<p>\$65,000.00 (5800)</p>

Action 5

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Continue to provide additional support for at risk students performing below grade level utilizing updated core and supplementary materials.</p> <ul style="list-style-type: none"> - Professional development for staff in engagement strategies for at risk students. - Professional development in differentiated learning strategies. - Provide training for all support staff (Instructional Aides, ASES staff, volunteer tutors) in use of supplementary instructional materials and software. 	<p>LECS at risk students received significant support in all core courses with a focus on providing them with academic rigor necessary to succeed in post-secondary education or employment.</p> <ul style="list-style-type: none"> - All staff received PD on strategies to deliver rigorous academic curriculum to students below grade level through differentiated learning strategies and project-based learning opportunities. - Support staff (Instructional Aides, ASES staff, volunteer tutors) received training on core and supplementary instructional materials and support strategies for at-risk students. 	<p>\$5,000.00 LCFF/Title 1 5800 class 3010</p>	<p>\$7,000.00 (LCFF/Title 1 5800 class 3010)</p>

Analysis

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

Lifeline administrative staff, curriculum staff and teachers focused on the implementation of standards-based ELA and supplemental curriculum materials during the past year. The focus of our research and purchasing changed to ELA for TK-8th grade, and supplementary materials for all grades. Staff now use student performance data, and input from teaching staff, to validate the materials that work for our at-risk student population. Led by the curriculum specialist, administrative staff and teachers, resources are reviewed and vetted for use in our classroom. Once the curriculum materials were identified and purchased, professional development and curriculum development time was provided for all teachers on how to effectively use the new materials.

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

The purchase of CCSS aligned materials with supporting professional development was effective in positively impacting student academic results. The primary measure of effectiveness is the CAASPP results, which over the past 4 years have shown steady improvement. In 2016, the total of all students, grades 3-11 meeting or exceeding standards in ELA was 36%. The 2019 preliminary results for ELA show 46% of Lifeline students grades 3-11 met or exceeded standards. In Mathematics, the CAASPP 2016 results for all students grades 3-11 was 16% meeting or exceeding standard. The 2019 preliminary results for Mathematics show 34% of Lifeline students grades 3-11 met or exceeded standards. A recent visit in February 2019 by a WASC team validated the effectiveness in the use of the curriculum materials with a commendation, noting continued progress in this area and a focus on providing academically rigorous curriculum. A local indicator of the effectiveness, and effective use, of curriculum materials are teacher lesson plans which are submitted weekly into an on-line portal. The lesson plans developed by the teachers provide site administrators and curriculum staff with a clear view of how curriculum materials are used and the CCSS standards that are incorporated.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 1, Action 1: The estimated actual expenditure was higher than the budgeted because materials purchased was for TK-8 in ELA and supplemental materials for all grades. In addition, math materials were purchased for some grades.

Goal 1, Action 3: The estimated actual expenditure was \$200.00 higher than the budgeted because of the additional cost of programs for the high school related to improving the science program.

Goal 1, Action 5: The estimated actual expenditure was \$2,000 higher than the budgeted because of the addition of vendor-provided professional development for supplementary resources.

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.

Goal 1, Action 1: Actions supporting the goal for upcoming years were changed to reflect the change in CCSS aligned materials targeted for research and purchase in upcoming years.

Goal 1, Action 2: Action supporting professional development changed to reflect materials targeted for purchase in those years.

Goal 2

Ensure that all English Learner students receive instruction in ELD, including specific strategies, such as SDAIE as measured by the English Language Proficiency Assessments for California (ELPAC), and teacher assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4

Annual Measurable Outcomes

Expected	Actual
100% of EL students will receive instruction in designated and integrated ELD across all subjects and levels, including specific strategies, such as SDAIE measured by teacher assessment, lesson plans, the master schedule, reclassification rate, ELPAC, and classroom observations.	100% of EL students received instruction in designated and integrated ELD across all subjects and levels. Specific strategies such as SDAIE were used.
100% of EL students will receive ELA/ELD Pathway support from ELD Aides/Coordinator, Bilingual support, Curriculum Programs with ELD scaffolding, ELD Supplemental instructional materials, A-G intervention support high school	100% of EL students received ELA/ELD Pathway support from ELD Aides/Coordinator, Bilingual support, Curriculum Programs with ELD scaffolding, ELD Supplemental instructional materials, A-G intervention support in the high school.
100% of teachers will ELD professional development supporting integrated and designated modeling/ strategies. Metrics will include lesson plans, classroom observations and teacher sign-ins for ELD related professional development.	100% of teachers received ELD professional development supporting integrated and designated modeling/ strategies. Follow up included lesson plan review, classroom observations and teacher sign-ins for ELD related professional development.
100% Credentialed teachers working with ELD students will have CLAD certification. Teachers without CLAD authorization will be enrolled in CLAD program to gain certificate.	97% Credentialed teachers working with ELD students held CLAD certification. Teachers without CLAD authorization (2) were enrolled in CLAD program to gain certification. The two new teachers enrolled in CLAD program submitted CLAD authorizing paperwork during the school year.
LECS's English Learner reclassification rate will increase 1%-3% from the 2017-18 rate.	The reclassification rate for 2018-19 exceeded expected outcomes at 24.4% of students K-12, representing an increase of 7.7% over 2017-18 rate of 16.7%.

Actions / Services

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

Action 1

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Assess and adjust as necessary LECS' ELD Master plan which includes clear process and tracking of:</p> <ul style="list-style-type: none"> - Designated and integrated ELD across all subjects and levels. - Direct daily ELD and vocabulary instruction for students classified as level 3, level 2, and level 1 - Additional support that is separate from their mainstream ELA courses. - LECS will monitor ELD program and if needed add additional ELD staff to meet the needs and drive the performance of ELs. - Implement research-based reading support programs for EL students. 	<p>The LECS ELC Master Plan has been reviewed and adjusted to reflect updated practices and tracking. Services included:</p> <ul style="list-style-type: none"> - Designated and integrated ELD across all subjects and levels. - Direct daily ELD and vocabulary instruction for students classified as level 3, level 2, and level 1 - Support in addition to the mainstream ELA courses. - New research-based reading support programs were implemented in the lower grades in collaboration with the curriculum staff. 	<p>\$205,000.00 (1100/2100 class 3010)</p>	<p>\$177,742.78 (1100/2100 class 3010)</p>

Action 2

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>LECS will use, and continually evaluate instructional technology to support EL students.</p> <ul style="list-style-type: none"> - Programs such as Flex literacy will be available for ELs to support reading comprehension, grammar skills. Students will use technology to access this program from 3-8th grade. 	<p>Instructional technology was used to support EL students.</p> <ul style="list-style-type: none"> - Flex literacy, Carnegie math and others were used to provide additional support for EL students. - The Gateway program was used as an intervention tool. 	<p>\$13,000.00 (4200 class 3010)</p>	<p>\$11,342.75 (4200 class 3010)</p>

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
- Gateway Program will be used as an intervention tool for EL students			

Action 3

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Teachers will continue receiving professional development for supporting EL students.</p> <ul style="list-style-type: none"> - Teachers will be provided training on implementing differentiated instruction and the use of small group instruction for ELs not meeting adequate progress in ELA and math. - Professional development on designated and integrated ELD - Professional development in creating lesson plans appropriate for EL students will be provided. - Support developing modified curriculum that provides EL students with academic content knowledge and English language proficiency. 	<p>Teachers received professional development over the course of the year that included:</p> <ul style="list-style-type: none"> - Implementing differentiated instruction and the use of small group instruction for ELs not meeting adequate progress in ELA and math. - Designated and integrated ELD - Creating lesson plans appropriate for EL students was provided. - Teacher had time and support developing modified curriculum that provides EL students with academic content knowledge and English language proficiency. 	<p>\$2,500.00 (5800 class 4035)</p>	<p>\$2,500.00 (5800 class 4035)</p>

Action 4

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>EL's will participate in ELA instruction with appropriate instructional support. Services provided will be assess and adjusted as needed.</p> <ul style="list-style-type: none"> - EL's who scored early advanced or 	<p>All EL students received ELA instruction with instructional support and were monitored for progress using the ELPAC, SBAC, NWEA, IABs and teacher grades/benchmarks.</p>	<p>\$10,000.00 (2100 class 3010)</p>	<p>\$10,000.00 (2100 class 3010)</p>

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>above on their ELPAC will be monitored for two years in their mainstream class where ELD standards are also implemented.</p> <ul style="list-style-type: none"> - After students show progress within their ELA class receiving at least a C for two years, including basic or above within their English benchmarks / NWEA assessment, students will then be reclassified as English proficient. - After reclassification, students will be monitored yearly. 	<p>Reclassified students were monitored for continued academic progress.</p>		

Action 5

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Continue extended daily instruction time by 30-45 minutes for Elementary and Middle School, and 55 minutes for High School.</p> <p>EL students receive additional instruction time to support language acquisition.</p>	<p>EL students received additional instructional time in support of language acquisition.</p>	<p>Amount included in teacher salaries Action 1 (1100 class 3010)</p>	<p>Amount included in teacher salaries Action 1 (1100 class 3010)</p>

Action 6

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>LECS will continue to provide English Supplemental classes for EL students.</p> <ul style="list-style-type: none"> - All students who are classified as level 1, 2, and 3 are required to participate 	<p>English supplemental classes were provided to all identified EL students. All students in the supplemental classes were monitored by ELD coordinator and site administration for progress.</p>	<p>Amount included in teacher salaries Action 1 (1100 class 3010)</p>	<p>Amount included in teacher salaries Action 1 (1100 class 3010)</p>

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>in EL direct instruction / supplemental classes.</p> <ul style="list-style-type: none"> - Students in the supplemental class will be working on enhancing writing skills and critical thinking skills. They will be taught strategies of how to write a cohesive essay, develop academic language, use inferences and writing strategies to enhance deductive and inductive reasoning. - The English supplemental class will also provide academic language acquisition, writing skills instruction, instruction in the mastery of critical thinking strategies within a smaller classroom setting. Opportunities for students to practice their language skills by using strategies to allow students to use the academic language within the classroom will be implemented within the lessons to make sure common core standards are being mastered along with English Language Development strategies. - Students will receive instruction within the English Supplemental class using the Common Core standards for mastery of academic vocabulary, inductive and deductive reasoning, and mastery of writing skills 	<ul style="list-style-type: none"> - The English supplementary classes took place as part of the Lifeline master schedule and were aligned with common core standards. EL Students participated in supplementary English classes focused on developing basic academic skills. Teachers were provided specific workshops on strategies to support EL students. - EL student progress was tracked using the multiple assessment data measures and summarized in the Individual Student Learning Plan (ISLP). - All instruction for EL students was aligned to the Common Core standards. - Additional interventions were provided if the student was not progressing. 		

Action 7

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
LECS will strive to provide highly qualified teachers with CLAD certifications and experience providing high quality differentiated instructions to English Learners.	97% of the teachers working with ELD students held CLAD certification. Teachers without CLAD authorization were enrolled in CLAD program to gain certification. Two new teachers were enrolled in CLAD program submitted CLAD authorizing paperwork during the school year.	N/A	N/A

Analysis

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

Lifeline successfully implemented all actions and services supporting the goal. The ELD Master Plan was reviewed and revised. EL support strategies were reviewed, and adjusted to improve student support. The ELPAC is fully implemented and is part of the Lifeline assessment plan. Improvements in the use of data to both identify EL students and to track progress continued with the ELD coordinator utilizing CALPADS data and the use of NWEA, SBAC data and classroom assessment data. Supplemental English classes continued to be offered in the Middle and High School and included identified EL students. EL students in the elementary grades also received additional instructional time in English. EL students not showing progress were identified and participated in lunchtime, and after school supplementary English support programs staffed by teachers and instructional aides. Both regular teaching staff and ELD support staff improved data utilization, and the on-line ISLP's, to track EL student progress, make recommendations for improvement, and communicate with parents. All staff working with EL students were CLAD certified or had certification in progress during the course of the 2018-19 school year.

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

The ELD program under the leadership of our experienced ELD Coordinator is progressing to become highly effective in supporting our EL students. Over the course of 2018-19 the program effectiveness was evident on multiple fronts. Support for students improved, with professional development for teachers leading to improved support in the classroom. The training and support of instructional aides increased the effectiveness of the direct support they provided to EL students. The identification of EL students improved, resulting in Lifeline's EL numbers actually going down. Most importantly, the re-designation rate for EL students improved significantly over the past two years, with a rate of 24.4% over the course of 2018-19, exceeding our target by 7.7%. As part of the ongoing WASC

process, Lifeline staff analyzed how Lifeline's EL students perform on the CAASPP ELA and Math assessments when compared to EL students at similar schools. The analysis revealed that the Lifeline students continue to perform well above their peers at other similar schools.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 2 Action 1: Incoming new teachers and instructional aide staff salaries were on the lower end of the salary schedule based on their qualifications (eg. education and years of experience), therefore, reducing total estimated actual.

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.

Goal 2, Action 3 has been modified reflecting changes in professional development to emphasize differentiated instruction and project-based learning to engage EL students.

Goal 2, Action 4 has been modified to reflect the use of multiple assessment measures to identify when a student will be reclassified.

Goal 3

Increase parent involvement and decision making at all sites.

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Annual Measurable Outcomes

Expected

Increase involvement of LECS parents in decision making through the Board of Directors, Site Advisory, and school climate surveys. Parent involvement will be tracked by meeting agendas and sign in sheets.

Actual

Parent involvement increased and improved in the level and quality of participation. Two parents serve on the Board of Directors. The Site Advisory Council increase membership and improve the meeting structure to enable

Expected

Actual

	better input by parents. The Lifeline ELAC offers parents of EL students with means for input.
Lifeline parent resource page is launched and accessible with information in English and Spanish	Lifeline launched a parent resource page on the web site containing resources for parents.
Lifeline launches new student information system. The system provides better access to information for the purpose of involving parents in the education and decision-making process.	The Infinite Campus parent portal was launched with access provided to parents.

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
Have at least one LECS parent or guardian serve on the Board of Directors so the local community is engaged in the decision-making process and the educational programs of students. (Note: budgeted expenditures do not include or provide compensation).	2 Parents served on the Board of Directors in 2018-19	N/A	N/A

Action 2

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
Continue to increase engagement of parents through multiple opportunities for them to participate and provide input on the LECS program: - Site Advisory Council - is designed to represent primary stakeholders	Parents participated in the Site Advisory Council, as classroom volunteers and through a parent survey. In addition, parents also participated in English Learner Advisory Committee (ELAC).	\$1,300.00 (4700/5800)	\$4,800.00 (4700/5800)

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
(especially parents) and act as the primary advisory group to the Board and the Executive Director. <ul style="list-style-type: none"> - Classroom volunteer - Parent Survey 			

Action 3

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
Based on 2017-18, adjust the annual survey to be given to parents, guardians, staff and students to measure satisfaction and school climate.	The annual survey was adjusted based on input from parents and staff. The survey was provided to all parents in 2018-19	\$100.00 (4300)	\$100.00 (4300)

Action 4

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
Continue to engage parents through Parent Teacher Conferences and counselors. <ul style="list-style-type: none"> - Counseling positions will focus on individualized communication with parents to promote involvement. - Parent Teacher Conferences will occur regularly during the school year aligned with the school-wide evaluation schedule. The meetings are composed of parents, teachers and other support staff and is intended to facilitate parental participation in LECS and support student academic success. 	Counselors, teachers and site administrators regularly communicated with parents regarding student academic performance, college and career interests. Parent teacher conferences were held regularly in grades TK-12.	\$10,000.00 (4300 / 2400 – 4700)	\$10,000.00 (4300 / 2400 – 4700)

Action 5

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Evaluate and adjust as needed LECS School Parent Involvement Policy that mandates parent participation. In support of strengthening student academic achievement, the policy will:</p> <p>Govern expectations and requirements of parent involvement.</p>	<p>The LECS Parent Involvement Policy was reviewed by administration and legal counsel and adjusted for the 2018-19 school year</p>	<p>\$800.00 (4300 / 4700)</p>	<p>\$800.00 (4300 / 4700)</p>

Action 6

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Evaluate and adjust trainings/workshops for parents, student and stakeholders. Topics may include but not be limited to:</p> <ul style="list-style-type: none"> - Common core standards - College admission, PSAT/SAT Planning - FAFSA/Financial Aid - Preventing Bullying - Campus Safety - Drug Awareness - Social services - Study habits - Computer literacy - Health / Diet 	<p>Parent workshops were held throughout the year to provide information and training on issues identified by staff and parents as useful.</p>	<p>\$2,800.00 (4700 (food) 1100/1300 Staff 5800 Consultant – class 3010)</p>	<p>\$6,500.00 (4700 (food) 1100/1300 Staff 5800 Consultant – class 3010)</p>

Action 7

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Support increased and improved parental involvement through enhanced on-line communication.</p> <ul style="list-style-type: none"> - Create a parent page on the school website and populate with information identified by parents as useful - Implement the new student information system to drive improved information and communication to parents. 	<p>A new parent page was created on the Lifeline web site that included resources for parents. The Infinite Campus student information system includes a parent portal supporting access to grades, attendance and other student data. Access to the portal was provided to parents.</p>	<p>\$2,500.00 (5800 / 1200)</p>	<p>\$2,500.00 (5800 / 2300 / 2400)</p>

Analysis

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

Parent engagement significantly increased during the 2018-19 school year. The Board of Directors membership continues to have 2 parents, double what is targeted in the LCAP goal. The engagement of parents through the Site Advisory Council improved, with parents and school leadership working effectively together on critical school issues, ranging from student safety to academic support. The use of workshops to provide information and training for parents expanded. The English Language Advisory Committee (ELAC) had good parent participation and input. The number of parent workshops increased with positive feedback from those attending. The parent involvement policy in the Parent Handbook was reviewed by legal counsel and bolstered. A parent resource page was implemented on the Lifeline web site, and the parent portal on the Infinite Campus student information system was opened to provide parents with convenient on-line access to student information.

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

The parent involvement strategies used by Lifeline continue to be effective as measured by parent participation and input on the annual survey. Parent participation on the Board of Directors continues to be double what is targeted. This year the Site Advisory Council took a giant step in both the participation and the quality of the issues addressed. The parent workshops and roll out of the ELAC were successful, resulting in a need to significantly increase the budget due to

participation. The action of implementing a parent resource page on the web site was accomplished and parents were provided with on-line access to student information through the Infinite Campus parent portal.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 3, Action 2: Additional funds were needed to support the expanded Site Advisory Council and the English Learner Advisory Committee.

Goal 3, Action 6: Increase in the number of workshops offered to parents increased staffing and incidental food costs.

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.

Goal 3, Action 2: The English Learner Advisory Committee (ELAC) met this year in addition to other parent groups (Site Advisory Council).

Goal 4

Prepare students to successfully complete upcoming CAASPP assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,7

Annual Measurable Outcomes

Expected

LECS will target an increase of between 1% to 3% for all students to score proficient or higher in English Language Arts/Literacy and Mathematics as demonstrated by the CAASPP statewide assessment. This target includes all grade levels, and student subgroups.

Actual

LECS met the measurable outcome targets in English Language Arts and mathematics based on preliminary CAASPP data. Students meeting or exceeding English Language Arts standards represented 46.0% of all test takers, an increase of 7.8% over the previous year. Students meeting or exceeding Mathematics standards represented 33.6% of all test takers, an increase of 5.9% over the previous year.

Actions / Services

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

Action 1

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>LECS will identify student academic needs so support can be individualized. Based on CAASPP results, support actions may be adjusted.</p> <ul style="list-style-type: none"> - LECS will assess student proficiency prior to enrollment using NWEA Benchmark and Smarter Balanced Assessment (Spring Assessment). - Students that are not proficient will be required to attend supplemental (intervention) courses and after school tutoring. - An individualized student learning plan (ISLP) will be developed for each student. 	<p>LECS actions were consistent with planned actions.</p> <ul style="list-style-type: none"> - Staff followed the adopted assessment plan, using multiple measures starting in August 2018 and throughout the year to identify individual student needs, track progress and adjust support / intervention. - Staff participated in training before classes resumed in August, analyzing SBAC and NWEA data for the purpose of developing an individual student learning plan (ISLP). ISLP's were developed by teachers for each student and placed in on-line student assessment folders where they were updated by teachers throughout the year. 	<p>\$14,000.00 (NWEA) \$91,800.00 (Percentage for Site Administrators & Data analyst)</p>	<p>\$11,187.50 (NWEA) \$109,814.00 (Percentage for Site Administrators & Data analyst)</p>

Action 2

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>LECS administrative team in collaboration with teachers will analyze academic results from previous year and make adjustments to programs and professional development</p>	<p>LECS actions/services were consistent with planned actions. A full-time curriculum coordinator for TK-8 and part time coordinator</p>	<p>\$78,000.00 (1100, 1300 and 5800)</p>	<p>\$80,000.00 (1100, 1300 and 5800)</p>

PLANNED
ACTIONS/SERVICES

ACTUAL
ACTIONS/SERVICES

BUDGETED
EXPENDITURES

ESTIMATED ACTUAL
EXPENDITURES

strategies. A team consisting of administrators, curriculum staff and teachers collaborate to ensure that classroom instruction is conducive to student learning and improving student academic performance.

- Teachers will work with curriculum staff to develop implement academically rigorous instruction aligned to the Common Core standards.
- Teachers will receive support from curriculum staff developing units of study, lesson plans and differentiated learning strategies. Lesson will be posted on-line for review and sharing.
- Administrators and curriculum staff will visit all classrooms on a regular basis giving constructive feed-back on classroom approach the same day or a day later.
- Administrators and curriculum staff will hold professional development sessions with the entire staff on a regular basis supporting best practices.
- Teachers will receive professional development on integrating test preparation strategies as part of the curriculum and how to use CAASPP on line resources.
- All teachers will be required to give Formative and Summative assessments on each unit/chapter being taught.
- All teachers will be conducting school-wide walk- through, observing peers, to enhance their teaching skills.
- Administrators and Teachers will continue to develop a comprehensive writing program to support student performance on standardized tests.

for high school supported teachers to achieve planned actions.

- The curriculum coordinator and site administrators worked with teachers to develop units of study and integrate differentiated learning and project-based assignments. This took place during the professional development sessions, PLCs and on an individual basis with teachers.
- Classroom visits took place on a regular basis to provide monitoring and support for implementation of CCSS.
- All teachers posted weekly lesson plan on line for review and as a resource.
- Teachers were provided with time to collaborate on successful strategies during professional development/PLC time.
- All teachers implemented formative and summative assessments and integrated test preparation skills as observed by principals, coaches and curriculum coordinator.
- The school wide writing program continued and expanded to a teacher recommended 3 times per year, to address the need for all students to improve writing.
- Improvements to NWEA, IAB and SBAC test preparation processes took place to support students in performing as well as possible.
- Improvements were made for students who needed accommodations on test.

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<ul style="list-style-type: none"> - Teachers will be required to teach higher-order thinking skills and the Socratic method. - All teachers will teach test preparation strategies which will be planned in departmental meetings to familiarize students using technology in order for them to maximize understanding of features on the testing interface. - Administrative staff and teaching staff will develop testing schedules that are structured and conducive to our population in order to maximize student achievement 			

Action 3

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>LECS will continue to provide a student to teaching staff ratio that will support instruction and student learning.</p> <ul style="list-style-type: none"> - maintain a student-teacher ratio of 22 to 1 (TK-1) - maintain a student-teacher ratio of 24 to 1 (K-5) - maintain a student-teacher ratio of 30 to 1 (6-12) 	<p>The actual student to teacher ratio was:</p> <ul style="list-style-type: none"> - maintain a student-teacher ratio of 25 to 1 (TK-1) - maintain a student-teacher ratio of 28 to 1 (K-5) - maintain a student-teacher ratio of 30 to 1 (6-12) 	<p>\$995,000.00 (1100 teacher salaries)</p>	<p>\$1,394.168.00 (1100 teacher salaries)</p>

Action 4

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Lifeline will continue the use of instructional technology to support student learning in ELA and Math (i-Ready/McGraw Hill Flex Literacy and Carnegie). The administration, curriculum staff and teachers will annually evaluate the programs for the purpose of:</p> <ul style="list-style-type: none"> - Developing new strategies in the use of technology to support student performance. - Expand use of technology to support other subjects. - Identify additional training needs to support the successful integration of supplemental technology tools in the classroom. 	<p>LECS actions and services were consistent with planned actions. Site administrators, the curriculum staff and teachers met to review the use of technology tools to support students.</p> <ul style="list-style-type: none"> - Lifeline expanded the use of instructional technology to support student learning in ELA and Math (i-Ready, Tickets to Read, Brain Pop, McGraw Hill Flex Literacy, Mathia, and Edulastic, and others) - Teachers received additional training both from internal professional development and professional development provided by vendors. 	<p>\$18,000.00 (4200 Unrestricted /3010)</p>	<p>\$18,000.00 (4200 Unrestricted /3010)</p>

Action 5

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Lifeline will continue to make technology upgrades to improve student and teacher access to on-line resources supporting improve academic performance and CAASPP test preparation.</p> <ul style="list-style-type: none"> - Evaluate performance of technology support company providing teacher support and network improvement planning. - Continue to implement network and security upgrades. - Improve the student to computer ratio - Upgrade hardware and software on a regular basis. 	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - Improvements to the network occurred to bring all school sites up to 100MB per second - Additional computers were purchased to reduce the student to computer ratio to 2.5 computers to 1 student. - Professional support staff ensure the network is up and running and teaching staff / students have 	<p>\$100,000.00 (5800 Consultant 4400 Equipment)</p>	<p>\$61,828.00 (5800 Consultant 4400 Equipment)</p>

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
- Prepare for providing support for parents accessing the on-line student information system.	functioning computers with access to on-line resources.		

Analysis

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

The actions and services supporting the goal of improved student performance on the CAASPP were implemented and resulted in gains on school-wide student performance in ELA and mathematics. Iterative assessment of student academic progress, using multiple measures (NWEA, IAB's, benchmark assessments, writing assessments and others) continued as part of what every teacher, administrator and support staff does to support students. Every student continued to have an Individual Student Learning Plan (ISLP), containing all vital assessment data along with teacher recommendations to improve academic performance. Students scoring below grade level were identified, received tutoring in the elementary grades and were required to participate in supplemental English and Math courses in the middle and high school.

Teachers were provided with professional development time to meet in professional learning communities (PLC's). During the PLC time, teachers analyzed data as a team, and created lessons to help students develop higher order thinking skills. In addition to the PLC's teacher received professional development on how to deliver academically rigorous curriculum to students performing at a wide range of skill levels. The professional development included differentiated learning strategies, project-based learning and integrating test preparation strategies. During the 2018-19 school year, curriculum staff worked individually with teachers to model lessons, assist with lesson planning, and analyze what worked and what did not.

Due to an increase in enrollment, the class size targets were increased and additional support from instructional aides was used to support students.

The use of instructional technology continued to improve. Curriculum staff worked with teachers to identify the core group of resources that positively impacted students. Once priority programs were identified, training was provided by internal curriculum staff and vendors. Supporting the improved use of software were improvements to the Lifeline network at all school sites. For students, in addition to the instructional technology offered in the classroom, curriculum enrichment opportunities such as robotics and coding classes were offered in order to help students develop skills necessary for college and career. Network upgrades including improved switching, routing and server management led to meeting our goal of 100MBPS access for every student and teacher. The purchase of new computers reduced the student to computer ratio to 2.5 students to 1 computer. Outsourced technology support was continued to assist with the implementation of the network improvements and provide direct support to teachers, in an effort to ensure technology is up and running for classroom lessons and student assessment. These technology upgrades have improved the student experience with on-line assessments such as the NWEA and SBAC.

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

The actions and support services in 2018-19 were effective as demonstrated by student outcomes on the CAASPP. Lifeline continues to stay focused on improving teaching and learning with the use of data, technology, commitment to professional development and improvements in planning and administrative support for staff.

The supporting actions and services have resulted in improved student performance across all grades and student groups on the CAASPP. Between 2015 and 2019 there has been a sustained effort to focus on improving teaching and learning. Test preparation skills development and SBAC resources are used to address the needs of at-risk students. Continued improvements to the technology infrastructure and improved student to computer ratio has led to a better on-line test preparation environment for students which we believe has helped test results. On the CAASPP between 2015 and 2019 the 11th grade has realized over a 27% growth in students meeting or exceeding the standards in English Language Arts. Similarly, 11th grade math realized a growth of over 22% in the number of students meeting or exceeding standards. There has been a 14% growth in 8th Grade and 26% growth in 7th Grade, in the number of students meeting or exceeding standards in English from 2015 to 2019. In Math, the growth of students meeting or exceeding standards from 2015 to 2019 was 25% in 8th grade and 20% in 7th grade. In the elementary school the results are similar from 2015 to 2019 with the 6th grade being a good example with an ELA growth of 21% and math growth of 27% of students meeting or exceeding standards.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 4, Action 1: Increase in the salaries for the site administrators and data analyst.

Goal 4, Action 3: Increase in the number of staff and increases in salary schedule.

Goal 4, Action 5: There were cost savings in the purchase of network hardware and software that reduced the estimated actual costs.

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.

Goal 4, Action 2: Revised to reflect the expansion of the Lifeline writing assessment to three times per year and other assessments that are part of the Lifeline assessment plan.

Goal 4, Action 3: Revised to reflect the increase in class size targets going forward due to increased enrollment.

Goal 4, Action 5: Revised to reflect the target of 1 to 1 computer program by 2020-21.

Goal 5

LECS will maintain a 95% ADA rate

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Annual Measurable Outcomes

Expected

Continue to maintain an ADA rate of 95% or higher

Actual

The actual ADA rate for 2018-19 was 94%

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>LECS will continue to provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. LECS will employ security guards strategically placed throughout all campuses and have increased visual presence during major times of student traffic (before school, lunch, after school).</p>	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - Security guards were present at all campuses. 	<p>\$220,000.00 (5800 Unrestricted)</p>	<p>\$310,000.00 (5800 Unrestricted)</p>

Action 2

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>LECS will continue the Dean of Students Position. Based on the evaluation from previous year, LECS will adjust duties and continue to employ a Dean of Students. The Dean position will work in collaboration with the guidance counselors to continue working with the families to provide updates on student attendance and communicate its importance of attendance. A discipline chair supported attendance for the middle school.</p>	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - The Dean of Students worked with staff and parents to identify students with attendance issues and develop an attendance improvement plan. - The Dean of Students worked with guidance counselors to communicate with parents regarding attendance issues. - Part time positions to support elementary and middle school attendance/discipline was created. - Student Success Team (SST) continued and the processes made consistent across all grade levels. 	<p>\$187,000.00 (1300/2300 Unrestricted)</p>	<p>\$151,072.00 (1300/2300 Unrestricted)</p>

Action 3

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>The counseling positions will continue to assist in coordinating one-on-one sessions and informational workshops for parents regarding significance of ADA and attendance. LECS will also work to recommend any additional social services that may address family issues that may impact attendance.</p>	<p>LECS actions and services were adjusted for this action.</p> <ul style="list-style-type: none"> - The parent liaison position was vacant for the 2018-19 school year with duties filled by other staff. Parent communication took place through the Site Advisory Council and directly from school staff. - Counselors at school sites provided services to support students and families. 	<p>\$9,000.00 (2200 Class 3010)</p>	<p>\$25,568.00 (2200 Class 3010) .</p>

Action 4

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>LECS administration and school administrators will assess LECS Truancy and Attendance policies and make improvements where necessary to maintain ADA.</p>	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - LECS administration worked with legal counsel to make improvement to the truancy policies in the LECS Student and Parent Handbook. - These changes were implemented in the 2018-19 Parent and Student Handbook. 	<p>\$5,000.00 (1300 Unrestricted)</p>	<p>\$5,000.00 (1300 Unrestricted)</p>

Action 5

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Lifeline will continue to implement a comprehensive student information system (SIS) that will track all student information including student attendance data.</p> <ul style="list-style-type: none"> - Staff will use system to improve monitoring of student attendance. - Staff will use (SIS) system to improve communication with parents related to attendance. Parents will be trained on how to access system including attendance. 	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - Lifeline staff rolled out the new student information system for staff for use in attendance and grading. Parents were given access to the parent portal to more conveniently access student information. 	<p>\$25,000.00 (4300/5800)</p>	<p>\$55,526.50 (4300/5800)</p>

Action 6

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Lifeline will fully implement Student Success Team (SST) pilot to support struggling students to be academically successful.</p> <ul style="list-style-type: none"> - Utilize student information system to identify students with attendance issues - Develop support plan to improve attendance 	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - The successful SST pilot was analyzed by staff. The key processes that positively impacted students were systematized across all grade levels. 	<p>N/A</p>	<p>N/A</p>

Analysis

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

The implementation of actions and services during the 2018-19 school year were consistent with what was planned. The use of security at every school site to provide students and parents with a healthy and safe learning environment was continued and expanded at the high school site. The use of dean/administrative positions, full time at the high school and part time discipline chair in the middle and elementary was continued and is now being analyzed to improve attendance outcomes. The Student Success Team (SST) grew in its role of supporting student behavior and attendance. Lifeline's attendance and truancy policies were reviewed by administrative staff and legal counsel then updated to align with legal requirements and current needs. The results of the review and update were included in the 2018-19 student and parent handbook. The attendance component of the student information system was implemented at the beginning of the school year. Additional training was provided to help staff adjust to the new system and supporting processes.

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

The efforts to support student academic success through good attendance were successful for grades TK-8. The high school experienced a small drop in attendance, which resulted in the schoolwide goal of 95% ADA not being met. A major factor that affected high school attendance was the uncharacteristically large number of students who missed school due to illness during the flu and cold season. In the February 2019 WASC visit, Lifeline's safe and welcoming environment was once again noted by all members of the visiting team.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 5, Action 1: There was an increase in the hiring of security for school sites to ensure student safety.

Goal 5, Action 2: The dean of student services was reduced at the middle school resulting in lower estimated actual expenditures.

Goal 5, Action 3: The weekly hours for the positions were increased to support student and family counseling.

Goal 5, Action 5: The implementation of the new student information system required additional training and implementation services, increasing the 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.

Goal 5, Action 2: The Dean of student position and job responsibilities will be adjusted to reflect a focus on attendance. The position will work closely with site administration to improve attendance.

Goal 5, Action 5: Changes made to reflect specific targeted use of the student information for student, parent and teacher support.

Goal 6

LECS will maintain a suspension rate of less than 6%.

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Annual Measurable Outcomes

Expected

Continue suspension rate of less than 6% as evidenced by our Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents.

Actual

The actual suspension rate exceeded goals with a schoolwide suspension rate of 1% for the 2018-19 school year

Actions / Services

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

Action 1

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>To reduce suspension, students who have recurring behavior problems will have:</p> <ul style="list-style-type: none"> - Individual sessions with the guidance counselor. - Individual counseling to identify the root cause of the negative behaviors. - Students will also be placed on a positive behavior support plan to help motivate them to change the negative behaviors. 	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - Dean of Students and guidance counselors met in small group sessions and individually with students. - Students who had recurring behavior issues were referred to SST and put on support plans. 	<p>N/A reflected in Goal 5 Action 3</p>	<p>\$17,045.45 (reflected in Goal 5 Action 3)</p>

Action 2

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Provide teachers professional development on LECS Character Development program (Character Counts) or other programs TBD.</p> <ul style="list-style-type: none"> - The focus is to provide guidance to student on acceptable social behavior. - Annually evaluate and adjust program(s) 	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - Teachers received training on the Character Development Program. - Administrative and teaching staff reinforced socially acceptable behavior as part of the Lifeline family approach. 	<p>\$5,000.00 (5800 Unrestricted)</p>	<p>\$5,000.00 (5800 Unrestricted)</p>

Action 3

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Lifeline staff will continue to work as a team, empowering students to adhere to Lifeline Education Charter School's 6 core values at school, home and in the community. Annually evaluate and adjust as part of planning process.</p> <ul style="list-style-type: none"> - Dean of Students (DOS) to manage all student disciplinary and attendance matters. - Keep students inside the classrooms rather than out of the classrooms, therefore reducing the overall suspension percentage to a minimum. - Dean / Site administrators will offer alternative learning initiatives (AM detention, PM detention/after school or Saturday school) - Meet with the student and parents to offer alternative learning solutions to achieve the students' academic goals. 	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - Dean of students managed disciplinary and attendance matters for high school. A part time dean/administrator supported attendance and discipline matters at the elementary and middle school. Site Administrators at the high school, middle and elementary school levels supported discipline and attendance matters in collaboration with the deans, and counseling staff. - Student Success Team (SST) was used to provide a comprehensive approach to student academic success and behavior. - Effectiveness of actions were evaluated as part of the weekly administrator meetings and adjustments made during the year as well as recommendations for the upcoming year. - Parents received immediate and regular communication regarding discipline and behavior issues. These include phone calls, e-mails, face to face meetings, etc. 	<p>\$1,000.00 (2300 Unrestricted)</p>	<p>\$1,000.00 (2300 Unrestricted)</p>

Action 4

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Site administrators and support staff will work with teachers and families to manage student</p>	<p>LECS actions and services were consistent with planned actions.</p>	<p>\$98,000.00 (1300 Unrestricted - Percentage)</p>	<p>\$88,011.05 (1300 Unrestricted - Percentage)</p>

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>behavior issues and concerns. Effect of site administrator actions will be evaluated and adjusted.</p> <ul style="list-style-type: none"> - Site administrator, deans and counselors will work with teachers to track in-classroom progress of students with behavioral issues. - Site administrator, deans and counselors will work with all instructors to empower the student(s) to become self-motivated. - LECS will increase targeted interventions with students and families and monitor their impact through a system of data-informed practices. - LECS will build stronger relationships with students by further increasing alternative behavioral interventions, restorative practices, counseling and mental health services. 	<ul style="list-style-type: none"> - Site administrators and Deans worked with teachers and counselor to address behavior issues. - Targeted interventions, such as behavior improvement plans were put in place as part of the counseling and SST process. - Students with behavioral and corresponding academic issues were referred for individual counseling that ranged from in house counseling support, to mental health and family services. 	<p>of Site Administrator Salary)</p>	<p>of Site Administrator Salary)</p>

Action 5

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Lifeline will continue implementation of a comprehensive student information system (SIS) that will track all student information including student behavior and suspension data.</p> <ul style="list-style-type: none"> - Staff will use SIS system to improve monitoring of student behavior. - Staff will use suspension data tracked by the SIS to make support program adjustments. 	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - Lifeline rolled out the new student information system to all staff in August 2018. - The system was primarily used for attendance and grading with initial use for discipline/student behavior piloted over the course of the year. 	<p>\$ Already noted Goal 5 Action 5</p>	<p>\$ Already noted Goal 5 Action 5</p>

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<ul style="list-style-type: none"> - Staff will use SIS system to improve communication with parents related to attendance. Parents will be trained on how to access system to track student performance. 			

Action 6

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Lifeline will fully implement Student Success Team (SST) pilot to support struggling students to be academically successful.</p> <ul style="list-style-type: none"> - Utilize SST process to identify interventions for students with discipline issues. - SST tracks impact / improvements in identified student's behavior. 	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - The SST process was adjusted to make practices consistent across all grade levels. - The SST process was used to identify appropriate interventions for students, both academic and behavioral, and track progress 	N/A	N/A

Analysis

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

Lifeline implemented actions and services to meet our suspension rate goal (less than 6%). Students with behavior issues were quickly identified by teachers, site administrators and deans. Those students received significant support ranging from participation in small group or individual counseling to referral to the SST team. The SST process continues to be refined, and is taking a central role in supporting students, including those with behavior issues. Serving a large at-risk population, Lifeline staff members continue to implement proactive behavior support programs and activities. The character development program (Character Cures) continued and teachers received training on instituting this program. After school programs such as Girls Inc. and sports programs were offered to provide

positive behavioral role models and training for students. The student information system went live in 2018-19 with a focus on grading and attendance. The use of the system to track and manage all behavioral issues was piloted during the 2018-19 school year, with full roll out planned for the 2019-20 school year.

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

The actions taken were effective as evidenced by Lifeline meeting the goal of an annual suspension rate of less than 6%. The suspension rate for 2018-19 was under 0.018% across all grade levels.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 6, Action 4: The time allocated for site administrators on behavior matters was reduced resulting in lower 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.

Goal 6, Action 3 and 4: Adjusted to reflect the change in Dean of Students role and including the site administrators in all behavior and attendance issues.

Goal 7

Provide 100% of LECS students with access to A-G course requirements that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7

Annual Measurable Outcomes

Expected

100% of LECS students, including all student subgroups, unduplicated students, and students with exceptional needs, will continue to have equal access to enroll in academic and educational programs outlined in the school's charter. In addition, Metrics will include course enrollment rosters and student demographics reports.

Actual

The actual outcome for this goal met the expected outcome. 100% of LECS students continued to have equal access to enroll in academic and educational programs outlined in the school's charter, including full access to A-G course requirements as evidenced by course enrollment records.

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>LECS will continue to assess and make adjustments to the academic program and support programs to enable students to have full access.</p> <ul style="list-style-type: none"> - Identify students with areas of low proficiency and develop an individualized student learning plan, consisting of supplemental classes, after-school tutoring, etc. - Ensure that 100% of LECS teachers are credentialed. - 100% of all ELA and Math teachers are trained in CCSS. - 100% of LECS students have access to A-G course requirements. - Students who have excelled in course work will be able to participate in advanced courses to foster their academic skills. 	<p>LECS actions and services were consistent with planned actions.</p> <p>Administration implemented the following programs to enable students to have full access.</p> <ul style="list-style-type: none"> - Focus on creating a higher level of academic rigor continued with professional development supporting strategies to deliver high level CCSS aligned curriculum to all students. - Individual student learning plans (ISLPs) were developed for every student and used in conjunction with the SST process to quickly identify the support needed for student success. - Special needs student received support from ELD and Special Education staff to ensure they access A-G courses pursuant to IEP's. - HR Coordinator position continued to ensure all staff are fully credentialed to 	<p>\$70,000.00 (1300 & 5800 Restricted/Unrestricted)</p>	<p>\$83,000.00 (1300 & 5800 Restricted/Unrestricted)</p>

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<ul style="list-style-type: none"> - Provide Beginning Teacher Support and Assessment (BTSA) for all new teachers in order to support achievement of clear credential. - Staff will annually review courses, new and proposed to ensure they are Doorways compliant. 	<p>ensure delivery of a challenging standards aligned curriculum.</p> <ul style="list-style-type: none"> - BTSA support was provided for new teachers. - All new honors courses were submitted and approved on Doorways/UC A-G. - Honors courses in English, math and Spanish were approved on Doorways/UC A-G and were part of the 2018-19 master schedule. 		

Action 2

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>LECS guidance counselors will work with all students, especially those classified as Special Education, EL, and foster youth, to maintain a level of academic performance necessary not only to enroll, but to succeed in all courses of study.</p> <ul style="list-style-type: none"> - Meet with students on a monthly basis to track individual education plan. - Ensure that each student is enrolled in courses that satisfy graduation and college admission requirements. 	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - A new guidance counselor worked with all students to ensure they are enrolled in the correct courses and on track to meet college entrance requirements. In addition, the ELD and Special Education coordinators provided support for special needs students. - A 0.5FTE college counselor was hired to provide direct services to students with the college application process. 	<p>\$121,000.00 (1200/5800 Unrestricted)</p>	<p>\$120,000.00 (1200/5800 Unrestricted)</p>

Action 3

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Fully implement Student Success Team (SST) process to improve linking academic support to students in need. Further develop LECS after school program along with Supplemental Educational Services (SES) Title I Program Improvement allocated funds to provide additional academic support and help address issues of academic performance.</p> <ul style="list-style-type: none"> - Increase enrollment of students in support programs. - Hire additional staff and tutors to provide additional academic support to students. - Provide Saturday school support for students performing below grade level. 	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - The Student Success Team (SST) is fully implemented and is a central part of the Lifeline support process. - Afterschool programs are aligned with the core academic program to support students to improve areas of academic weakness. - Tutoring was provided to students identified as below grade level. Teachers and instructional aides served as tutors. - After school programs with a proven track record for supporting at risk youth were continued including: Girls Inc., Project Muszed and Body Captoria. - Saturday school was provided as a support for identified students. 	<p>\$98,000.00 (1100/2100 Class 3010/6010 Restricted)</p>	<p>\$71,193.87 (1100/2100 Class 3010/6010 Restricted)</p>

Action 4

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Offer additional core and elective classes to challenge students academically.</p> <ul style="list-style-type: none"> - College Readiness and Career Exploration - Honors English and Spanish - Honors Math (Algebra 1,2, Geometry) - Multimedia Arts - Quantitative Reasoning and Analysis 	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - Honors classes in English, math and Spanish were offered as part of the high school master schedule - Improvements to the high school and middle school science program were implemented to align with the NGSS. 	<p>\$55,000.00 (Regular After School) \$92,000.00 (ASES) (1100/2100/5800 Restricted)</p>	<p>\$55,000.00 (Regular Afterschool) 103,000 (ASES) (1100/2100/5800 Restricted)</p>

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<ul style="list-style-type: none"> - Improve the quality and rigor of the high school science program. - Advanced math and science courses to improve student preparedness for college. 	<p>Mobile labs were used in high school to address the need for lab science.</p> <ul style="list-style-type: none"> - Digital and musical arts was offered as an elective. Math and science-based enrichment programs like robotics were offered after school. A computer coding class was developed. - A 0.5 college counseling position supported students in college exploration and application. - Career exploration continues to be integrated into the curriculum, and career fair days took place where community members exposed students to careers and skills needed for success. 		

Action 5

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Continue to implement college awareness and student support program and make adjustment to the following programs as needed.</p> <ul style="list-style-type: none"> - Expand successful activities that expose students to college and career options. - Expand on self-esteem building activities to support students seeing themselves as capable of success in college. - Create a college and career checklist of activities in elementary and middle school that all student must complete. 	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - The college counselor worked with high school students to take the SAT, apply to college and with the financial aid/scholarship application process. - A series of college and career awareness activities took place throughout the campuses ranging from field trips to surrounding colleges to career fairs that included elementary and middle school students. - A college and career checklist was created for use by students. 	<p>\$48,000.00 (5800 Class 7338/0000)</p>	<p>\$13,050.00 (5800 Class 7338/0000)</p>

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<ul style="list-style-type: none"> - Provide a college counselor for high school students who will work with students on the specific steps necessary to successfully apply to college. 			

Action 6

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Continue implementation of a zero-tolerance program for missing assignments to support student completion of all coursework that will prepare them for college.</p> <ul style="list-style-type: none"> - Administrator training on how to establish expectations and support program. - Training on how to use the new student information system to monitor student completion of work. - Teacher professional development on strategies to support all students completing work. - Establish monitoring processes for principals and administration to evaluate effectiveness. 	<p>LECS actions and services were consistent with planned actions.</p> <ul style="list-style-type: none"> - The zero-tolerance program is in place at all grade levels and works in conjunction with the SST process when necessary. - Deans and counselors developed weekly reports on students with missing assignments. Those students were assigned to lunch or after school supervised homework recovery sessions. - Training on using the new student information system to track student completion of work was provided to staff. - Students who regularly missed work due to motivation, behavioral issues or attendance were referred to the SST process. 	<p>\$ N/A</p>	<p>N/A - Included in counselor salary</p>

Analysis

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

LECS continued to focus on providing all students with access to a rigorous college and career preparatory curriculum. This year, honors courses were offered for the first time at the high school. The middle school and high school science programs received significant attention in the form of professional development and material resources. In the high school mobile labs were used for the full year to provide students with laboratory science. Teachers received professional development with a focus on providing differentiated instruction enabling all students to access a rigorous college and career curriculum.

To ensure all students have access to U.C.-approved A-G courses that promote college and career readiness, Lifeline continued to provide a wide array of student support services starting in the elementary level and continuing through high school. Counseling services, special needs student support, tutoring, and after school programs were in place and designed to provide students with full access to the curriculum. In February 2019, the WASC visiting team noted, "The school is providing support systems for all of its learners, and this is seen in the instructional aides present in lower grade classrooms and the supplemental English and Math intervention programs at the Middle and High School levels."

To help students and parents with college and career awareness and preparedness, programs that run from elementary to high school continued to be offered. Field trips to colleges, career day, a college and career checklist for students, and enrichment programs like robotics were just some of the activities that were provided.

A counseling team consisting of a 1.0FTE academic counselor in the high school, 0.5FTE college counselor for high school and middle, and part time counselors in the middle and high school provided support services to ensure all students accessed the college and career preparatory curriculum.

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

The actions/services to achieve the goal of providing 100% of Lifeline students with access to A-G course requirements promoting college and career readiness continue to be effective. A key indicator of success is student completion of a college recommending program. From 2015 through 2018, 100% of Lifeline graduates completed courses required for UC/CSU admission (Source: Dataquest). To achieve this goal, one of the actions/services that needs to be in place is good curriculum and instruction. In February 2019, the WASC visiting committee provided commendations which included, "The visiting committee witnessed very strong and rigorous teaching practices at all school sites."

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 7, Action 3: The reduction in estimated actual expenditures was the result of instructional aides on extended personal leave.

Goal 7, Action 5: The college counselor was a contractor in 2017-18. In 2018-19 the contract was not renewed and a 0.5FTE was hired during the course of the school year, resulting in a reduction in the estimated actual expenditure.

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.

Goal 7, Action 1: Adjusted to include planning for Advance Placement (AP) courses in the high school, and honors courses in the middle school, with implementation planned the following year.

Goal 8

Increase the mathematics and English language arts proficiency of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7

Annual Measurable Outcomes

Expected

- LECS will make systemic and measurable growth towards grade level proficiency in Mathematics, as measured on by the NWEA results. LECS students scoring at a level 3 and higher will increase by 2% - 3%

- LECS will make systemic and measurable growth towards grade level proficiency in ELA, as measured on by the NWEA results. LECS students scoring at a level 3 and higher will increase by 2% - 3%

Actual

The actual outcome for this goal met the expected outcome with the increase in performance on the NWEA in mathematics exceeding the goal for all students.

The actual outcome for this goal met the expected outcome with the increase in performance on the NWEA in ELA exceeding the goal for all students.

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>Provide students with CCSS aligned programs that support differentiated learning.</p> <p>Math Program:</p> <ul style="list-style-type: none"> - Grades TK-6 will continue to use Envision and Go Math. - Grades 7-12 will continue to participate in the Carnegie Curriculum. <p>English Language Arts:</p> <ul style="list-style-type: none"> - Grades TK-5 will continue to use Journeys, Ticket to Read and iReady. - Grades 6-12 will continue to use Collections, eBooks and video support resources. <p>Evaluate current ELA and math programs for effectiveness with Lifeline student population. Research CCSS aligned options if needed.</p>	<p>The administrative and curriculum staff working with the teachers made adjustments to the ELA and Math programs to better support students.</p> <p>English Language Arts:</p> <ul style="list-style-type: none"> - TK program will use Big-Day Pre-K for ELA instruction. - Grades K-5 will continue to use the Expeditionary Learning ELA curriculum, program components from Journeys, Ticket to Read and I-Ready ELA program. - Grades 6-8 will continue to use the Expeditionary Learning ELA curriculum and Flex literacy program. - Grades 9-11 will continue to use Expeditionary Learning ELA curriculum, eBooks and video support resources in 2019-20. <p>Math Program:</p> <ul style="list-style-type: none"> - TK program will use Big-Day Pre-K for math instruction and resources from the Envision Math program. - Grades K-5 will continue to use the Go Math program and continue program support using the I-Ready math program. - Grades 6-12 will continue to participate in the Carnegie Curriculum with use of the Mathia program and resources from Edulastic. 	<p>\$16,000.00 (4100 Unrestricted)</p>	<p>\$20,652.88 (4100 Unrestricted)</p>

Action 2

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Students performing below grade level will be provided with additional support.</p> <p>Math Program:</p> <ul style="list-style-type: none"> - TK-6 Pull out, push in support with instructional assistants. - Carnegie Cognitive Math support program <p>English:</p> <ul style="list-style-type: none"> - Grades 7-8 Flex Literacy - 9-12 lunch and after school tutoring. - Pull out tutoring with instructional assistants 	<p>Students performing below grade level were provided with additional support.</p> <p>Math Program:</p> <ul style="list-style-type: none"> - TK-6 Pull out, push in support with instructional assistants. - Use of differentiated computer-based programs (I-Ready and Mathia) - Carnegie Cognitive Math support program. - 6-12 Supplemental Classes for additional Math support. - K-12 after-school and lunch tutoring support. <p>English Program:</p> <ul style="list-style-type: none"> - TK-6 Pull out, push in support with instructional assistants. - K-2 foundational ELA skills block. - Grades 3-8 Flex Literacy program. - Grades 3-5 ELA All Block - 6-12 Supplemental Classes for additional ELA support. - Use of differentiated computer-based programs (I-Ready, Roadworks and Tickets to Read) - K-12 tutoring support. 	<p>\$35,000.00 (1100/2100 Class 3010)</p>	<p>\$35,000 (1100/2100 Class 3010)</p>

Action 3

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>All students performing significantly below grade level will continue to be placed into Supplemental Educational Services which include any or all of the following:</p>	<p>LECS actions and services were consistent with planned actions.</p>	<p>\$250,000.00 - math / ELA supplementary teachers (1100 Class 3010)</p>	<p>\$282,178.03 - math / ELA supplementary teachers (1100 Class 3010)</p>

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<ul style="list-style-type: none"> - Supplemental ELA or Math course after-school tutoring - supplementary learning programs / software. 	<p>All students were provided supplemental services based on teacher/ISLP recommendation, counselor or dean recommendation, and or the recommendation of the SST.</p>		

Action 4

PLANNED ACTIONS/SERVICES	ACTUAL ACTIONS/SERVICES	BUDGETED EXPENDITURES	ESTIMATED ACTUAL EXPENDITURES
<p>Continue to implement the schoolwide writing initiative that was piloted in 2016-17 for all students TK-12. Evaluate progress and make adjustments</p> <ul style="list-style-type: none"> - Implement 2-3 SBAC writing rubric assessments per year supported by - Provide staff development on teaching writing across all subjects. 	<p>Continued to implement and adjust the LECS School-Wide Writing Assessment for all students TK-12. The program now includes:</p> <ul style="list-style-type: none"> - Implementation of 3 writing assessments per year based upon grade levels. - Teacher evaluation of each student writing response to an assigned prompt - SBAC writing rubric will be used to evaluate student writing. - PLC grading of writing assessments and use of data to monitor student progress from year to year. - Provide staff development on teaching writing across all subjects and cross-curricular writing opportunities. 	<p>\$20,000.00 (1100/3010)</p>	<p>\$23,000.00 (1100/3010)</p>

Analysis

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

The actions and services outlined in the 2018-19 LCAP were implemented, but with important adjustments to curriculum materials. As noted earlier, there has been a focus on providing our at-risk population with textbook and supplemental materials that meet their specific needs. Curriculum staff, teachers and administrators all worked together identifying and vetting materials appropriate for use. For “Action 1” and “Action 2” the actual actions/services reflect the results of that work. Key to the implementation was the ongoing professional development providing teachers with the support needed to differentiate and individualize instruction for our students. Additional training was provided by both internal curriculum staff and vendors to support the priority curriculum materials.

Supporting students to meet performance standards in ELA and mathematics continued to be a high priority. Based on level of need, students were assigned to supplementary ELA or math classes, provided with additional tutoring, placed in after school support or recommended for the SST process. There continues to be an Individual Student Learning Plan for each and every student at Lifeline that focuses on students meeting educational goals, including ELA and math goals.

The writing program is now part of the Lifeline Assessment Plan and has been increased in frequency to three times per year for all students TK-12. The emphasis on writing across the curriculum is becoming part of the academic culture of the school supporting cross curricular projects in multiple subjects.

While there was progress moving more students to grade level in ELA and math, staff recognizes a sustained, collaborative effort is necessary for Lifeline’s largely at-risk population to be successful.

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

The actions and services supporting the goal of increasing proficiency in ELA and math were effective as measured by student scores on the NWEA assessment exceeding the increase of 2-3% of students scoring at least level 3. The culture of the school is one that heavily embraces data and its use for decision making on instruction and the use of instructional materials. Another commendation received from the February 2019 WASC visiting committee summarized this change stating, “The school has worked hard to infuse data analysis and conversations into all levels of the school. Leadership, teachers, and even students understand and use the goal-setting process with NWEA data.”

The response to the data for 2018-19 took the form of focusing on better instructional materials for students and continuing support services that were proven to work.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Goal 8, Action 1: Increase in the cost of supplementary materials as they were purchased for TK-8.

Goal 8, Action 3: Increase in the cost of math and ELA supplementary teachers due to salary schedule increase.

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.

Goal 8, Action 1: Changes in the support programs are reflected in the upcoming years.

Goal 8, Action 4: Teacher and curriculum staff recommended changes to the writing program are included for the upcoming years.

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?

Together with its authorizing agency, Compton Unified School District, Lifeline Education Charter School believes that the LCAP is crucial for charter schools and other Local Education Agencies (LEAs) to demonstrate adherence to the Governor's intent expressed in the LCFF initiative. Subsequently, throughout the 2018- 2019 school year, LECS has taken multiple measures to gain input from all the relevant stakeholders regarding the charter school's current strengths and needs.

A coherent planning process that solicited input from key stakeholders was used to set priorities and set goals for the Lifeline. Lifeline presented the following meetings in order to develop knowledge around LCFF and LCAP and gain input from relevant stakeholders:

- Board of Director Meetings
- Site Advisory Meetings
- English Learner Advisory Committee (ELAC)
- Administrative Team planning meetings (Executive Director, Site Administrators, Curriculum Coordinator, ELD Coordinator, Special Education Coordinator)
- Faculty and staff professional development meetings and LCAP planning meetings.

During these meetings all stakeholders were engaged in the planning process. Participants were provided with the LCAP goals, annual measurable outcomes and supporting actions from the previous year and given the opportunity to comment, provide recommendations and ask questions about the LCFF funding formula and LCAP process.

Impact on LCAP and Annual Update

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

The consultations impacted the LCAP in the following ways:

- Site administrators, curriculum support staff worked with teachers to identify a need to make updates to the TK-8 ELA curriculum materials to better serve Lifelines large at-risk population of students as noted in the changes to supporting actions in Goals 1, 2, 4, 7, 8.
- Teachers and curriculum support staff recommended adjustments to the Lifeline assessment plan. Goal 1,2, 4, 7, 8.
- Teachers, parents, administrators and board members recommended the development of Advanced Placement courses in the high school and honors courses in the middle school. Goal 1, 2, 4, 7, 8.
- Parents made recommendations for the parent workshops and community activities. Goal 3.
- Parents, ELD Coordinator and Site Administrators collaborated with the Lifeline English Learner Advisory Committee. Goal 2, 3.
- Parents, site administrators, teachers and curriculum staff recommended continuing to increase the rigor of the curriculum and that emphasis can be found in the A-G approval of honors courses in the high school, professional development and curriculum development supporting increased rigor. These recommendations impacted Goals 1,2,3,4,7 and 8
- Parents, site administrators, curriculum support staff recommended that the process for the Student Success Team (SST) be consistent across all grade levels. Goal 5, 6, 7, 8.
- Teachers identified the need to continue Lifeline's commitment to provide time to collaborate on curriculum development and developing support plans for students in the ISLP's. This impacted Goal 1, Action 4.
- Teachers, site administrators, curriculum support staff and the WASC review team, continued to identify professional development as a high priority for the Lifeline organization. Goal 1, 2, 4, 5, 6, 7, 8.
- Board members, parents, school site staff continued to identify as a priority supporting actions to make improvements to the technology infrastructure for the purpose of improving the test preparation experience and reducing the time it takes to test all students. Goal 4.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

Modified Goal

Goal 1

Ensure that all students receive and have access to CA Common Core standards-based instructional materials, supporting a challenging curriculum, as outlined in the Lifeline charter petition.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4

Identified Need:

Provide students a rigorous education program, with social & academic support programs focused on Common Core State Standards (CCSS), ultimately improving academic performance.

Provide CCSS-aligned materials to all students in preparation to CAASPP assessments.

Expected Annual Measurable Outcomes

METRICS/INDICATORS	BASELINE	2019-20	2020-21	2021-22
100% OF STUDENTS WILL RECEIVE INSTRUCTIONAL	100% of students have access to CCSS materials in identified subject area(s).	<ul style="list-style-type: none"> 100% of student will receive supplemental instructional materials 	<ul style="list-style-type: none"> 100% of student will receive supplemental instructional materials 	<ul style="list-style-type: none"> 100% of student will receive supplemental instructional materials that

METRICS/INDICATORS	BASELINE	2019-20	2020-21	2021-22
MATERIALS ALIGNED TO THE CCSS		<p>that are aligned to CCSS/NGSS in all subjects.</p> <ul style="list-style-type: none"> 100% of student in grades 9 and 10 will receive new ELA materials aligned to CCSS. 100% of students in grades 3-8 will receive new Science materials aligned to CCSS/NGSS. 	<p>that are aligned to CCSS in all subjects.</p> <ul style="list-style-type: none"> 100% of student in grades 10 and 11 will receive new ELA materials aligned to CCSS. 100% of students in grades K-5 will receive new Math materials aligned to CCSS. 100% of students in grades K-12 will receive new P.E./Health Education aligned to CCSS. 	<p>are aligned to CCSS in all subjects.</p> <ul style="list-style-type: none"> 100% of student in High School will receive new World Language materials aligned to CCSS. 100% of students in High School will receive new Visual/Performing Arts material aligned to CCSS
100% OF TEACHERS WILL RECEIVE PROFESSIONAL DEVELOPMENT ON NEW CCSS ALIGNED INSTRUCTIONAL MATERIALS	100% of teachers receive professional development support on related CCSS materials	<ul style="list-style-type: none"> 100% of teachers will receive professional development on CCSS aligned supplemental materials and software programs. 100% of grades 9 and 10 teachers will receive professional development in new ELA materials 100% of grades 3-8 teachers will receive professional development in the new Science materials. 	<ul style="list-style-type: none"> 100% of teachers will receive professional development on CCSS aligned supplemental materials and software programs. 100% of grades 11 and 12 teachers will receive professional development in new ELA materials 100% of grades K-5 teachers will receive professional development in the new Math materials. 100% of grades K-12 teachers will receive professional development in the new 	<ul style="list-style-type: none"> 100% of teachers will receive professional development on CCSS aligned supplemental materials and software programs. 100% of high school teachers will receive professional development in new World Language materials 100% of high school teachers will receive professional development in the new Visual/Performing Arts materials.

METRICS/INDICATORS	BASELINE	2019-20	2020-21	2021-22
			P.E./Health Education materials.	

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 Students

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

LECS, in collaboration with Executive Director, administrative team, and faculty, will review, and when approved by Board of Directors, will purchase the following materials.

2020-21 Actions/Services

LECS, in collaboration with Executive Director, administrative team, and faculty, will review, and when approved by Board of Directors, will purchase the following materials.

2021-22 Actions/Services

LECS, in collaboration with Executive Director, administrative team, and faculty, will review, and when approved by Board of Directors, will purchase the following materials.

2019-20 Actions/Services

- Research and identify ELA curriculum materials for grades 9-10.
- Purchase supplementary materials aligned to CCSS for identified classes.
- Purchase ELA materials for grades 9-10.
- Research and identify updated NGSS aligned science materials for grades 3-8.
- Purchase state approved materials in science for grades 3-8
- Purchase state approved supporting supplementary materials aligned to CCSS for identified classes

2020-21 Actions/Services

- Research and identify ELA curriculum materials for grades 11-12.
- Purchase supplementary materials aligned to CCSS for identified classes.
- Purchase ELA materials for grades 11-12.
- Research and identify updated CCSS aligned Math materials for TK-5.
- Purchase supplementary materials aligned to CCSS for identified classes.
- Purchase Math materials for TK-5
- Research and identify (anticipated) CCSS aligned PE/Health Ed., materials for identified courses
- Purchase supplementary materials aligned to CCSS for identified classes.
- Purchase PE/Health Ed., materials for K- 12.

2021-22 Actions/Services

- Research and identify (anticipated) CCSS aligned World Language materials for identified courses.
- Research and identify (anticipated) CCSS aligned Visual & Performing Art materials for identified courses.
- Purchase state approved supporting supplementary materials aligned to CCSS for identified classes.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$150,000.00 Student Books / Teacher Kits	\$170,000.00 Student Books / Teacher Kits	\$190,000 Student Books / Teacher Kits
SOURCE	4100	4100	4100
BUDGET REFERENCE	4100	4100	4100

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 Students

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

LECS staff will receive professional development for all updated English and Science materials purchased.

- Professional development will be provided to assist teachers to utilize materials to deliver CCSS/NGSS aligned instruction.
- Professional development time for teachers to collaborate on strategies to best utilize materials.
- Development of CCSS/NGSS aligned units of study and lessons will be supported with curriculum staff with a focus on providing students with challenging curriculum.

2020-21 Actions/Services

LECS staff will receive professional development for all updated Math, English and PE/Health Education materials purchased.

- Professional development will be provided to assist teachers to utilize materials to deliver CCSS aligned instruction.
- Professional development time for teachers to collaborate on strategies to best utilize materials.
- Development of CCSS aligned units of study and lessons will be supported with curriculum staff with a focus on providing students with challenging curriculum.

2021-22 Actions/Services

LECS staff will receive professional development for all Art, and World Language materials purchased.

- Professional development will be provided to assist teachers to utilize materials to deliver CCSS aligned instruction.
- Professional development time for teachers to collaborate on strategies to best utilize materials.
- Development of CCSS aligned units of study and lessons will be supported with curriculum staff with a focus on providing students with challenging curriculum.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$15,000.00	\$17,000.00	\$19,000.00

YEAR	2019-20	2020-21	2021-22
SOURCE	5800	5800	5800
BUDGET REFERENCE	5800	5800	5800

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 Students

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2018-19 Actions/Services

LECS will evaluate current technology based supplementary materials/programs and research new materials/programs that provide improved support for students below grade level in core subjects.

2019-20 Actions/Services

LECS will evaluate current technology based supplementary materials/programs and research new materials/programs that provide improved support for students below grade level in core subjects.

2020-21 Actions/Services

LECS will evaluate current technology based supplementary materials/programs and research new materials/programs that provide improved support for students below grade level in core subjects.

2018-19 Actions/Services

- Purchase materials/ programs that have been research vetted for improving performance of students below grade level.
- Utilize computer-based programs for 21st century skills development, college and career preparation in high school honors courses, Computer Science related coursework, and in grades K-8 readiness with coding and robotics programs.

2019-20 Actions/Services

- Purchase materials/ programs that have been research vetted for improving performance of students below grade level.
- Utilize computer-based programs for 21st century skills development, college and career preparation in high school honors courses, Computer Science related coursework, and in grades 4-8 readiness with coding and robotics programs.

2020-21 Actions/Services

- Purchase materials/ programs that have been research vetted for improving performance of students below grade level.
- Utilize computer-based programs for 21st century skills development, college and career preparation in high school honors courses, Computer Science related coursework, and in grades K-8 readiness with coding and robotics programs.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$5,000.00	\$7,000.00	\$10,000.00
SOURCE	4200	4200	4200
BUDGET REFERENCE	4200	4200	4200

Action 4

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

LECS staff will receive professional development in the use of supplementary instructional materials.

- Vendor provided professional development.
- Collaborative time for teacher to develop lessons.
- Staff will meet in data-driven Professional Learning Communities (PLC's) to assess students' performance results and make instructional decisions for the classroom.

2020-21 Actions/Services

LECS staff will receive professional development in the use of supplementary instructional materials.

- Vendor provided professional development.
- Collaborative time for teacher to develop lessons.
- Staff will meet during professional development / PLC to share best practices.
- Staff will meet in data-driven Professional Learning Communities (PLC's) to assess students' performance results and make instructional decisions for the classroom.

2021-22 Actions/Services

LECS staff will receive professional development in the use of supplementary instructional materials.

- Vendor provided professional development.
- Collaborative time for teacher to develop lessons.
- Staff will meet during professional development / PLC to share best practices.
- Staff will meet in data-driven Professional Learning Communities (PLC's) to assess students' performance results and make instructional decisions for the classroom.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$50,000.00	\$50,000.00	\$50,000.00
SOURCE	5800	5800	5800

YEAR	2019-20	2020-21	2021-22
BUDGET REFERENCE	5800	5800	5800

Action 5

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

Students to be Served:

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

English Learners, Foster Youth, Low Income

Scope of Services:

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

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 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Continue to provide additional support for at risk students performing below grade level utilizing updated core and supplementary materials.

- Professional development for staff in engagement strategies for at risk students.
- Professional development in differentiated

2020-21 Actions/Services

Continue to provide additional support for at risk students performing below grade level utilizing updated core and supplementary materials.

- Professional development for staff in engagement strategies for at risk students.
- Professional development in differentiated

2021-22 Actions/Services

Continue to provide additional support for at risk students performing below grade level utilizing updated core and supplementary materials.

- Professional development for staff in engagement strategies for at risk students.
- Professional development in differentiated

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

learning strategies.
 - Provide training for all support staff (Instructional Aides, ASES staff, volunteer tutors) in use of supplementary instructional materials and software.

learning strategies.
 - Provide training for all support staff (Instructional Aides, ASES staff, volunteer tutors) in use of supplementary instructional materials and software

learning strategies.
 - Provide training for all support staff (Instructional Aides, ASES staff, volunteer tutors) in use of supplementary instructional materials and software

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$5,000.00 LCFF/Title 1	\$5,000.00 LCFF/Title 1	\$5,000.00 LCFF/Title 1
SOURCE	5800 class 3010	5800 class 3010	5800 class 3010
BUDGET REFERENCE	5800 restricted	5800 restricted	5800 restricted

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

Modified

Goal 2

Ensure that all English Learner students receive instruction in ELD, including specific strategies, such as SDAIE as measured by the English Language Proficiency Assessments for California (ELPAC), and teacher assessments.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4

Identified Need:

- Additional support is necessary for English Language Learners to meet new curriculum standards
- Teachers across subjects need ongoing professional development to support English Language Learners

Expected Annual Measurable Outcomes

METRICS/INDICATORS	BASELINE	2019-20	2020-21	2021-22
100% OF EL STUDENTS WILL RECEIVE INSTRUCTION IN DESIGNATED AND INTEGRATED ELD ACROSS ALL SUBJECTS AND LEVELS, INCLUDING SPECIFIC	100% of English Learners receive instruction in ELD.	100% of EL students will receive instruction in designated and integrated ELD across all subjects and levels, including specific strategies, such as SDAIE measured by teacher assessment, lesson plans, the master schedule, reclassification rate, ELPAC, and classroom observations.	100% of EL students will receive instruction in designated and integrated ELD across all subjects and levels, including specific strategies, such as SDAIE measured by teacher assessment, lesson plans, the master schedule, reclassification rate, ELPAC, and classroom observations	100% of EL students will receive instruction in designated and integrated ELD across all subjects and levels, including specific strategies, such as SDAIE measured by teacher assessment, lesson plans, the master schedule, reclassification rate, ELPAC, and classroom observations

METRICS/INDICATORS	BASELINE	2019-20	2020-21	2021-22
STRATEGIES, SUCH AS SDAIE MEASURED BY TEACHER ASSESSMENT, LESSON PLANS, THE MASTER SCHEDULE, RECLASSIFICATION RATE, ELPAC, AND CLASSROOM OBSERVATIONS.				
INCREASE ELA/LITERACY BY STRENGTHENING ELD PROGRAMS AND SERVICES TO SUPPORT ENGLISH LANGUAGE LEARNERS IN BECOMING PROFICIENT IN ALL ACADEMIC AREAS MEASURED BY THE ELPAC, NWEA AND SBAC	<p>100% of EL students receive support services</p>	<p>100% of EL students will receive ELA/ELD Pathway support from ELD Aides/Coordinator, Bilingual support, Curriculum Programs with ELD scaffolding, ELD Supplemental instructional materials, A-G intervention support high school</p>	<p>100% of EL students will receive ELA/ELD Pathway support from ELD Aides/Coordinator, Bilingual support, Curriculum Programs with ELD scaffolding, ELD Supplemental instructional materials, A-G intervention support high school</p>	<p>100% of EL students will receive ELA/ELD Pathway support from ELD Aides/Coordinator, Bilingual support, Curriculum Programs with ELD scaffolding, ELD Supplemental instructional materials, A-G intervention support high school</p>
100% OF TEACHERS WILL RECEIVE ELD PROFESSIONAL DEVELOPMENT SUPPORTING INTEGRATED AND DESIGNATED	<p>100% of teachers receive ELD professional development supporting integrated and designated modeling/ strategies.</p>	<p>100% of teachers will receive ELD professional development supporting integrated and designated modeling/ strategies. Metrics will include lesson plans, classroom observations and teacher</p>	<p>100% of teachers will receive ELD professional development supporting integrated and designated modeling/ strategies. Metrics will include lesson plans, classroom observations and teacher</p>	<p>100% of teachers will receive ELD professional development supporting integrated and designated modeling/ strategies. Metrics will include lesson plans, classroom observations and teacher sign-ins for ELD</p>

METRICS/INDICATORS	BASELINE	2019-20	2020-21	2021-22
MODELING/ STRATEGIES. METRICS WILL INCLUDE LESSON PLANS, CLASSROOM OBSERVATIONS AND TEACHER SIGN-INS FOR ELD RELATED PROFESSIONAL DEVELOPMENT.		sign-ins for ELD related professional development.	sign-ins for ELD related professional development.	related professional development.
PROVIDE HIGHLY QUALIFIED TEACHERS WITH CLAD CERTIFICATION TO SUPPORT STUDENTS TO MEET GRADE LEVEL STANDARDS	100% of teachers working with EL students will hold CLAD certification.	100% Credentialed teachers working with ELD students will have CLAD certification. Teachers without CLAD authorization will be enrolled in CLAD program to gain certificate.	100% Credentialed teachers working with ELD students will have CLAD certification. Teachers without CLAD authorization will be enrolled in CLAD program to gain certificate.	100% Credentialed teachers working with ELD students will have CLAD certification. Teachers without CLAD authorization will be enrolled in CLAD program to gain certificate.
LECS' ENGLISH LEARNER RECLASSIFICATION RATE WILL INCREASE 1%-3% FROM THE BASELINE RATE	The reclassification rate for 2018-19 was 24.4%	LECS' English Learner reclassification rate will increase 1%-3% from the 2018-19 rate.	LECS' English Learner reclassification rate will increase 1%-3% from the 2019-20 rate.	LECS' English Learner reclassification rate will increase 1%-3% from the 2020-21 rate.

Planned Actions / Services

Action 1

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 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Assess and adjust as necessary LECS' ELD Master plan which includes clear process and tracking of:

- Designated and integrated ELD across all subjects and levels.
- Direct daily ELD and vocabulary instruction for students classified as level 3, level 2, and level 1
- Additional support that is separate from their mainstream ELA courses.
- LECS will monitor ELD program and if needed add additional ELD staff to meet the needs and drive the performance of ELs.
- Implement research-based reading support programs for EL students.

2020-21 Actions/Services

Assess and adjust as necessary LECS' ELD Master plan which includes clear process and tracking of:

- Designated and integrated ELD across all subjects and levels.
- Direct daily ELD and vocabulary instruction for students classified as level 3, level 2, and level 1
- Additional support that is separate from their mainstream ELA courses.
- LECS will monitor ELD program and if needed add additional ELD staff to meet the needs and drive the performance of ELs.
- Evaluate the implementation of the reading support program(s) for EL students and

2021-22 Actions/Services

Assess and adjust as necessary LECS' ELD Master plan which includes clear process and tracking of:

- Designated and integrated ELD across all subjects and levels.
- Direct daily ELD and vocabulary instruction for students classified as level 3, level 2, and level 1
- Additional support that is separate from their mainstream ELA courses.
- LECS will monitor ELD program and if needed add additional ELD staff to meet the needs and drive the performance of EL's.
- Evaluate the implementation of the reading support program(s) for EL students and

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

adjust to support improved student outcomes.

adjust to support improved student outcomes.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$190,000.00	\$194,000 (2% increase)	\$198,000 (2% increase)
SOURCE	1100/2100 class 3010	1100/2100 class 3010	1100/2100 class 3010
BUDGET REFERENCE	1100/2100 restricted	1100/2100 restricted	1100/2100 restricted

Action 2

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 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

LECS will use, and continually evaluate instructional technology to support EL students.

- Programs such as Flex literacy will be available for ELs to support reading comprehension, grammar skills. Students will use technology to access this program from 3-8th grade.
- Gateway Program will be used as an intervention tool for EL students

2020-21 Actions/Services

LECS will use, and continually evaluate instructional technology to support EL students.

- Programs such as Flex literacy will be available for ELs to support reading comprehension, grammar skills. Students will use technology to access this program from 3-8th grade.
- Gateway Program will be used as an intervention tool for EL students

2021-22 Actions/Services

LECS will use, and continually evaluate instructional technology to support EL students.

- Programs such as Flex literacy will be available for ELs to support reading comprehension, grammar skills. Students will use technology to access this program from 3-8th grade.
- Gateway Program will be used as an intervention tool for EL students

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$13,000.00	\$13,000.00	\$13,000.00
SOURCE	4200 class 3010	4200 class 3010	4200 class 3010
BUDGET REFERENCE	4200 restricted	4200 restricted	4200 restricted

Action 3

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 2019-20

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Teachers will continue receiving professional development for supporting EL students.

- Teachers will be provided training on implementing differentiated instruction, the use of small group instruction and project-based activities for ELs not meeting adequate progress in ELA and math.
- Professional development on designated and integrated ELD
- Professional development in creating lesson plans appropriate for EL students will be provided.
- Support developing modified curriculum that provides EL students with academic content knowledge and English language proficiency.

2020-21 Actions/Services

Teachers will continue receiving professional development for supporting EL students.

- Teachers will be provided training on implementing differentiated instruction, the use of small group instruction and project-based activities for ELs not meeting adequate progress in ELA and math.
- Professional development on designated and integrated ELD
- Professional development in creating lesson plans appropriate for EL students will be provided.
- Support developing modified curriculum that provides EL students with academic content knowledge and English language proficiency.

2021-22 Actions/Services

Teachers will continue receiving professional development for supporting EL students.

- Teachers will be provided training on implementing differentiated instruction, the use of small group instruction and project-based activities for ELs not meeting adequate progress in ELA and math.
- Professional development on designated and integrated ELD
- Professional development in creating lesson plans appropriate for EL students will be provided.
- Support developing modified curriculum that provides EL students with academic content knowledge and English language proficiency.

Budgeted Expenditures.

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$5,000.00	\$5,000.00	\$5,000.00
SOURCE	1200 class 4035	1200 class 4035	1200 class 4035

YEAR	2019-20	2020-21	2021-22
BUDGET REFERENCE	1200 restricted	1200 restricted	1200 restricted

Action 4

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2019-20	Select from New, Modified, or Unchanged for 2020-21	Select from New, Modified, or Unchanged for 2021-22
Modified	Modified	New

2019-20 Actions/Services	2020-21 Actions/Services	2021-22 Actions/Services
<p>ELs will participate in ELA instruction with appropriate instructional support. Services provided will be assess and adjusted as needed.</p> <ul style="list-style-type: none"> - ELs who scored early advanced or above on their ELPAC will be monitored for two years in their mainstream class where ELD standards are also 	<p>ELs will participate in ELA instruction with appropriate instructional support. Services provided will be assess and adjusted as needed.</p> <ul style="list-style-type: none"> - ELs who scored early advanced or above on their ELPAC will be monitored for two years in their mainstream class where ELD standards are also 	<p>ELs will participate in ELA instruction with appropriate instructional support. Services provided will be assess and adjusted as needed.</p> <ul style="list-style-type: none"> - ELs who scored early advanced or above on their ELPAC will be monitored for two years in their mainstream class where ELD standards are also

2019-20 Actions/Services

- implemented.
- After students show progress within their ELA class receiving at least a C for two years, including basic or above on the NWEA, SBAC, or designated teacher English benchmarks, students will then be reclassified as English proficient.
- After reclassification, students will be monitored yearly.

2020-21 Actions/Services

- implemented.
- After students show progress within their ELA class receiving at least a C for two years, including basic or above on the NWEA, SBAC, or designated teacher English benchmarks, students will then be reclassified as English proficient.
- After reclassification, students will be monitored yearly.

2021-22 Actions/Services

- implemented.
- After students show progress within their ELA class receiving at least a C for two years, including basic or above on the NWEA, SBAC, or designated teacher English benchmarks, students will then be reclassified as English proficient.
- After reclassification, students will be monitored yearly.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$10,000.00	\$10,000.00	\$10,000.00
SOURCE	1200 class 3010	1200 class 3010	2100 class 3010
BUDGET REFERENCE	1200 Restricted	1200 Restricted	1200 Restricted

Action 5

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 Learner

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 2019-20

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Continue extended daily instructional minutes (30-45 minutes for elementary, 55 for middle and high school).

EL students receive additional instruction time to support language acquisition.

2020-21 Actions/Services

Continue extended daily instructional minutes (30-45 minutes for elementary, 55 for middle and high school).

EL students receive additional instruction time to support language acquisition.

2021-22 Actions/Services

Continue extended daily instructional minutes (30-45 minutes for elementary, 55 for middle and high school).

EL students receive additional instruction time to support language acquisition.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$ The amount is included in the teacher's salaries Action 1	\$ The amount is included in the teacher's salaries Action 1	\$ The amount is included in the teacher's salaries Action 1
SOURCE	2100 class 3010	2100 class 3010	2100 class 3010
BUDGET REFERENCE	2100 Restricted	2100 Restricted	2100 Restricted

Action 6

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 2019-20

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

LECS will continue to provide English Supplemental classes for EL students.

- All students who are classified as levels 1 through 4 are required to participate in EL direct instruction / supplemental classes.
- Students in the supplemental class will be working on enhancing writing skills and critical thinking skills. They will be taught strategies of how to write a cohesive essay, develop academic language, use inferences and writing strategies to enhance deductive and inductive reasoning.
- The English supplemental class will also provide academic language acquisition, writing skills instruction, instruction in the mastery of critical thinking strategies within a smaller classroom setting. Opportunities for students to practice their language skills by using strategies to allow students to use the academic

2020-21 Actions/Services

LECS will continue to provide English Supplemental classes for EL students.

- All students who are classified as levels 1 through 4 are required to participate in EL direct instruction / supplemental classes.
- Students in the supplemental class will be working on enhancing writing skills and critical thinking skills. They will be taught strategies of how to write a cohesive essay, develop academic language, use inferences and writing strategies to enhance deductive and inductive reasoning.
- The English supplemental class will also provide academic language acquisition, writing skills instruction, instruction in the mastery of critical thinking strategies within a smaller classroom setting. Opportunities for students to practice their language skills by using strategies to allow students to use the academic language

2021-22 Actions/Services

LECS will continue to provide English Supplemental classes for EL students.

- All students who are classified as levels 1 through 4 are required to participate in EL direct instruction / supplemental classes.
- Students in the supplemental class will be working on enhancing writing skills and critical thinking skills. They will be taught strategies of how to write a cohesive essay, develop academic language, use inferences and writing strategies to enhance deductive and inductive reasoning.
- The English supplemental class will also provide academic language acquisition, writing skills instruction, instruction in the mastery of critical thinking strategies within a smaller classroom setting. Opportunities for students to practice their language skills by using strategies to allow students to use the academic

2019-20 Actions/Services

language within the classroom will be implemented within the lessons to make sure common core standards are being mastered along with English Language Development strategies.

- Students will receive instruction within the English Supplemental class using the Common Core standards for mastery of academic vocabulary, inductive and deductive reasoning, and mastery of writing skills

2020-21 Actions/Services

within the classroom will be implemented within the lessons to make sure common core standards are being mastered along with English Language Development strategies.

- Students will receive instruction within the English Supplemental class using the Common Core standards for mastery of academic vocabulary, inductive and deductive reasoning, and mastery of writing skills

2021-22 Actions/Services

language within the classroom will be implemented within the lessons to make sure common core standards are being mastered along with English Language Development strategies.

- Students will receive instruction within the English Supplemental class using the Common Core standards for mastery of academic vocabulary, inductive and deductive reasoning, and mastery of writing skills

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$ 128,900.00 salaries for MS & HS Supplemental ES teachers, upper elementary is included in salaries in Action 1	\$ 131,500 (2% increase) refer to note in 19-20	\$ 134,000 (2% increase) refer to note in 19-20
SOURCE	1100 class 3010	1100 class 3010	1100 class 3010
BUDGET REFERENCE	1100 Restricted	1100 Restricted	1100 Restricted

Action 7

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 2019-20

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

LECS will strive to provide highly qualified teachers with CLAD certifications and experience providing high quality differentiated instructions to English Learners.

2020-21 Actions/Services

LECS will strive to provide highly qualified teachers with CLAD certifications and experience providing high quality differentiated instructions to English Learners.

2021-22 Actions/Services

LECS will strive to provide highly qualified teachers with CLAD certifications and experience providing high quality differentiated instructions to English Learners.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$ N/A	\$ N/A	\$ N/A
SOURCE	N/A	N/A	N/A
BUDGET REFERENCE	N/A	N/A	N/A

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

Unchanged

Goal 3

Increase parent involvement and decision making at all sites

State and/or Local Priorities addressed by this goal:

State Priorities: 3

Identified Need:

Ensure an active parental voice in school governance, especially vis-à-vis the Board of Directors representation
Continue to increase parent participation across all aspects of school operations for the purpose of improving student academic performance

Expected Annual Measurable Outcomes

METRICS/INDICATORS	BASELINE	2019-20	2020-21	2021-22
INCREASE INVOLVEMENT OF LECS PARENTS IN DECISION MAKING THROUGH THE BOARD OF DIRECTORS, SITE ADVISORY, ENGLISH	Parents Serving on Board of Directors 2018-19 = 2	Increase involvement of LECS parents in decision making through the Board of Directors, Site Advisory Council, English Learner Advisory Committee, and school climate surveys. Parent involvement will be	Increase involvement of LECS parents in decision making through the Board of Directors, Site Advisory Council, English Learner Advisory Committee, and school climate surveys. Parent involvement will be	Increase involvement of LECS parents in decision making through the Board of Directors, Site Advisory Council, English Learner Advisory Committee, and school climate surveys. Parent involvement will be

METRICS/INDICATORS	BASELINE	2019-20	2020-21	2021-22
LEARNER ADVISORY COMMITTEE, AND SCHOOL CLIMATE SURVEYS. PARENT INVOLVEMENT WILL BE TRACKED BY MEETING AGENDAS AND SIGN IN SHEETS.		tracked by meeting agendas and sign in sheets.	tracked by meeting agendas and sign in sheets.	tracked by meeting agendas and sign in sheets.
INCREASE COMMUNICATION WITH PARENTS WITH IMPROVE COMMUNICATION THROUGH THE WEB SITE AND NEW STUDENT INFORMATION SYSTEM	Website is updated regularly with parent information section providing information in English and Spanish.	Lifeline parent resource page is launched and accessible with information in English and Spanish	Based on stakeholder input, Lifeline's parent page(s) are expanded to provide improved parental access to information and decision making.	Based on stakeholder input, Lifeline's parent page(s) are expanded to provide improved parental access to information and decision making.
ALL PARENTS WILL BE ABLE TO ACCESS INFORMATION ON THEIR SON/DAUGHTER AND RECEIVE INFORMATION FROM LIFELINE'S STUDENT INFORMATION SYSTEM	Parents have access to student grades, classroom assignments, discipline or other academic records on line	Lifeline continues to expand the use of student information system for outreach to parents. Provide parents better access to student information for the purpose of involving parents in the education and decision-making process.	Based on stakeholder input, make adjustments, to the information and access available through the student information system. Changes in access will be documented though Board of Director meeting minutes, Site Advisory meeting minutes and parent surveys.	Based on stakeholder input, make adjustments, to the information and access available through the student information system. Changes in access will be documented though Board of Director meeting minutes, Site Advisory meeting minutes and parent surveys.

Planned Actions / Services

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 Students

Location(s):

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

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Have at least one LECS parent or guardian serve on the Board of Directors so the local community is engaged in the decision-making process and the educational programs of students. (Note: budgeted expenditures do not include or provide compensation).

2020-21 Actions/Services

Have at least one LECS parent or guardian serve on the Board of Directors so the local community is engaged in the decision-making process and the educational programs of students. (Note: budgeted expenditures do not include or provide compensation).

2021-22 Actions/Services

Have at least one LECS parent or guardian serve on the Board of Directors so the local community is engaged in the decision-making process and the educational programs of students. (Note: budgeted expenditures do not include or provide compensation).

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$ N/A	\$ N/A	\$ N/A

YEAR	2019-20	2020-21	2021-22
SOURCE	N/A	N/A	N/A
BUDGET REFERENCE	N/A	N/A	N/A

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 Students

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Continue to increase engagement of parents through multiple opportunities for them to participate and provide input on the LECS program:

- Site Advisory Council - is designed to represent primary stakeholders (especially parents) and act as the primary advisory

2020-21 Actions/Services

Continue to increase engagement of parents through multiple opportunities for them to participate and provide input on the LECS program:

- Site Advisory Council - is designed to represent primary stakeholders (especially parents) and act as the primary advisory

2021-22 Actions/Services

Continue to increase engagement of parents through multiple opportunities for them to participate and provide input on the LECS program:

- Site Advisory Council - is designed to represent primary stakeholders (especially parents) and act as the primary advisory

2019-20 Actions/Services

group to the Board and the Executive Director.
 - English Learner Advisory Committee.
 - Classroom volunteer
 - Parent Survey

2020-21 Actions/Services

group to the Board and the Executive Director.
 - English Learner Advisory Committee.
 - Classroom volunteer
 - Parent Survey

2021-22 Actions/Services

group to the Board and the Executive Director.
 - English Learner Advisory Committee.
 - Classroom volunteer
 - Parent Survey

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$1,500.00	\$1,500.00	\$1,500.00
SOURCE	4700 (food) /5800	4700 (food) /5800	4700 (food) /5800
BUDGET REFERENCE	4700 /5800	4700 /5800	4700 /5800

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 Students

Location(s):

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

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Based on 2018-19 results, adjust the annual survey to be given to parents, guardians, staff and students to measure satisfaction and school climate.

2020-21 Actions/Services

Based on 2019-20 results, adjust the annual survey to be given to parents, guardians, staff and students to measure satisfaction and school climate.

2021-22 Actions/Services

Based on 2020-21 results, adjust the annual survey to be given to parents, guardians, staff and students to measure satisfaction and school climate.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$150.00	\$150.00	\$150.00
SOURCE	4300 (paper)/Printing	4300 (paper)/Printing	4300 (paper)/Printing
BUDGET REFERENCE	4300	4300	4300

Action 4

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Continue to engage parents through Parent Teacher Conferences and counselors.

- Counseling positions will focus on individualized communication with parents to promote involvement.
- Parent Teacher Conferences will occur regularly during the school year aligned with the school-wide evaluation schedule. The meetings are composed of parents, teachers and other support staff and are intended to facilitate parental participation in LECS and support student academic success.

2020-21 Actions/Services

Continue to engage parents through Parent Teacher Conferences and counselors.

- Counseling positions will focus on individualized communication with parents to promote involvement.
- Parent Teacher Conferences will occur regularly during the school year aligned with the school-wide evaluation schedule. The meetings are composed of parents, teachers and other support staff and are intended to facilitate parental participation in LECS and support student academic success.

2021-22 Actions/Services

Continue to engage parents through Parent Teacher Conferences and counselors.

- Counseling positions will focus on individualized communication with parents to promote involvement.
- Parent Teacher Conferences will occur regularly during the school year aligned with the school-wide evaluation schedule. The meetings are composed of parents, teachers and other support staff and are intended to facilitate parental participation in LECS and support student academic success.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$7,000.00 (materials)	\$7,000.00 (materials)	\$7,000.00 (materials)

YEAR	2019-20	2020-21	2021-22
SOURCE	4300 Materials	4300 Materials	4300 Materials
BUDGET REFERENCE	4300 Materials - Unrestricted	4300 Materials - Unrestricted	4300 Materials - Unrestricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Evaluate and adjust as needed LECS School Parent Involvement Policy that encourages parent participation. In support of strengthening student academic achievement, the policy will:

Govern expectations and recommendations for parent involvement.

2020-21 Actions/Services

Evaluate and adjust as needed LECS School Parent Involvement Policy that encourages parent participation. In support of strengthening student academic achievement, the policy will:

Govern expectations and recommendations for parent involvement.

2021-22 Actions/Services

Evaluate and adjust as needed LECS School Parent Involvement Policy that encourages parent participation. In support of strengthening student academic achievement, the policy will:

Govern expectations and recommendations for parent involvement.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$800.00	\$800.00	\$800.00
SOURCE	4300(materials) 4700 (Food)	4300(materials) 4700 (Food)	4300(materials) 4700 (Food)
BUDGET REFERENCE	4300 (Materials) 4700 Food Unrestricted	4300 (Materials) 4700 Food Unrestricted	4300 (Materials) 4700 Food Unrestricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

New

2019-20 Actions/Services

Evaluate and adjust trainings/workshops for parents, student and stakeholders. Topics may include but not be limited to:

- Common core standards
- College admission, PSAT/SAT Planning
- FAFSA/Financial Aid
- Bullying Prevention
- Campus Safety
- Drug Awareness
- Social services
- Study habits
- Computer literacy
- Health / Diet

2020-21 Actions/Services

Evaluate and adjust trainings/workshops for parents, student and stakeholders. Topics may include but not be limited to:

- Common core standards
- College admission, PSAT/SAT Planning
- FAFSA/Financial Aid
- Bullying PreventionCampus Safety
- Drug Awareness
- Social services
- Study habits
- Computer literacy
- Health / Diet

2021-22 Actions/Services

Evaluate and adjust trainings/workshops for parents, student and stakeholders. Topics may include but not be limited to:

- Common core standards
- College admission, PSAT/SAT Planning
- FAFSA/Financial Aid
- Bullying PreventionCampus Safety
- Drug Awareness
- Social services
- Study habits
- Computer literacy
- Health / Diet

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$3,000.00	\$3,000.00	\$3,000.00
SOURCE	4700 (food) 1100/1300 Staff 5800 Consultant – class 3010	4700 (food) 1100/1300 Staff 5800 Consultant – class 3010	4700 (food) 1100/1300 Staff 5800 Consultant – class 3010
BUDGET REFERENCE	4700 (food) 1100/1300 Staff 5800 Consultant Restricted	4700 (food) 1100/1300 Staff 5800 Consultant Restricted	4700 (food) 1100/1300 Staff 5800 Consultant Restricted

Action 7

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 Students

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Support increased and improved parental involvement through enhanced on-line communication.

- Continue to improve a parent page on the school website and populate with information identified by parents as useful
- Increase parent access to student information through the student information system to drive improved information and communication to parents.

2020-21 Actions/Services

Support increased and improved parental involvement through enhanced on-line communication.

- Continue to improve a parent page on the school website and populate with information identified by parents as useful
- Increase parent access to student information through the student information system to drive improved information and communication to parents.

2021-22 Actions/Services

Support increased and improved parental involvement through enhanced on-line communication.

- Continue to improve a parent page on the school website and populate with information identified by parents as useful
- Increase parent access to student information through the student information system to drive improved information and communication to parents.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$ 2,500.00	\$ 2,500.00	\$ 2,500.00
SOURCE	5800/1200	5800/1200	5800/1200

YEAR	2019-20	2020-21	2021-22
BUDGET REFERENCE	5800/1200 unrestricted	5800/1200 unrestricted	5800/1200 unrestricted

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

Unchanged Goal

Goal 4

Prepare students to successfully complete upcoming CAASPP assessments

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,3,4,7

Identified Need:

The majority of LECS student population is at risk, low-income, and historically underperform on standardized tests

Expected Annual Measurable Outcomes

METRICS/INDICATORS	BASELINE	2019-20	2020-21	2021-22
<p>LECS WILL TARGET AN INCREASE OF BETWEEN 1% TO 3% FOR ALL STUDENTS TO SCORE PROFICIENT OR HIGHER IN ENGLISH LANGUAGE ARTS/LITERACY AND MATHEMATICS AS DEMONSTRATED BY THE CAASPP STATEWIDE ASSESSMENT. THIS TARGET INCLUDES ALL GRADE LEVELS, AND STUDENT SUBGROUPS.</p>	<p>2018 CAASPP ELA:38.2% Met/Exceed Standard Math:27.7% Met/Exceed Standard</p>	<p>LECS will target an increase of between 1% to 3% for all students to score proficient or higher in English Language Arts/Literacy and Mathematics as demonstrated by the CAASPP statewide assessment. This target includes all grade levels, and student subgroups.</p>	<p>LECS will target an increase of between 1% to 3% for all students to score proficient or higher in English Language Arts/Literacy and Mathematics as demonstrated by the CAASPP statewide assessment. This target includes all grade levels, and student subgroups.</p>	<p>LECS will target an increase of between 1% to 3% for all students to score proficient or higher in English Language Arts/Literacy and Mathematics as demonstrated by the CAASPP statewide assessment. This target includes all grade levels, and student subgroups.</p>

Planned Actions / Services

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 Students

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

LECS will identify student academic needs so support can be individualized.

- LECS will assess student proficiency, of continuing LECS students, by using NWEA assessment and Smarter Balanced spring assessment data.
- LECS will assess student proficiency prior to enrollment by using Benchmark assessments data, Student G.P.A, and Smarter Balanced spring assessment data.
- Students that are not proficient in English and Math will be required to attend supplemental (intervention) courses and after school tutoring.
- Individualized Student Learning Plans (ISLP's) will be developed for each student that set clear goals and expectations that are aligned to each student's needs.
- Student Success Team (SST) composed of administration, teachers, parents and students to identify student problems and address needs that will aid in increased student performance.

2020-21 Actions/Services

LECS will identify student academic needs so support can be individualized.

- LECS will assess student proficiency, of continuing LECS students, by using NWEA assessment and Smarter Balanced spring assessment data.
- LECS will assess student proficiency prior to enrollment by using Benchmark assessments data, Student G.P.A, and Smarter Balanced spring assessment data.
- Students that are not proficient in English and Math will be required to attend supplemental (intervention) courses and after school tutoring.
- Individualized Student Learning Plans (ISLP's) will be developed for each student that set clear goals and expectations that are aligned to each student's needs.
- Student Success Team (SST) composed of administration, teachers, parents and students to identify student problems and address needs that will aid in increased student performance.

2021-22 Actions/Services

LECS will identify student academic needs so support can be individualized.

- LECS will assess student proficiency, of continuing LECS students, by using NWEA assessment and Smarter Balanced spring assessment data.
- LECS will assess student proficiency prior to enrollment by using Benchmark assessments data, Student G.P.A, and Smarter Balanced spring assessment data.
- Students that are not proficient in English and Math will be required to attend supplemental (intervention) courses and after school tutoring.
- Individualized Student Learning Plans (ISLP's) will be developed for each student that set clear goals and expectations that are aligned to each student's needs.
- Student Success Team (SST) composed of administration, teachers, parents and students to identify student problems and address needs that will aid in increased student performance.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$12,000 (NWEA) \$91,800 (Percentage for Principals & Data analyst)	\$12,000 (NWEA) \$91,800 (Percentage for Principals & Data analyst)	\$12,000 (NWEA) \$91,800 (Percentage for Principals & Data analyst)
SOURCE	4200/1300	4200/1300	4200/1300
BUDGET REFERENCE	4200/1300 unrestricted	4200/1300 unrestricted	4200/1300 unrestricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

LECS administrative team in collaboration with teachers will analyze academic results from

2020-21 Actions/Services

LECS administrative team in collaboration with teachers will analyze academic results from

2021-22 Actions/Services

LECS administrative team in collaboration with teachers will analyze academic results from

2019-20 Actions/Services

previous year and make adjustments to programs and professional development strategies. A team consisting of administrators, curriculum staff and teachers collaborate to ensure that classroom instruction is conducive to student learning and improving student academic performance.

- Teachers will work with curriculum staff to develop and implement academically rigorous instruction aligned to the Common Core standards.
- Teachers will receive support from curriculum staff developing units of study, lesson plans and differentiated learning strategies. Lesson will be posted on-line for review and sharing.
- Administrators and curriculum staff will visit all classrooms on a regular basis giving constructive feed-back on classroom approach the same day or a day later.
- Administrators and curriculum staff will hold professional development sessions with the entire staff on a regular basis supporting best practices.
- Teachers will receive professional development on integrating test preparation strategies as part of the curriculum and how to use CAASPP on line resources.
- All teachers will be required to give Formative and Summative assessments on each unit/chapter being taught.
- All teachers will be conducting school-wide walk- through, observing peers, to enhance their teaching skills.
- Administrators and Teachers will continue to develop a comprehensive writing program to support student performance on standardized tests. Writing assessments will take place three times per year.

2020-21 Actions/Services

previous year and make adjustments to programs and professional development strategies. A team consisting of administrators, curriculum staff and teachers collaborate to ensure that classroom instruction is conducive to student learning and improving student academic performance.

- Teachers will work with curriculum staff to develop and implement academically rigorous instruction aligned to the Common Core standards.
- Teachers will receive support from curriculum staff developing units of study, lesson plans and differentiated learning strategies. Lesson will be posted on-line for review and sharing.
- Administrators and curriculum staff will visit all classrooms on a regular basis giving constructive feed-back on classroom approach the same day or a day later.
- Administrators and curriculum staff will hold professional development sessions with the entire staff on a regular basis supporting best practices.
- Teachers will receive professional development on integrating test preparation strategies as part of the curriculum and how to use CAASPP on line resources.
- All teachers will be required to give Formative and Summative assessments on each unit/chapter being taught.
- All teachers will be conducting school-wide walk- through, observing peers, to enhance their teaching skills.
- Administrators and Teachers will continue to develop a comprehensive writing program to support student performance on standardized tests. Writing assessments will take place three times per year.
- Teachers will be required to teach higher-

2021-22 Actions/Services

previous year and make adjustments to programs and professional development strategies. A team consisting of administrators, curriculum staff and teachers collaborate to ensure that classroom instruction is conducive to student learning and improving student academic performance.

- Teachers will work with curriculum staff to develop and implement academically rigorous instruction aligned to the Common Core standards.
- Teachers will receive support from curriculum staff developing units of study, lesson plans and differentiated learning strategies. Lesson will be posted on-line for review and sharing.
- Administrators and curriculum staff will visit all classrooms on a regular basis giving constructive feed-back on classroom approach the same day or a day later.
- Administrators and curriculum staff will hold professional development sessions with the entire staff on a regular basis supporting best practices.
- Teachers will receive professional development on integrating test preparation strategies as part of the curriculum and how to use CAASPP on line resources.
- All teachers will be required to give Formative and Summative assessments on each unit/chapter being taught.
- All teachers will be conducting school-wide walk- through, observing peers, to enhance their teaching skills.
- Administrators and Teachers will continue to develop a comprehensive writing program to support student performance on standardized tests. Writing assessments will take place three times per year.

2019-20 Actions/Services

- Teachers will be required to teach higher-order thinking skills and the Socratic method.
- All teachers will teach test preparation strategies which will be planned in departmental meetings to familiarize students using technology in order for them to maximize understanding of features on the testing interface.
- Administrative staff and teaching staff will develop testing schedules that are structured and conducive to our population in order to maximize student achievement.
- Teachers will use Smarter Balanced Assessment- Interim Assessment Blocks (IAB's) to gather student data to monitor progress and help guide instruction.

2020-21 Actions/Services

- order thinking skills and the Socratic method.
- All teachers will teach test preparation strategies which will be planned in departmental meetings to familiarize students using technology in order for them to maximize understanding of features on the testing interface.
- Administrative staff and teaching staff will develop testing schedules that are structured and conducive to our population in order to maximize student achievement.
- Teachers will use Smarter Balanced Assessment- Interim Assessment Blocks (IAB's) to gather student data to monitor progress and help guide instruction.

2021-22 Actions/Services

- Teachers will be required to teach higher-order thinking skills and the Socratic method.
- All teachers will teach test preparation strategies which will be planned in departmental meetings to familiarize students using technology in order for them to maximize understanding of features on the testing interface.
- Administrative staff and teaching staff will develop testing schedules that are structured and conducive to our population in order to maximize student achievement.
- Teachers will use Smarter Balanced Assessment- Interim Assessment Blocks (IAB's) to gather student data to monitor progress and help guide instruction.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$78,000.00	\$78,000.00	\$78,000.00
SOURCE	1100, 1300 and 5800	1100, 1300 and 5800	1100, 1300 and 5800
BUDGET REFERENCE	1100, 1300 and 5800 Unrestricted	1100, 1300 and 5800 Unrestricted	1100, 1300 and 5800 Unrestricted

Action 3

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

LECS will continue to provide a student to teaching staff ratio that will support instruction and student learning.

- maintain student-teacher ratio of 25 to 1 (TK)
- maintain student-teacher ratio of 28 to 1 (K-5)
- maintain student-teacher ratio of 30 to 1 (6-12)

2020-21 Actions/Services

LECS will continue to provide a student to teaching staff ratio that will support instruction and student learning.

- maintain student-teacher ratio of 25 to 1 (TK)
- maintain student-teacher ratio of 28 to 1 (K-5)
- maintain student-teacher ratio of 30 to 1 (6-12)

2021-22 Actions/Services

LECS will continue to provide a student to teaching staff ratio that will support instruction and student learning.

- maintain student-teacher ratio of 25 to 1 (TK)
- maintain student-teacher ratio of 28 to 1 (K-5)
- maintain student-teacher ratio of 30 to 1 (6-12)

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	1,400,000 (teacher salaries)	\$1,400,000 (teacher salaries)	1,400,000 (teacher salaries)
SOURCE	1100	1100	1100
BUDGET REFERENCE	1100 Unrestricted	1100 Unrestricted	1100 Unrestricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Lifeline will continue the use of instructional technology to support student learning in ELA and Math (i-Ready, Tickets to Read, Brain Pop, McGraw Hill Flex Literacy, Mathia, and Edulastic). The administration, curriculum staff and teachers will annually evaluate the programs in order to:

- Develop new strategies using technology to support student performance.
- Expand use of technology to support other subjects.
- Support teacher identified programs specific to grade level needs (Readworks, Henry Anchor etc.).
- Identify additional training needs to support the successful integration of supplemental technology tools in the classroom.

2020-21 Actions/Services

Lifeline will continue the use of instructional technology to support student learning in ELA and Math (i-Ready, Tickets to Read, Brain Pop, McGraw Hill Flex Literacy, Mathia, and Edulastic). The administration, curriculum staff and teachers will annually evaluate the programs in order to:

- Develop new strategies in the use of technology to support student performance.
- Expand use of technology to support other subjects.
- Support teacher identified programs specific to grade level needs (Readworks, Henry Anchor etc.).
- Identify additional training needs to support the successful integration of supplemental technology tools in the classroom.

2021-22 Actions/Services

Lifeline will continue the use of instructional technology to support student learning in ELA and Math (i-Ready, Tickets to Read, Brain Pop, McGraw Hill Flex Literacy, Mathia, and Edulastic). The administration, curriculum staff and teachers will annually evaluate the programs in order to:

- Develop new strategies in the use of technology to support student performance.
- Expand use of technology to support other subjects.
- Support teacher identified programs specific to grade level needs (Readworks, Henry Anchor etc.).
- Identify additional training needs to support the successful integration of supplemental technology tools in the classroom.

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

--	--	--

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$20,000.00	\$22,000.00	\$24,000.00
SOURCE	4200	4200	4200
BUDGET REFERENCE	4200 Unrestricted /3010	4200 Unrestricted /3010	4200 Unrestricted /3010

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 Students

Location(s):

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

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Lifeline will continue to make technology upgrades to improve student and teacher access to on-line resources supporting improved academic performance and CAASPP test preparation.

- Evaluate performance of technology support company providing teacher support and network improvement planning.
- Continue to implement network and security upgrades.
- Improve the student to computer ratio with a goal of 2 to 1.
- Upgrade hardware and software on a regular basis.
- Prepare for providing support for parents accessing the on-line student information system.

2020-21 Actions/Services

Lifeline will assess previous year progress and continue to make technology upgrades to improve student and teacher access to on-line resources supporting improved academic performance and CAASPP test preparation.

- Evaluate performance of technology support company providing teacher support and network improvement planning.
- Evaluate network and security upgrades.
- Continue improving the student to computer ratio with a goal of 1 to 1.
- Upgrade hardware and software on a regular basis.
- Provide support for parents accessing the on-line student information system.

2021-22 Actions/Services

Lifeline will assess previous year progress and continue to make technology upgrades to improve student and teacher access to on-line resources supporting improved academic performance and CAASPP test preparation.

- Evaluate performance of technology support company providing teacher support and network improvement planning.
- Evaluate network and security upgrades
- Maintain the student to computer ratio at 1 to 1.
- Upgrade hardware and software on a regular basis.
- Provide support for parents accessing the on-line student information system.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$75,000.00	\$75,000.00	\$75,000.00
SOURCE	5800 Consultant 4400 Equipment	5800 Consultant 4400 Equipment	5800 Consultant 4400 Equipment
BUDGET REFERENCE	5800 Consultant 4400 Equipment	5800 Consultant 4400 Equipment	5800 Consultant 4400 Equipment

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

Unchanged Goal

Goal 5

LECS will maintain a 95% ADA rate.

State and/or Local Priorities addressed by this goal:

State Priorities: 5

Identified Need:

High student attendance correlates directly to improving student academic performance

Expected Annual Measurable Outcomes

METRICS/INDICATORS	BASELINE	2019-20	2020-21	2021-22
MAINTAIN AN ADA RATE OF 95% OR HIGHER	2017-18 ADA Rate: 95.18%	Continue to maintain an ADA rate of 95% or higher	Continue to maintain an ADA rate of 95% or higher	Continue to maintain an ADA rate of 95% or higher

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)

Location(s):

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

All Students

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

LECS will continue to provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. LECS will employ security guards strategically placed throughout all campuses and have increased visual presence during major times of student traffic (before school, lunch, after school).

2020-21 Actions/Services

LECS will continue to provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. LECS will employ security guards strategically placed throughout all campuses and have increased visual presence during major times of student traffic (before school, lunch, after school).

2021-22 Actions/Services

LECS will continue to provide a safe and engaging learning environment for all its students and families, including those of the various subgroups enrolled. LECS will employ security guards strategically placed throughout all campuses and have increased visual presence during major times of student traffic (before school, lunch, after school).

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$220,000.00	\$220,000.00	\$220,000.00
SOURCE	5800	5800	5800

YEAR	2019-20	2020-21	2021-22
BUDGET REFERENCE	5800 Unrestricted	5800 Unrestricted	5800 Unrestricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

LECS will continue to utilize the Dean of Students Position. Based on the evaluation from previous year, LECS will adjust duties, provide additional training. The Dean position will work with the high school site administrator to identify students who have attendance issues and provide direct intervention to improve attendance. The Dean will work in collaboration with the guidance counselors to provide families with updates on student

2020-21 Actions/Services

LECS will continue to utilize the Dean of Students Position. Based on the evaluation from previous year, LECS will adjust duties, provide additional training. The Dean position will work with the high school site administrator to identify students who have attendance issues and provide direct intervention to improve attendance. The Dean will work in collaboration with the guidance counselors to provide families with updates on student

2021-22 Actions/Services

LECS will continue to utilize the Dean of Students Position. Based on the evaluation from previous year, LECS will adjust duties, provide additional training. The Dean position will work with the high school site administrator to identify students who have attendance issues and provide direct intervention to improve attendance. The Dean will work in collaboration with the guidance counselors to provide families with updates on student

2019-20 Actions/Services

attendance. A discipline chairperson in the middle school will support student attendance.

2020-21 Actions/Services

attendance. A discipline chairperson in the middle school will support student attendance.

2021-22 Actions/Services

attendance. A discipline chairperson in the middle school will support student attendance.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$143,000.00	\$143,000.00	\$143,000.00
SOURCE	1300/2300	1300/2300	1300/2300
BUDGET REFERENCE	1300/2300 Unrestricted	1300/2300 Unrestricted	1300/2300 Unrestricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

The counseling positions will continue to assist in coordinating one-on-one sessions and informational workshops for parents regarding significance of ADA and attendance. LECS will also work to recommend any additional social services that may address family issues that may impact attendance.

2020-21 Actions/Services

The counseling positions will continue to assist in coordinating one-on-one sessions and informational workshops for parents regarding significance of ADA and attendance. LECS will also work to recommend any additional social services that may address family issues that may impact attendance.

2021-22 Actions/Services

The counseling positions will continue to assist in coordinating one-on-one sessions and informational workshops for parents regarding significance of ADA and attendance. LECS will also work to recommend any additional social services that may address family issues that may impact attendance.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$9,000.00	\$9,000.00	\$9,000.00
SOURCE	2200 – Class 3010	2200 – Class 3010	2200 – Class 3010
BUDGET REFERENCE	2200 - Restricted	2200 - Restricted	2200 - Restricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

LECS administration and school administrators will assess LECS Truancy and Attendance policies and make improvements where necessary to maintain a strong attendance rate.

2020-21 Actions/Services

LECS administration and school administrators will assess LECS Truancy and Attendance policies and make improvements where necessary to maintain a strong attendance rate.

2021-22 Actions/Services

LECS administration and school administrators will assess LECS Truancy and Attendance policies and make improvements where necessary to maintain a strong attendance rate.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$5,000.00	\$5,000.00	\$5,000.00
SOURCE	1300	1300	1300
BUDGET REFERENCE	1300 Unrestricted	1300 Unrestricted	1300 Unrestricted

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 Students

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Lifeline will continue to expand the implementation of the student information system (SIS) that will track all student information including student attendance data and support improved communication on attendance with parents.

- Staff will use system to improve monitoring of student behavior and assessment data.
- Staff will use SIS system to improve communication with parents related to attendance.
- Parents will be trained on how to access system including attendance.

2020-21 Actions/Services

Lifeline will continue to expand the implementation of the student information system (SIS) that will track all student information including student attendance data and support improved communication on attendance with parents

- Staff will use system to improve student support including the ISLP and other support activities.
- Staff will use SIS system to improve communication with parents related to attendance.
- Parents will be trained on how to access system including attendance data.

2021-22 Actions/Services

Lifeline will continue to expand the implementation of the student information system (SIS) that will track all student information including student attendance data and support improved communication on attendance with parents

- Staff will assess the use of the student information system and recommend upgrades/changes that will improve teaching and learning.
- Staff will use SIS system to improve communication with parents related to attendance.
- Parents will be trained on how to access system including attendance data.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$10,000.00	\$10,000.00	\$10,000.00

YEAR	2019-20	2020-21	2021-22
SOURCE	4300/5800	4300/5800	4300/5800
BUDGET REFERENCE	4300/5800 Unrestricted	4300/5800 Unrestricted	4300/5800 Unrestricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Modified

Select from New, Modified, or Unchanged for 2020-21

New

2019-20 Actions/Services

Lifeline will continue to implement Student Success Team (SST) and standardized practices at all grade levels to support struggling students to be academically successful.

- Utilize student information system to identify students with attendance issues
- Develop support plan to improve attendance

2020-21 Actions/Services

Lifeline will continue to implement Student Success Team (SST) and standardized practices at all grade levels to support struggling students to be academically successful.

- Utilize student information system to identify students with attendance issues
- Develop support plan to improve attendance

2021-22 Actions/Services

Lifeline will continue to implement Student Success Team (SST) and standardized practices at all grade levels to support struggling students to be academically successful.

- Utilize student information system to identify students with attendance issues
- Develop support plan to improve attendance

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$ N/A	\$ N/A	\$ N/A
SOURCE	N/A	N/A	N/A
BUDGET REFERENCE	N/A	N/A	N/A

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

Unchanged Goal

Goal 6

LECS will maintain a suspension rate of less than 6%

State and/or Local Priorities addressed by this goal:

State Priorities: 6

Identified Need

Provide students with an academic atmosphere conducive to learning.
 Support student positive behavior enabling a focus on academic success

Expected Annual Measurable Outcomes

METRICS/INDICATORS	BASELINE	2019-20	2020-21	2021-22
SUSPENSION RATE OF LESS THAN 6% AS EVIDENCED BY OUR ANNUAL SCHOOL ACCOUNTABILITY REPORT CARD, ANNUAL REPORT, AND CALPADS REPORT 7.1 DISCIPLINE INCIDENTS	2018 Suspension Rate 0% suspended once / 2.6% Declined* *California School Dashboard	Maintain suspension rate of less than 6% as evidenced by our Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents.	Maintain suspension rate of less than 6% as evidenced by our Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents.	Maintain suspension rate of less than 6% as evidenced by our Annual School Accountability Report Card, Annual Report, and CALPADS Report 7.1 Discipline Incidents.

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 Students

Location(s):

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

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

To reduce suspensions, students who have recurring behavior problems will have:

- Individual sessions with the guidance counselor.
- Individual counseling to identify the root cause of the negative behaviors.
- Students will also be placed on a positive behavior support plan to help motivate them to change the negative behaviors.

2020-21 Actions/Services

To reduce suspensions, students who have recurring behavior problems will have:

- Individual sessions with the guidance counselor.
- Individual counseling to identify the root cause of the negative behaviors.
- Students will also be placed on a positive behavior support plan to help motivate them to change the negative behaviors

2021-22 Actions/Services

To reduce suspensions, students who have recurring behavior problems will have:

- Individual sessions with the guidance counselor.
- Individual counseling to identify the root cause of the negative behaviors.
- Students will also be placed on a positive behavior support plan to help motivate them to change the negative behaviors

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$ N/A	\$ N/A	\$ N/A
SOURCE	N/A	N/A	N/A
BUDGET REFERENCE	N/A	N/A	N/A

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 Students

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Provide teachers professional development on LECS Character Development program (Character Counts) or other programs.

- The focus is to provide guidance to student on acceptable social behavior.
- Annually evaluate and adjust program(s)

2020-21 Actions/Services

Provide teachers professional development on LECS Character Development program (Character Counts) or other programs.

- The focus is to provide guidance to student on acceptable social behavior.
- Annually evaluate and adjust program(s)

2021-22 Actions/Services

Provide teachers professional development on LECS Character Development program (Character Counts) or other programs.

- The focus is to provide guidance to student on acceptable social behavior.
- Annually evaluate and adjust program(s)

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$5,000.00	\$5,000.00	\$5,000.00
SOURCE	5800	5800	5800
BUDGET REFERENCE	5800 Unrestricted	5800 Unrestricted	5800 Unrestricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Lifeline staff will continue to work as a team, empowering students to adhere to Lifeline Education Charter School's 6 core values at school, home and in the community. Annually evaluate and adjust as part of planning process.

- Dean of Students (DOS) in collaboration with Site Administrator, to manage all student disciplinary and attendance matters in high school.
- Site administrators at lower grade levels with manage student disciplinary and attendance matters.
- Keep students inside the classrooms rather than out of the classrooms, therefore reducing the overall suspension percentage to a minimum.
- Dean / Site administrators will offer alternative learning initiatives (AM detention,

2020-21 Actions/Services

Lifeline staff will continue to work as a team, empowering students to adhere to Lifeline Education Charter School's 6 core values at school, home and in the community. Annually evaluate and adjust as part of planning process.

- Dean of Students (DOS) in collaboration with Site Administrator, to manage all student disciplinary and attendance matters in high school.
- Site administrators at lower grade levels with manage student disciplinary and attendance matters.
- Keep students inside the classrooms rather than out of the classrooms, therefore reducing the overall suspension percentage to a minimum.

2021-22 Actions/Services

Lifeline staff will continue to work as a team, empowering students to adhere to Lifeline Education Charter School's 6 core values at school, home and in the community. Annually evaluate and adjust as part of planning process.

- Dean of Students (DOS) in collaboration with Site Administrator, to manage all student disciplinary and attendance matters in high school.
- Site administrators at lower grade levels with manage student disciplinary and attendance matters.
- Keep students inside the classrooms rather than out of the classrooms, therefore reducing the overall suspension percentage to a minimum.
- Dean / Site administrators will offer alternative learning initiatives (AM detention,

2019-20 Actions/Services

PM detention/after school or Saturday school)
 - Meet with the student and parents to offer alternative learning solutions to achieve the students' academic goals.

2020-21 Actions/Services

- Dean / Site administrators will offer alternative learning initiatives (AM detention, PM detention/after school or Saturday school)
 - Meet with the student and parents to offer alternative learning solutions to achieve the students' academic goals.

2021-22 Actions/Services

PM detention/after school or Saturday school)
 - Meet with the student and parents to offer alternative learning solutions to achieve the students' academic goals.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$1,000.00	\$1,000.00	\$1,000.00
SOURCE	2300	2300	2300
BUDGET REFERENCE	2300 Unrestricted	2300 Unrestricted	2300 Unrestricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Site administrators and support staff will work with teachers and families to manage student behavior issues and concerns. Effect of site administrator actions will be evaluated and adjusted.

- Site administrator, deans and counselors will work with teachers to track in-classroom progress of students with behavioral issues.
- Site administrator, deans and counselors will work with all instructors to empower the student(s) to become self-motivated.
- LECS will increase targeted interventions with students and families and monitor their impact through a system of data-informed practices.
- LECS will build stronger relationships with students by further increasing alternative behavioral interventions, restorative practices, counseling and mental health services.

2020-21 Actions/Services

Site administrators and support staff will work with teachers and families to manage student behavior issues and concerns. Effect of site administrator actions will be evaluated and adjusted.

- Site administrator, deans and counselors will work with teachers to track in-classroom progress of students with behavioral issues.
- Site administrator, deans and counselors will work with all instructors to empower the student(s) to become self-motivated.
- LECS will increase targeted interventions with students and families and monitor their impact through a system of data-informed practices.
- LECS will build stronger relationships with students by further increasing alternative behavioral interventions, restorative practices, counseling and mental health services.

2021-22 Actions/Services

Site administrators and support staff will work with teachers and families to manage student behavior issues and concerns. Effect of site administrator actions will be evaluated and adjusted.

- Site administrator, deans and counselors will work with teachers to track in-classroom progress of students with behavioral issues.
- Site administrator, deans and counselors will work with all instructors to empower the student(s) to become self-motivated.
- LECS will increase targeted interventions with students and families and monitor their impact through a system of data-informed practices.
- LECS will build stronger relationships with students by further increasing alternative behavioral interventions, restorative practices, counseling and mental health services.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$105,000.00 (Percentage of Site Administrator Salary)	\$105,000.00 (Percentage of Site Administrator Salary)	\$105,000.00 (Percentage of Site Administrator Salary)
SOURCE	1300	1300	1300

YEAR	2019-20	2020-21	2021-22
BUDGET REFERENCE	1300 Unrestricted	1300 Unrestricted	1300 Unrestricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Lifeline will continue implementation and training in the use of the student information system (SIS) that will track all student information including student behavior and suspension data.

- Staff will use SIS system to improve monitoring of student behavior.
- Staff will use suspension data tracked by the SIS to make support program adjustments.

2020-21 Actions/Services

Lifeline will evaluate implementation of a comprehensive student information system (SIS) as it relates to student behavior and suspension data. Adjust use of system as needed to improve outcomes.

- Staff will use SIS system to improve monitoring of student behavior.
- Staff will use suspension data tracked by the SIS to make support program adjustments.

2021-22 Actions/Services

Lifeline will evaluate implementation of a comprehensive student information system (SIS) as it relates to student behavior and suspension data. Adjust use of system as needed to improve outcomes.

- Staff will use SIS system to improve monitoring of student behavior.
- Staff will use suspension data tracked by the SIS to make support program adjustments.

2019-20 Actions/Services

- Staff will use SIS system to improve communication with parents related to attendance. Parents will be trained on how to access system to track student performance.

2020-21 Actions/Services

- Staff will use SIS system to improve communication with parents related to attendance. Parents will be trained on how to access system to track student performance.

2021-22 Actions/Services

- Staff will use SIS system to improve communication with parents related to attendance. Parents will be trained on how to access system to track student performance.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$ Already noted Goal 5 Action 5	\$ Already noted Goal 5 Action 5	\$ Already noted Goal 5 Action 5
SOURCE	4300/5800	4300/5800	4300/5800
BUDGET REFERENCE	4300/5800 Unrestricted	4300/5800 Unrestricted	4300/5800 Unrestricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Lifeline will continue to implement Student Success Team (SST) as a uniform program TK-12, to support struggling students to become academically and socially successful.

- Utilize SST process to identify interventions for students with discipline issues.
- SST tracks impact / improvements in identified student behavior.

2020-21 Actions/Services

Lifeline will continue to implement Student Success Team (SST) as a uniform program TK-12, to support struggling students to be academically and socially successful.

- Utilize SST process to identify interventions for students with discipline issues.
- SST tracks impact / improvements in identified student behavior.

2021-22 Actions/Services

Lifeline will continue to implement Student Success Team (SST) as a uniform program TK-12, to support struggling students to be academically and socially successful.

- Utilize SST process to identify interventions for students with discipline issues.
- SST tracks impact / improvements in identified student behavior.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$N/A	\$N/A	\$N/A
SOURCE	N/A	N/A	N/A
BUDGET REFERENCE	N/A	N/A	N/A

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

Unchanged

Goal 7

Provide 100% of LECS students with access to A-G course requirements that promote college and career readiness with academic interventions in place to eliminate barriers to student success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7

Identified Need:

A-G courses required for admittance to 4-year colleges and universities.
100% students need to have access to a rich and challenging curriculum.

Expected Annual Measurable Outcomes

METRICS/INDICATORS	BASELINE	2019-20	2020-21	2021-22
100% OF LECS STUDENTS, INCLUDING ALL STUDENT SUBGROUPS, UNDUPLICATED STUDENTS, AND STUDENTS WITH EXCEPTIONAL NEEDS, WILL CONTINUE TO HAVE EQUAL ACCESS TO ENROLL IN ACADEMIC AND EDUCATIONAL	Full access for all students to A-G courses.	100% of LECS students, including all student subgroups, unduplicated students, and students with exceptional needs, will continue to have equal access to enroll in academic and educational programs outlined in the school's charter. In addition, Metrics will include course enrollment rosters and student demographics reports.	100% of LECS students, including all student subgroups, unduplicated students, and students with exceptional needs, will continue to have equal access to enroll in academic and educational programs outlined in the school's charter. In addition, Metrics will include course enrollment rosters and student demographics reports.	100% of LECS students, including all student subgroups, unduplicated students, and students with exceptional needs, will continue to have equal access to enroll in academic and educational programs outlined in the school's charter. In addition, Metrics will include course enrollment rosters and student demographics reports.

METRICS/INDICATORS	BASELINE	2019-20	2020-21	2021-22
PROGRAMS OUTLINED IN THE SCHOOL'S CHARTER. IN ADDITION, METRICS WILL INCLUDE COURSE ENROLLMENT ROSTERS AND STUDENT DEMOGRAPHICS REPORTS.				

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 Students

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

LECS will continue to assess and make adjustments to the academic program and support programs to enable students to have full access.

- Identify students with areas of low proficiency and develop an individualized learning improvement plan, consisting of supplemental classes, after-school tutoring, etc.
- Ensure that 100% of LECS teachers are credentialed.
- 100% of all ELA and Math teachers are trained in CCSS.
- 100% of LECS students have access to A-G course requirements.
- Provide honors courses in high school to improve college preparedness.
- Students who have excelled in course work will be able to participate in advanced courses to foster their academic skills.
- Provide Beginning Teacher Support and Assessment (BTSA) for all new teachers in order to support achievement of clear credential.
- Staff will annually review courses, new and proposed to ensure they are Doorways compliant.
- Planning for Advance Placement (AP) course(s) in the high school, and honors courses in the middle school will take place with the support of curriculum staff and select teachers.

2020-21 Actions/Services

LECS will continue to assess and make adjustments to the academic program and support programs to enable students to have full access.

- Identify students with areas of low proficiency and develop an individualized learning improvement plan, consisting of supplemental classes, after-school tutoring, etc.
- Ensure that 100% of LECS teachers are credentialed.
- 100% of all ELA and Math teachers are trained in CCSS.
- 100% of LECS students have access to A-G course requirements.
- Provide honors courses in high school to improve college preparedness.
- Students who have excelled in course work will be able to participate in advanced courses to foster their academic skills.
- Provide Beginning Teacher Support and Assessment (BTSA) for all new teachers in order to support achievement of clear credential.
- Staff will annually review courses, new and proposed to ensure they are Doorways compliant.
- Select AP course(s) will be offered as part of the high school curriculum, and honors courses in the middle school.

2021-22 Actions/Services

LECS will continue to assess and make adjustments to the academic program and support programs to enable students to have full access.

- Identify students with areas of low proficiency and develop an individualized learning improvement plan, consisting of supplemental classes, after-school tutoring, etc.
- Ensure that 100% of LECS teachers are credentialed.
- 100% of all ELA and Math teachers are trained in CCSS.
- 100% of LECS students have access to A-G course requirements.
- Provide honors courses in high school to improve college preparedness.
- Students who have excelled in course work will be able to participate in advanced courses to foster their academic skills.
- Provide Beginning Teacher Support and Assessment (BTSA) for all new teachers in order to support achievement of clear credential.
- Staff will annually review courses, new and proposed to ensure they are Doorways compliant.
- AP and honors courses in the high school and middle school will be reviewed and revised base on student outcomes.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$85,000.00	\$85,000.00	\$85,000.00
SOURCE	1300 & 5800 class 3010/0000	1300 & 5800 class 3010/0000	1300 & 5800 class 3010/0000
BUDGET REFERENCE	1300 & 5800 Restricted/Unrestricted	1300 & 5800 Restricted/Unrestricted	1300 & 5800 Restricted/Unrestricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

LECS guidance counselors will work with all students, especially those classified as Special Education, EL, and foster youth, to maintain a level of academic performance necessary not only to enroll, but to succeed in all courses of study.

2020-21 Actions/Services

LECS guidance counselors will work with all students, especially those classified as Special Education, EL, and foster youth, to maintain a level of academic performance necessary not only to enroll, but to succeed in all courses of study.

2021-22 Actions/Services

LECS guidance counselors will work with all students, especially those classified as Special Education, EL, and foster youth, to maintain a level of academic performance necessary not only to enroll, but to succeed in all courses of study.

2019-20 Actions/Services

- Meet with students on a monthly basis to track individual education plan.
- Ensure that each student is enrolled in courses that satisfy graduation and college admission requirements.

2020-21 Actions/Services

- Meet with students on a monthly basis to track individual education plan.
- Ensure that each student is enrolled in courses that satisfy graduation and college admission requirements

2021-22 Actions/Services

- Meet with students on a monthly basis to track individual education plan.
- Ensure that each student is enrolled in courses that satisfy graduation and college admission requirements

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$59,100.00	\$59,100.00	\$121,000.00
SOURCE	1200/5800	1200/5800	1200/5800
BUDGET REFERENCE	1200/5800 Unrestricted	1200/5800 Unrestricted	1200/5800 Unrestricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

M

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Continue to improve Student Success Team (SST) process to improve linking academic support to students in need. Further develop LECS after school program along with Supplemental Educational Services (SES) Title I Program Improvement allocated funds to provide additional academic support and help address issues of academic performance.

- Increase enrollment of students in support programs.
- Hire additional staff and tutors as needed to provide additional academic support to students.
- Provide Saturday school support for students performing below grade level.

2020-21 Actions/Services

Continue to improve Student Success Team (SST) process to improve linking academic support to students in need. Further develop LECS after school program along with Supplemental Educational Services (SES) Title I Program Improvement allocated funds to provide additional academic support and help address issues of academic performance.

- Increase enrollment of students in support programs.
- Hire additional staff and tutors as needed to provide additional academic support to students.
- Provide Saturday school support for students performing below grade level

2021-22 Actions/Services

Continue to improve Student Success Team (SST) process to improve linking academic support to students in need. Further develop LECS after school program along with Supplemental Educational Services (SES) Title I Program Improvement allocated funds to provide additional academic support and help address issues of academic performance.

- Increase enrollment of students in support programs.
- Hire additional staff and tutors as needed to provide additional academic support to students.
- Provide Saturday school support for students performing below grade level

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$98,000.00	\$98,000.00	\$98,000.00
SOURCE	1100/2100 Class 3010/6010	1100/2100 Class 3010/6010	1100/2100 Class 3010/6010
BUDGET REFERENCE	1100/2100 Class 3010/6010 Restricted	1100/2100 Class 3010/6010 Restricted	1100/2100 Class 3010/6010 Restricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Continue to offer additional core and elective classes to challenge students academically.

- College Readiness and Career Exploration
- Honors English and Spanish
- Honors Math (Algebra 1,2, Geometry)
- Multimedia Arts
- Quantitative Reasoning and Analysis
- Improve the quality and rigor of the high school science program.
- Advanced math and science courses to improve student preparedness for college.
- After school programs that include exposure to high tech, computer science, math, and science skills development and careers.

2020-21 Actions/Services

Evaluate additional core and elective class offerings to challenge students academically. Adjust course offerings based on need/interest.

- College Readiness and Career Exploration
- Honors English and Spanish
- Honors Math (Algebra 1,2, Geometry)
- Multimedia Arts
- Quantitative Reasoning and Analysis
- Improve the quality and rigor of the high school science program.
- Advanced math and science courses to improve student preparedness for college.
- After school programs that include exposure to high tech, computer science, math, and science skills development and careers.

2021-22 Actions/Services

Evaluate additional core and elective class offerings to challenge students academically. Adjust course offerings based on need/interest.

- College Readiness and Career Exploration
- Honors English and Spanish
- Honors Math (Algebra 1,2, Geometry)
- Multimedia Arts
- Quantitative Reasoning and Analysis
- Improve the quality and rigor of the high school science program.
- Advanced math and science courses to improve student preparedness for college.
- After school programs that include exposure to high tech, computer science, math, and science skills development and careers.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$55,000.00 (Regular After School) \$92,000.00 (ASES)	\$55,000.00 (Regular After School) \$92,000.00 (ASES)	\$55,000.00 (Regular After School) \$92,000.00 (ASES)
SOURCE	2100/5800/1100 Class 6010	2100/5800/1100 Class 6010	2100/5800/1100 Class 6010
BUDGET REFERENCE	1100/2100/5800 Restricted	1100/2100/5800 Restricted	1100/2100/5800 Restricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Continue to implement college awareness and student support program and make adjustments to the following programs as needed.

2020-21 Actions/Services

Continue to implement college awareness and student support program and make adjustments to the following programs as needed.

2021-22 Actions/Services

Continue to implement college awareness and student support program and make adjustments to the following programs as needed.

2019-20 Actions/Services

- Expand successful activities that expose students to college and career options.
- Expand on self-esteem building activities to support students seeing themselves as capable of success in college.
- Create a college and career checklist of activities in elementary and middle school that all students must complete.
- Provide college counseling support for high school students with the specific steps necessary to successfully apply to college.

2020-21 Actions/Services

- Expand successful activities that expose students to college and career options.
- Expand on self-esteem building activities to support students seeing themselves as capable of success in college.
- Create a college and career checklist of activities in elementary and middle school that all students must complete.
- Provide college counseling support for high school students with the specific steps necessary to successfully apply to college.

2021-22 Actions/Services

- Expand successful activities that expose students to college and career options.
- Expand on self-esteem building activities to support students seeing themselves as capable of success in college.
- Create a college and career checklist of activities in elementary and middle school that all students must complete.
- Provide college counseling support for high school students with the specific steps necessary to successfully apply to college.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$48,000.00	\$48,000.00	\$48,000.00
SOURCE	5800 Class 7338/0000	5800 Class 7338/0000	5800 Class 7338/0000
BUDGET REFERENCE	5800 Unrestricted	5800 Unrestricted	5800 Unrestricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Continue implementation of a zero-tolerance program for missing assignments to support student completion of all coursework that will prepare them for college.

- Administrator training on how to establish expectations and support program.
- Training on how to use the new student information system to monitor student completion of work.
- Teacher professional development on strategies to support all students completing work.
- Establish monitoring processes for principals and administration to evaluate effectiveness.

2020-21 Actions/Services

Evaluate progress implementing a positive behavior support plan for missing assignments and make adjustments as needed.

- Evaluate data.
- Adjust support structures and training.

2021-22 Actions/Services

Evaluate progress implementing positive behavior support plan for missing assignments and make adjustments as needed.

- Evaluate data.
- Adjust support structures and training.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$ N/A	\$ N/A	\$ N/A
SOURCE	N/A	N/A	N/A

YEAR	2019-20	2020-21	2021-22
BUDGET REFERENCE	N/A	N/A	N/A

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

Unchanged Goal

Goal 8

Increase the mathematics and English language arts proficiency of all students.

State and/or Local Priorities addressed by this goal:

State Priorities: 1,2,4,7

Identified Need:

Improve Math and English language arts CAASPP performance of LECS students, including all student subgroups, unduplicated students, and students with exceptional needs.

Expected Annual Measurable Outcomes

METRICS/INDICATORS	BASELINE	2019-20	2020-21	2021-22
- LECS WILL MAKE SYSTEMIC AND	Students scoring at a level 3 and higher in mathematics	- LECS will make systemic and measurable growth	- LECS will make systemic and measurable growth	- LECS will make systemic and measurable growth

METRICS/INDICATORS	BASELINE	2019-20	2020-21	2021-22
<p>MEASURABLE GROWTH TOWARDS GRADE LEVEL PROFICIENCY IN MATHEMATICS, AS MEASURED ON BY THE NWEA RESULTS.</p> <p>- LECS STUDENTS SCORING AT LEVEL 3 AND HIGHER WILL INCREASE BY 2-3%</p>	<p>will increase by 2% - 3% from the 2018-19</p>	<p>towards grade level proficiency in Mathematics, as measured on by the NWEA results.</p> <p>- LECS students scoring at a level 3 and higher will increase by 2% - 3%</p>	<p>towards grade level proficiency in Mathematics, as measured on by the NWEA results.</p> <p>- LECS students scoring at a level 3 and higher will increase by 2% - 3%</p>	<p>towards grade level proficiency in Mathematics, as measured on by the NWEA results.</p> <p>- LECS students scoring at a level 3 and higher will increase by 2% - 3%</p>
<p>- LECS WILL MAKE SYSTEMIC AND MEASURABLE GROWTH TOWARDS GRADE LEVEL PROFICIENCY IN ELA, AS MEASURED ON BY THE NWEA RESULTS.</p> <p>- LECS STUDENTS SCORING AT A LEVEL 3 AND HIGHER WILL INCREASE BY 2 - 3%</p>	<p>Students scoring at a level 3 and higher in ELA will increase by 2% - 3% from the 2018-19</p>	<p>- LECS will make systemic and measurable growth towards grade level proficiency in ELA, as measured on the NWEA.</p> <p>- LECS students scoring at a level 3 and higher will increase by 2% - 3%</p>	<p>- LECS will make systemic and measurable growth towards grade level proficiency in ELA, as measured by the NWEA.</p> <p>- LECS students scoring at a level 3 and higher will increase by 2% - 3%</p>	<p>- LECS will make systemic and measurable growth towards grade level proficiency in ELA, as measured by the NWEA.</p> <p>- LECS students scoring at a level 3 and higher will increase by 2% - 3%</p>

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 Students

Location(s):

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

All Schools

Actions/Services

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

Provide students with CCSS aligned programs that support differentiated learning.

Math Program:

- TK program will use Big-Day Pre-K for math instruction and resources from the Envision Math program.
- Grades K-5 will continue to use the Go Math program and continue program support using the I-Ready math program.
- Grades 6-12 will continue to participate in the Carnegie Curriculum with use of the Mathia program and resources from Edulastic.

English Language Arts:

2020-21 Actions/Services

As noted in Goal 1, Action 1, LECS will continually evaluate ELA and Math Programs and based on findings, implement new materials if needed. If no changes are recommended, continue current programs.

2021-22 Actions/Services

As noted in Goal 1, Action 1, LECS will continually evaluate ELA and Math Programs and based on findings, implement new materials if needed. If no changes are recommended, continue current programs.

2019-20 Actions/Services

2020-21 Actions/Services

2021-22 Actions/Services

<ul style="list-style-type: none"> - TK program will use Big-Day Pre-K for ELA instruction. - Grades K-5 will continue to use the Expeditionary Learning ELA curriculum, program components from Journeys, Ticket to Read and I-Ready ELA program. - Grades 6-8 will continue to use the Expeditionary Learning ELA curriculum and Flex literacy program. - Grades 9-12 will continue to use Collections, eBooks and video support resources. - Evaluate current ELA and math programs for effectiveness with Lifeline student population. Research CCSS aligned options if needed. 		
--	--	--

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$16,000.00	\$16,000.00	\$16,000.00
SOURCE	4100	4100	4100
BUDGET REFERENCE	4100 Unrestricted	4100 Unrestricted	4100 Unrestricted

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 Students

All Schools

Actions/ServicesSelect from New, Modified, or Unchanged
for 2019-20

Modified

Select from New, Modified, or Unchanged
for 2020-21

Modified

Select from New, Modified, or Unchanged
for 2021-22

New

2019-20 Actions/Services

Students performing below grade level will be provided with additional support.

Math Program:

- TK-6 Pull out, push in support with instructional assistants.
- Carnegie Cognitive Math support program
- Use of differentiated computer-based programs (I-Ready and Mathia)
- Carnegie Cognitive Math support program.
- 6-12 Supplemental Classes for additional Math support.
- K-12 after-school and lunch tutoring support.

English:

- TK-6 Pull out, push in support with instructional assistants.
- K-2 foundational ELA skills block.
- Grades 3-8 Flex Literacy program.
- Grades 3-5 ELA All Block
- 6-12 Supplemental Classes for additional ELA support.

2020-21 Actions/Services

Students performing below grade level will be provided with additional support.

Math Program:

- TK-6 Pull out, push in support with instructional assistants.
- Carnegie Cognitive Math support program
- Use of differentiated computer-based programs (I-Ready and Mathia)
- Carnegie Cognitive Math support program.
- 6-12 Supplemental Classes for additional Math support.
- K-12 after-school and lunch tutoring support.

English:

- TK-6 Pull out, push in support with instructional assistants.
- K-2 foundational ELA skills block.
- Grades 3-8 Flex Literacy program.
- Grades 3-5 ELA All Block
- 6-12 Supplemental Classes for additional ELA support.

2021-22 Actions/Services

Students performing below grade level will be provided with additional support.

Math Program:

- TK-6 Pull out, push in support with instructional assistants.
- Carnegie Cognitive Math support program
- Use of differentiated computer-based programs (I-Ready and Mathia)
- Carnegie Cognitive Math support program.
- 6-12 Supplemental Classes for additional Math support.
- K-12 after-school and lunch tutoring support.

English:

- TK-6 Pull out, push in support with instructional assistants.
- K-2 foundational ELA skills block.
- Grades 3-8 Flex Literacy program.
- Grades 3-5 ELA All Block
- 6-12 Supplemental Classes for additional ELA support.

2019-20 Actions/Services

- Use of differentiated computer-based programs (I-Ready, Roadworks and Tickets to Read)
- K-12 tutoring support.

2020-21 Actions/Services

- Use of differentiated computer-based programs (I-Ready, Roadworks and Tickets to Read)
- K-12 tutoring support.

2021-22 Actions/Services

- Use of differentiated computer-based programs (I-Ready, Roadworks and Tickets to Read)
- K-12 tutoring support.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$35,000.00	\$35,000.00	\$35,000.00
SOURCE	1100/2100 Class 3010	1100/2100 Class 3010	1100/2100 Class 3010
BUDGET REFERENCE	1100/2100 Restricted	1100/2100 Restricted	1100/2100 Restricted

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 Students

Location(s):

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

All Schools

Actions/Services

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

Unchanged

Select from New, Modified, or Unchanged for 2020-21

Unchanged

Select from New, Modified, or Unchanged for 2021-22

New

2019-20 Actions/Services

All students performing significantly below grade level will continue to be placed into Supplemental Educational Services which include any or all of the following:

- Supplemental ELA or Math course
- after-school tutoring
- Supplementary learning programs/software.

2020-21 Actions/Services

All students performing significantly below grade level will continue to be placed into Supplemental Educational Services which include any or all of the following:

- Supplemental ELA or Math course
- after-school tutoring
- Supplementary learning programs/software.

2021-22 Actions/Services

All students performing significantly below grade level will continue to be placed into Supplemental Educational Services which include any or all of the following:

- Supplemental ELA or Math course
- after-school tutoring
- Supplementary learning programs/software.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$150,000	\$150,000	\$150,000
SOURCE	1100 Class 3010	1100 Class 3010	1100 Class 3010
BUDGET REFERENCE	1100 Restricted	1100 Restricted	1100 Restricted

Action 4

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

Students to be Served:

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

Location(s):

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

All Students

All Schools

Actions/Services

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

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

Modified

Modified

[Add 2019-20 selection here]

2019-20 Actions/Services

Continue to implement the LECS School-Wide Writing Assessment for all students TK-12. Evaluate progress and make adjustments

- Implementation of 3 writing assessments per year based upon grade levels.
- Teacher evaluation of each student writing response to an assigned prompt
- SBAC writing rubric will be used to evaluate student writing.
- PLC grading of writing assessments and use of data to monitor student progress from year to year.
- Provide staff development on teaching writing across all subjects and cross-curricular writing opportunities.

2020-21 Actions/Services

Continue to implement the LECS School-Wide Writing Assessment for all students TK-12. Evaluate progress and make adjustments

- Implementation of 3 writing assessments per year based upon grade levels.
- Teacher evaluation of each student writing response to an assigned prompt
- SBAC writing rubric will be used to evaluate student writing.
- PLC grading of writing assessments and use of data to monitor student progress from year to year.
- Provide staff development on teaching writing across all subjects and cross-curricular writing opportunities.

2021-22 Actions/Services

Continue to implement the LECS School-Wide Writing Assessment for all students TK-12. Evaluate progress and make adjustments

- Implementation of 3 writing assessments per year based upon grade levels.
- Teacher evaluation of each student writing response to an assigned prompt
- SBAC writing rubric will be used to evaluate student writing.
- PLC grading of writing assessments and use of data to monitor student progress from year to year.
- Provide staff development on teaching writing across all subjects and cross-curricular writing opportunities.

Budgeted Expenditures

YEAR	2019-20	2020-21	2021-22
AMOUNT	\$20,000.00	\$20,000.00	\$20,000.00
SOURCE	1100 class 1100	1100 class 1100	1100 class 1100
BUDGET REFERENCE	1100 Restricted	1100 Restricted	1100 Restricted

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 2,458,831	37.54 %

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).

LECS will receive \$2,458,831 in Supplemental and Concentration grant funding from the Local Control Funding Formula (LCFF) beginning in the 2019-20 fiscal year. These funds are calculated based upon the number of English learners, students identified as low income, and foster youth. LECS has a unique demographic that yields a very high percentage of all these groups. LECS will offer a variety of programs and academic support specifically for English learners, low income students and foster youth. These include ELD teachers at every site (100% of all teachers hold a CLAD certificate or in process of obtaining a CLAD

certificate), mental health support, site assistance and counseling for family engagement, curriculum support staff at the K-5, middle school and high school. LECS also offers services and programs that are aligned with LCAP goals that serve all students such as intervention counseling, recruitment and retention, math support, positive behavior support and restorative practices. School wide implementation of these practices will not only have an impact on the learning environment but will also have positive impact on the targeted subgroups. LECS recognizes that while these funds are generated in order to serve the focus students, many services may be utilized for students outside the focus subgroups. The majority of students served will be the targeted students mentioned above (95% of our school population falls into at least one category), however due to the high percentage, all other students may be in need of academic support. By providing the services identified without limitations, LECS will serve ALL students and especially the focus students in compliance with legal requirements.

The full list of expenditures is aligned with the goals of the LECS Local Control and Accountability Plan and addresses the needs of our charter's English learners, low income students and foster youth

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.

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 LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fq/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; 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 LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *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 LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

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

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

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

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *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?