

# 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
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## 2017-20 Plan Summary

### The Story

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

LbD plans to open in August 2018 with 125 students in TK/K-1 grades, adding one grade each year until reaching full capacity at 350 students in grades TK/K-5 by 2022-23. LbD plans to locate in the Hyde Park/Angeles Mesa neighborhood of South Los Angeles, 90043. The neighborhood is a predominantly African American community (67%); Hispanic/Latino residents make up 30% of the population. The community is largely educationally disadvantaged: less than the one-third of the adult residents have earned a college degree; 20% did not complete high school and another 49% completed high school but did not attend any college. The community is low-income, as evidenced by the average 88% of students who qualify for the Free and Reduced Price Lunch Program (FRPL) in the Hyde Park community's existing elementary schools. We anticipate that 14% of our students will be in special education and 22% will be English language learners.

Learning by Design Charter School (LbD) focuses on Personalized and Experiential Learning which involves constructivist -based activities via project-based and maker-centered learning formats. Personalized Learning will use personalized and adaptable online curriculum, one-to one check-ins (conferencing) with teacher and students and small group learning groups to provide real-time support and interventions to ensure student Mastery which will ultimately ensure proficiency in all academic areas. Experiential Learning which includes both project-based and maker-centered learning within a constructivist format, engages students in solving "real world" problems through hands-on, engaging activities that are standards aligned. Through the Maker Center component, students will apply their learning in authentic situations that will encourage them to create engineer, design, and prototype their ideas and concepts. They will do this through the use of technology, raw materials and hand tools. All of these concepts are driven by and grounded in the Common Core state standards. These instructional concepts will be supported within a Democratic Learning environment that encourages and embraces the students' voice and choice in their own learning

experience. To ensure success, LbD will have more adult supports in the classroom to provide more one-to-one, real time support and intervention as needed.

## LCAP Highlights

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

The 2018-2019 LCAP will focus on hiring highly qualified teachers, developing our personalized educational plans for each student, and engaging community members, parents and students in the school's decision making process and culture.

## 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

N/A

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

N/A

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

N/A

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

LbD will improve services for low-income students, English learners, and foster youth by providing a personalized education plan for students that focuses on their individual needs, on-going professional development, CCSS aligned instruction and resource/support specialists.

## 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	\$ 1,529,794
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$ 1,220,174

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 specified above not included in the LCAP above include facilities maintenance, rent, and back office services. These are fees that we will incur to operate rather than those fees specific to improving services for our unduplicated students.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	\$ 1,287,849

# 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

LbD will ensure optimal conditions for learning with highly-qualified and appropriately credentialed teachers, full implementation of state standards and a safe, clean and welcoming school facilities.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2, and 7

Local Priorities: N/A

## Annual Measureable Outcomes

Expected	Actual
<p>Priority 1 Outcome 1: All teachers will be properly certificated and assigned.</p>	<p>TBD: 2018-19 percentage of teachers at LbD appropriately assigned and with appropriately credentialed personnel.</p>
<p>Priority 1 Outcome 2: - <i>Pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119.</i></p> <ul style="list-style-type: none"> <li>- All LbD students (including all statistically significant subgroups) will have access to standards-aligned materials and technology</li> </ul>	<p>TBD: 2018-19 percentage of LbD students who will have sufficient access to standards-aligned instructional materials.</p>
<p>Priority 1 Outcome 3: - <i>School facilities are maintained in good repair pursuant to Education Code section 17002(d).</i></p> <ul style="list-style-type: none"> <li>- LbD facilities will be maintained and cleaned by custodial staff and include daily spot checks and Site Inspection Lists, pursuant to Education Code section 17002(d).</li> </ul>	<p>TBD: 2018-19 percentage of items on the Site Inspection Lists and daily spot checks that are in compliance/good standing</p>
<p>Priority 2 Outcome 1: - <i>Implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners</i></p> <ul style="list-style-type: none"> <li>- LbD will ensure the implementation of academic content and performance standards for all core subjects with 100% math and ELA Common Core Implementation.</li> </ul>	<p>TBD: 2018-19 purchased curriculum; curriculum pacing and lesson plans; teacher observations.</p>
<p>Priority 7 Outcome 1: Pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable.</p> <ul style="list-style-type: none"> <li>- All LbD students, including all significant subgroups, will have access to a broad course of student (English Language Arts, Math, Social Studies, Science, Health/PE, and the arts) outlined in the charter petition.</li> </ul>	<p>TBD: 2018-19 percentage of access to all available programs and services outlined in charter petition.</p>

## 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><b>Priority 1 (Basic Services)</b>  <i>Priority 1 Outcome 1 - LbD will hire, supervise, evaluate and retain qualified teaching staff.</i></p> <ul style="list-style-type: none"> <li>- <i>LbD will ensure verification of proper credentials and DoJ clearance prior to start of employment.</i></li> <li>- <i>LbD will actively recruit diverse teachers and staff that reflect student demographics.</i></li> </ul>	TBD: Baseline Year	\$700,896	N/A
<p><i>Priority 1 Outcome 2 - LbD will provide appropriate, standards-aligned (including CA CCSS and the academic content and performance standards) textbooks/curriculum materials.</i></p> <ul style="list-style-type: none"> <li>- <i>LbD will review alignment of instructional materials to standards.</i></li> <li>- <i>LbD will maintain an annual inventory of instructional materials and respective purchase of materials.</i></li> <li>- <i>LbD budget will be reviewed every year to ensure adequate budget for instructional materials is in place, including materials for students with special needs (EL, SpEd, GATE).</i></li> </ul>	TBD: Baseline Year	\$58,892	N/A
<p><i>Priority 1 Outcome 3: LbD facilities will be maintained and cleaned by custodial staff</i></p> <ul style="list-style-type: none"> <li>- <i>LbD will do annual and monthly facility inspections to screen for safety hazards.</i></li> <li>- <i>LbD will utilize Site Inspection Lists and provide daily general cleaning and spot checks by custodial staff</i></li> </ul>	TBD: Baseline Year	\$3,125	N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><b>Priority 2 (Implementation of State Standards)</b>            Priority 2 Outcome 1.</p> <ul style="list-style-type: none"> <li>- LbD will participate in ongoing professional development on the implementation of CCSS and new CCSS-aligned assessments.</li> <li>- LbD will provide CCSS-aligned ELA and math instruction using integrated and designated ELD instructional strategies to all students, including ELs.</li> <li>- LbD will provide PD to teachers in collecting and examining CAASPP, NWEA MAPs, and other state and internal assessment scores via the Illuminate data system and regularly review progress to implement data-driven decision making.</li> </ul>	TBD: Baseline Year	\$14,715	N/A
<p><b>Priority 7 (Course Access)</b>            Priority 7 Outcome 1 - (Priority 7)</p> <ul style="list-style-type: none"> <li>- LbD will ensure all academic areas will be available to all students, inclusive of all subgroups, and all grades.</li> <li>- LbD will provide 2:1 technology (tablets) for students in TK-1 and 1:1 technology (Chromebooks) for grades 2-5 to ensure access to web resources and curriculum tools.</li> </ul>		\$111,750	N/A

## Analysis

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

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

N/A



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

N/A

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

N/A

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.

N/A

## Goal 2

LbD will provide a personalized education to each student and support student mastery of grade level content standards and the school's learning objectives.

State and/or Local Priorities addressed by this goal:

State Priorities: 4 and 8

Local Priorities: N/A

## Annual Measureable Outcomes

Expected	Actual
<p>Priority 4 Outcome 1: Performance on standardized tests and overall schoolwide assessments such as the new state dashboard</p> <ul style="list-style-type: none"> <li>- LbD students, including all significant subgroups, will meet or exceed targets for growth once set by the State on the CAASPP (and comparable assessments for students with special needs) in the areas of ELA and Mathematics.</li> </ul>	<p>TBD: 2018-19 scale scores and proficiency/growth targets for all students, including all numerically significant student subgroups, in ELA and Math on the CAASPP assessment system based on prior year data.</p>
<p><i>Priority 4 Outcome 2:</i> Share of English learners that become English proficient</p> <ul style="list-style-type: none"> <li>- EL students will advance at least one level on the ELPAC each year.</li> </ul>	<p>TBD: 2018-19 EL proficiency rates will meet or exceed the rates of LAUSD averages as demonstrated on ELPAC assessments</p>
<p>Priority 4 Outcome 4: LbD will ensure EL reclassification rate will meet or exceed the District's reclassification rate.</p>	<p>TBD: 2018-19 EL reclassification rates</p>
<p>Priority 8 Outcome 1 - Other Pupil Outcomes</p> <ul style="list-style-type: none"> <li>- LbD will offer all students, including all subgroups, a broad course of study that includes engaging, hands-on, project-based/maker-centered learning experiences with technology and arts integration to help develop critical 21<sup>st</sup> century competencies.</li> </ul>	<p>TBD: 2018-19 percentage of students with access to hands-on, project-based/maker centered learning; teacher PD logs/receipts; materials inventory lists and receipts; teacher lesson plans; classroom observations</p>

## 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><i>Priority 4 Outcome 1 –</i></p> <ul style="list-style-type: none"> <li>- <i>LbD will provide highly qualified instructional personnel and Resource/ Support Specialists to implement high-quality instruction with continuous monitoring by the Principal.</i></li> <li>- <i>LbD will provide comprehensive professional development to support student achievement.</i></li> <li>- <i>LbD will analyze CAASPP, CAST, CAA, NWEA MAPs, and other state and internal assessment scores at least quarterly to review progress towards annual targets.</i></li> </ul>	N/A	\$700,896 (repeated expenditure)	N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><i>Priority 4 Outcome 2 –</i></p> <ul style="list-style-type: none"> <li>- <i>See above; plus: LbD will implement the LAUSD English Learner Master Plan.</i></li> <li>- <i>LbD will provide high qualified and experienced teachers with appropriate EL authorization who will continuously monitor instruction and achievement of ELs</i></li> <li>- <i>LbD will identify English Learners by proficiency level, ensure ELD instruction is aligned to the new standards, and monitor student progress in program implementation.</i></li> <li>- <i>LbD will provide professional development related to EL support, including ELPAC training and redesignation criteria.</i></li> <li>- <i>LbD will ensure re-designated ELs will continue to be supported via a multi-tiered system including support for struggling readers.</i></li> </ul>		<p>\$700,896 (repeat expenditure)</p>	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><i>Priority 4 Outcome 3- English learner reclassification rate</i></p> <ul style="list-style-type: none"> <li>- <i>Same as Priority 4 Outcome 2 above, plus:</i></li> <li>- <i>LbD budget will be reviewed every year to ensure adequate budget for appropriate EL instructional materials is in place.</i></li> <li>- <i>LbD will add additional supports for our EL students through exam preparation, differentiation, teacher coaching, and additional tutoring to meet EL student instructional needs</i></li> </ul>		\$280,000 (repeat expenditure)	
<p><i>Priority 8 Outcome 1 –</i></p> <ul style="list-style-type: none"> <li>- <i>LbD will offer all students, including all subgroups, a broad course of study that includes engaging, hands-on, project-based and maker-centered learning experiences with technology and arts integration to help develop critical 21<sup>st</sup> century competencies.</i></li> <li>- <i>LbD will provide professional development to teachers on integrating hands-on/project-based/maker-centered learning across the curriculum.</i></li> <li>- <i>LbD will provide resources, time and materials for all students to engage in meaningful, hands-on/project-based/maker-centered learning.</i></li> </ul>	N/A	\$125,000 (repeat expenditure)	N/A

### Goal 3

LbD will foster parent, community and student engagement in school life and high rates of stakeholder satisfaction.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5 and 6

Local Priorities: N/A

## Annual Measureable Outcomes

Expected	Actual
Priority 3 Outcome 1 Parental Involvement - Efforts to seek parent engagement and input in decision making. <ul style="list-style-type: none"><li>- LbD will encourage 80% of parents to attend at least 2 events each year.</li></ul>	TBD: 2018-19 number of parents attending 2+ events annually
Priority 3 Outcome 2: LbD will establish a Parent Advisory Council that will be promoted, and supported to be fully operational and self-sustaining	TBD: 2018-19 analysis of attendance, Sign In sheets, consistent membership.
Priority 5 Outcome 1: School attendance rates and Chronic absenteeism <ul style="list-style-type: none"><li>- LbD will maintain a high attendance rate, 95% and low rate of students who are chronically absent</li></ul>	TBD: 2018-19 attendance and chronic absenteeism rates
Priority 6 Outcome 1: School Climate- Pupil suspension rates <ul style="list-style-type: none"><li>- LbD will maintain a low suspension rate that is <math>\leq</math> 1%.</li></ul>	TBD: 2018-19 percentage of student suspensions
Priority 6 Outcome 2: Pupil expulsion rates <ul style="list-style-type: none"><li>- LbD will maintain a low expulsion rate that is <math>\leq</math> 0.5%.</li></ul>	TBD: 2018-19 percentage of student expulsions
Priority 6 Outcome 3: – Other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness <ul style="list-style-type: none"><li>- LbD will have 90% of student, parent, and staff participate in the school experience survey and high approval rating on school experience surveys of students, parents, and staff.</li></ul>	TBD: 2018-19 percentage of participation in school climate survey and survey results

## 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><i>Priority 3 Outcome 1</i></p> <ul style="list-style-type: none"> <li>- <i>LbD will engage parents in a series of relevant and interesting workshops related to their child's success</i></li> <li>- <i>LbD will maintain school website as a communication tool for the community.</i></li> <li>- <i>LbD will communicate the most important website items via a monthly newsletter (translated into Spanish and other languages as necessary) that is sent home via a hardcopy.</i></li> </ul>	N/A	\$7,500	N/A
<p><i>Priority 5 Outcome 1</i></p> <ul style="list-style-type: none"> <li>- <i>LbD parent outreach and communications will continue to stress the importance of attendance and arriving at school on time each day</i></li> <li>- <i>LbD's Office Manager and Resource Specialists will help improve attendance and decrease habitual truants through home calls, meetings with students and families, home visits, and positive reinforcement incentives.</i></li> </ul>	N/A	\$7,500 (repeat expenditure)	N/A
<p><i>Priority 6 Outcome 1</i></p> <ul style="list-style-type: none"> <li>- <i>LbD will provide training and support for Way of Council and restorative justice practices</i></li> <li>- <i>LbD will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</i></li> </ul>	N/A	\$675	N/A

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p><i>Priority 6 Outcome 2 –</i></p> <ul style="list-style-type: none"> <li>- <i>LbD will provide training and support for Way of Council and restorative justice practices</i></li> <li>- <i>LbD will establish classroom management procedures, foster positive relationships, and help create an atmosphere of trust, respect, and high expectations.</i></li> </ul>	N/A	\$675 (repeat expenditure)	N/A
<p><i>Priority 6 Outcome 3</i></p> <ul style="list-style-type: none"> <li>- <i>LbD will implement annual surveys to assess stakeholder satisfaction</i></li> </ul>	N/A	\$7,500 (repeat expenditure)	N/A

# Stakeholder Engagement

LCAP Year: 2018-29

## 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?

Parents and guardians who enrolled their students into the school, during the months of April, May, and June 2018, were highly encouraged to attend the LCAP development and review meetings. They were also encouraged to attend the June 2018 board meeting where the LCAP would be approved by the board. Leaders of community-based organizations were also encouraged to participate in the process. Information regarding LCAP meetings and approval appeared on the LbD website and social media pages.

## Impact on LCAP and Annual Update

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

Parents and community leaders provided feedback on expectations of parental involvement, attendance rates and suspension rates. This stakeholder group believed that parents could attend more school events than previously planned, ensure students attend school more frequently, and there could be almost no suspensions during the school year.

# Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

## Goal 1

LbD will ensure optimal conditions for learning with highly-qualified and appropriately credentialed teachers, full implementation of state standards and a safe, clean and welcoming school facilities.

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

State Priorities: 1, 2 and 7

Local Priorities: N/A

### Identified Need:

Highly qualified teachers and a safe and clean environment are needed to implement LbD's instructional program.

### Expected Annual Measureable Outcomes

Metrics/ Indicators	Baseline	2017-18	2018-19	2019-20
Teacher credentials	N/A	N/A	100% of teachers are properly certified and assigned	100% of teachers are properly certified and assigned
Student access to standards-aligned materials and technology	N/A	N/A	All students will have 100% access to materials.	All students will have 100% access to materials
Site inspection list	N/A	N/A	School site will be in compliance during 100% of inspections and in good standing 90% of the time during daily checks	School site will be in compliance during 100% of inspections and in good standing 90% of the time during daily checks

## 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

Implement the plan for teacher hiring, access to materials, and site maintenance as designed and described in the approved charter petition.

### 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 school

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$889,378	\$916,059
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Services and Other Operating Expenses	Services and Other Operating Expenses

## Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged goal

### Goal 2

LbD will provide a personalized education to each student and support student mastery of grade level content standards and the school's learning objectives.

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

State Priorities: 4 and 8

Local Priorities: N/A

### Identified Need:

Standardized test scores are a key indicator of the school's instructional program. By provided a personalized learning plan for each student, LbD believes that all students will meet outcome targets, including significant subgroups such as English language learners, socio-economically disadvantaged student, students with disabilities, and homeless/foster youth.

## Expected Annual Measureable Outcomes

Metrics/ Indicators	Baseline	2017-18	2018-19	2019-20
CAASPP	N/A	N/A	70% of students, including significant subgroups, will score Meets/ Exceeds on the CAASPP Mathematics and ELA assessments	70% of students, including significant subgroups, will score Meets/ Exceeds on the CAASPP Mathematics and ELA assessments
ELPAC	N/A	N/A	100% of students advance at least one level	100% of students advance at least one level
NWEA MAPS	N/A	N/A	70% of students, including significant subgroups, will score Meets/ Exceeds on the NWEA/MAPS Mathematics and ELA assessments	70% of students, including significant subgroups, will score Meets/ Exceeds on the NWEA/MAPS Mathematics and ELA assessments
DIEBLS/DRA	N/A	N/A	70% or more of all students will be classified as having an advanced or proficient grade level equivalence on the DIEBLS/ DRA assessment	70% or more of all students will be classified as having an advanced or proficient grade level equivalence on the DIEBLS/DRA assessment
California Science Test (CAST)	N/A	N/A	70% of students, including significant subgroups, will score Meets/ Exceeds on the CAST	70% of students, including significant subgroups, will score Meets/ Exceeds on the CAST

## 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

Implement the plan for instruction as designed and described in the approved charter petition.

### Students to be Served:

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

All

### Location(s):

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

All school

## Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$825,896 (repeat expenditure)	\$850,673 (repeat expenditure)
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Services and Other Operating Expenses	Services and Other Operating Expenses

## Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged Goal

### Goal 3

LbD will foster parent, community and student engagement in school life and high rates of stakeholder satisfaction.

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

State Priorities: 3, 5 and 6

Local Priorities: N/A

### Identified Need:

Parent and community engagement are an integral part of student success.

## Expected Annual Measureable Outcomes

Metrics/ Indicators	Baseline	2017-18	2018-19	2019-20
Parent/ community/ teacher satisfaction survey	N/A	N/A	90% completion rate	90% completion rate
Active Parent Advisory Committee	N/A	N/A	Consistent monthly meeting	Consistent monthly meeting
Parental involvement	N/A	N/A	100% of parents attend at least 2 school events	100% of parents attend at least 2 school events
Student attendance and chronic absenteeism	N/A	N/A	95% of student will attend school every day	95% of student will attend school every day
Student suspension rates	N/A	N/A	Suspension rate will be $\leq 1\%$	Suspension rate will be $\leq 1\%$
Student expulsion rate	N/A	N/A	Suspension rate will be $\leq .5\%$	Suspension rate will be $\leq .5\%$

## 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

Implement the plan for parental/community involvement and student attendance as designed and described in the approved charter petition.

#### 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

## Budgeted Expenditures



Year	2017-18	2018-19	2019-20
Amount	N/A	\$8,175	\$8,420
Source	N/A	LCFF	LCFF
Budget Reference	N/A	Services and Other Operating Expenses	Services and Other Operating Expenses

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$ 631,993	N/A

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).

Unduplicated students will be supported at LbD by providing a personalized education plan for students that focuses on their individual needs, on-going professional development, CCSS aligned instruction and resource/support specialists.



