

**SAMPLE LCFF PROVISIONS**  
 LAUSD Charter Schools Division  
 May 24, 2018

<b>LCFF STATE PRIORITIES</b>						
<b>GOAL #1</b>						
<p style="color: blue; font-weight: bold; margin: 0;">PROFICIENCY FOR ALL:</p> <p style="color: blue; margin: 0;">All students will achieve proficiency in English Language Arts and Mathematics</p>					<p style="font-weight: bold; margin: 0;">Related State Priorities:</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 33%;"><input type="checkbox"/> 1</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 4</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 7</div> <div style="width: 33%;"><input checked="" type="checkbox"/> 2</div> <div style="width: 33%;"><input type="checkbox"/> 5</div> <div style="width: 33%;"><input type="checkbox"/> 8</div> <div style="width: 33%;"><input type="checkbox"/> 3</div> <div style="width: 33%;"><input type="checkbox"/> 6</div> </div> <p style="font-weight: bold; margin: 0;">Local Priorities:</p> <input type="checkbox"/> : <input type="checkbox"/> :	
Specific Annual Actions to Achieve Goal						
<ul style="list-style-type: none"> <li>Conduct ongoing review of standards-based curriculum and academic achievement data in order to (1) improve and refine comprehensive and consistent delivery of high quality standards-based program for all students, including ELs, low income students and foster youth (2) set internal baseline performance targets, and (3) design and deliver appropriate professional development</li> <li>Provide or obtain training opportunities for certificated staff on Common Core implementation strategies for English Language Arts and Mathematics, including lesson design and delivery, with a focus on critical thinking, problem-solving, and real-world applications</li> <li>Implement personalized intervention strategies and programs, including a push-in co-teaching model of small group instruction for English Learners and students with disabilities, in order to meet individual academic needs of specific students</li> </ul>						
Expected Annual Measurable Outcomes						
<p style="color: blue; margin: 0;"><b>Outcome #1:</b> The school will annually increase the number of students achieving proficiency in English Language Arts</p> <p style="color: blue; margin: 0;"><b>Metric/Method for Measuring:</b> Percentage of students performing at or above proficiency level on CAASPP English Language Arts assessment</p>						
APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	CAASPP 2017-2018 Baseline Levels of Performance	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
English Learners	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Socioecon. Disadv./Low Income Students	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Foster Youth	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
Students with Disabilities	Same as above	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
African American Students	Same as above	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
Latino Students	Same as above	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline

**Outcome #2:** The school will annually increase the number of students achieving proficiency in Mathematics

**Metric/Method for Measuring:** Percentage of students performing at or above proficiency level on CAASPP Mathematics Assessment

APPLICABLE STUDENT GROUPS	Baseline	2019-2020	2020-2021	2021-2022	2022-2023	2023-2024
All Students (Schoolwide)	CAASPP 2017-2018 Baseline Levels of Performance	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
English Learners	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Socioecon. Disadv./Low Income Students	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Foster Youth	Same as above	2% increase above baseline	5% increase above baseline	8% increase above baseline	10% increase above baseline	15% increase above baseline
Students with Disabilities	Same as above	1% increase above baseline	3% increase above baseline	5% increase above baseline	8% increase above baseline	12% increase above baseline
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