Local Control Accountability Plan and Annual Update (LCAP) Template

<u>Addendum:</u> General instructions & regulatory requirements.

<u>Appendix A</u>: Priorities 5 and 6 Rate Calculations

<u>Appendix B:</u> Guiding Questions: Use as prompts (not limits)

<u>LCFF Evaluation Rubrics:</u> 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	Lodestar – A Lighthouse Community Public School
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2017-20 Plan Summary

THE STORY

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

Lodestar – A Lighthouse Community Public School is a K-12 charter school located in East Oakland. Our mission is to prepare a diverse student population for college and the career of their choice by equipping each youth with the skills, knowledge, and tools to become self-motivated, lifelong, learners.

Dedicated to serving a student population that has been historically underserved by the school system, the majority of Lighthouse students will be the first in their family to go to college.

The Lighthouse program is designed to support students in getting to and through college with high expectations for academics and behavior, crew to provide a sense of belonging and support with socio-emotional issues, and strong family involvement to support students in their academic careers.

LCAP HIGHLIGHTS

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

During the spring and fall of 2016, Lodestar engaged in a school-wide process involving many stakeholders to define our graduate profile, school outcomes and indicators, and instructional stances. This year, we are shifting our LCAP to align to this work.

As a result, while many of the actions and measures are unchanged or modified, our LCAP has been reorganized into the following 6 goals:
1. Lodestar students are academically proficient
2. Lodestar students are healthy relationship-builders who are connected to the community and each other.
3. Lodestar families are connected to the school and each other as partners in their children's education.
4. Lodestar staff are engaged members of the school community.
5. Lodestar graduates are prepared to be successful in college and the career of their choice.
6. Lodestar is an operationally-sound organization with the capacity to carry out goals 1-5.

More detail as to how our previous LCAP goals and actions have been aligned to our new outcomes is provided in the Annual Update.

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	Lodestar is in its first year of operation, serving grades K, 1, 2 and 6. As such, actions and measures established baseline performance. Areas of strength included: • **Systems and Structures** - A robust assessment system was put in place to gather data on student progress. • **Professional Development** - Teachers received professional development and ongoing observation and feedback from the Director of Instruction, Professional Learning Leaders, and EL Coach around core EL practices, curriculum design, and student engaged assessment. • **Student Engaged Assessment** - Data and rubrics were made visible to students, so that they became masters of their own learning and could monitor and drive their own progression. Portfolios supported students in documenting learning and student led conferences supported students in reflection and goal setting. Expositions of student work made learning transparent to families and the broader community. • **Data Driven Instruction** – Internal benchmarks in ELA and Math were used to form flexible groupings and then inform the instruction for those groups during Lab. • **Learning Walks** - Learning walks were held during EXPO to capture data and give feedback on learning targets, projects and products,

- opportunities for and evidence of revision, authenticity of audiences, documentation of learning panels, craftmanship, and opportunities for revision.
- **Core Values** – Lodestar introduced and developed community understanding and buy in to the school's core values, which are palpable across community stakeholders – students, families, faculty and staff, and the Board. Core Values are taught within the Crew Curriculum, with every student setting a goal around a Core Value in their Student Led Conferences.
- **Community Agreements –** A consistent set of community agreements are in place, that support students in making developing strong relationships and habits of work. These include such agreements as "I make choices that help myself and others learn."
- **College Readiness –** A college knowledge and awareness building program was launched in 2nd and 6th grades.
- **Social and Emotional Well-being** – A Clinician was on campus full time with a full caseload, providing individual and small groups counseling.
- **Health and Wellness** – Retreat time was held daily for all students, with 30 minutes of organized activities and play. In addition, a health curriculum was launch in 6th grade via Crew. Healthy meals were provided daily via Revolution Foods.

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

Lodestar is in its first year of operation, serving grades K, 1, 2 and 6. As such, actions and measures established baseline performance.

Areas of greatest need included:

- **Acceleration of Growth** - Continued acceleration of growth to reduce the percent of students who are low achieving and not making adequate growth, especially for 1st grade Math.
- **Academic Supports -** Systematic supports for ELs, Latino students, and FRL students.
- **Student Culture –** Continuing to strengthen school culture, with the ability to celebrate differences and collaborate across cultures.
- **Family Engagement** – Maintaining the high level of family engagement, while expanding and leveraging opportunities for family involvement.

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 performance gaps between subgroups at this time.

INCREASED OR IMPROVED SERVICES

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

- Provide professional development for teachers on supporting English Learners in the core classroom, including the implementation of both Designated and Integrated ELD for all English Learners.
- Continue to improve and align our RTI system to ensure that students receive the appropriate Tier 1 and 2 supports that will enable them to be successful in the core curriculum, and that students with disabilities receive additional, aligned, supports in Tier III.

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	$4,277,071
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$4,277,071

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.

All General Fund Budget Expenditures for the LCAP year are included in the LCAP.

$2,952,327	Total Projected LCFF Revenues for LCAP Year

Annual Update

Goal 1	Goal 1: Student Achievement - Mastery of Content and Skills • Lodestar students demonstrate understanding, proficiency and application of the knowledge and skills necessary across disciplines to gain acceptance to and independently succeed in college and careers of choice; they solve problems, think critically, apply their learning to novel disciplinary tasks and communicate clearly about complex ideas. • Lodestar students acquire and develop English proficiency necessary to succeed in college and a career of choice.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☑ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- The percent of students scoring level 3 or level 4 on the ELA portion of the SBAC will be measured to establish a baseline.
- For each statistically significant student group, the percent of students scoring level 3 or level 4 on the ELA portion of the SBAC will be measured to establish a baseline.
- The percent of students scoring level 3 or level 4 on the Math portion of the SBAC will be measured to establish a baseline.
- For each statistically significant student group, the percent of students scoring level 3 or level 4 on the Math portion of the SBAC will be measured to establish a baseline.
- The percent of students who increase one grade level on the Scholastic Reading Inventory or achieve proficiency will be measured to establish a baseline.
- For each statistically significant student group, the percent of students who increase one grade level on the Scholastic Reading Inventory or achieve proficiency will be measured to establish a baseline.

ACTUAL

- The preliminary results for the percent of 6th grade students scoring level 3 or level 4 on the ELA portion of the SBAC was **30.6%** establishing a baseline.
- The preliminary results for the percent of 6th grade students scoring level 3 or level 4 on the ELA portion of the SBAC was as follows for each significant subgroup, establishing a baseline:
  - FRL - **23.9%**
  - Latino - **23.3%**
- The preliminary results for the percent of 6th grade students scoring level 3 or level 4 on the Math portion of the SBAC was **11.1%** establishing a baseline.
- The preliminary results for the percent of 6th grade students scoring level 3 or level 4 on the Math portion of the SBAC was as follows for each significant subgroup, establishing a baseline:
  - FRL - **10.6%**
  - Latino - **11.4%**
- The Scholastic Reading Inventory was not given
  - The percent of students who were high achieving or high

growth in ELA on the FPRA as of Spring 2017 was **57%** establishing a baseline.
- FRL – **40.1%**
- Latino – **42.9%**
- African-American – **45.2%**
o The percent of students who were high achieving or high growth in ELA on the NWEA as of Spring 2017 was **51%** establishing a baseline.
o The percent of students who were high achieving or high growth in Math on the NWEA as of Spring 2017 was **33%** establishing a baseline.

[ACTIONS / SERVICES](#)

Action **1a**

Actions/Services

PLANNED	ACTUAL
1a. Ensure all students have access to and meet A-G requirements.	1a. Access to A-G requirements will begin in 2019-20 when the school has High School.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Funded through Other State Revenue	Funded through Other State Revenue

Action **1b**

Actions/Services

PLANNED	ACTUAL
1b. Identify, develop, and/or purchase curriculum materials to ensure alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.	1b. Identified, developed, and/or purchased curriculum materials to ensure alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Funded through Other State Revenue	Funded through Other State Revenue

Action **1c**

Actions/Services

PLANNED	ACTUAL
1c. Align and leverage data management systems to track student progress toward proficiency in relation to growth targets.	1c. Aligned and leveraged data management systems to track student progress toward proficiency in relation to growth targets.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$5000 4000-4999 Technology LCFF Supplemental & Concentration	$8000 4000-4999 Technology LCFF Supplemental & Concentration

Action **1d**

Actions/Services

PLANNED	ACTUAL
1d. Maintain small class sizes and flexible groupings to ensure that all students are known well and are able to develop at their optimum rate.	1d. Maintained small class sizes and flexible groupings to ensure that all students are known well and are able to develop at their optimum rate.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Funded through Other State Revenue	Funded through Other State Revenue

Action **1e**

Actions/Services

PLANNED	ACTUAL
1e. Identify and use a learning management system to manage individual playlists, schedules, and learning modalities for each student.	1e. Identified and used a learning management system to manage individual playlists, schedules, and learning modalities for each student.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Funded in Action 1c	Funded in Action 1c
4000-4999 Technology	4000-4999 Technology
LCFF Supplemental & Concentration	LCFF Supplemental & Concentration

Action **1f**

Actions/Services

PLANNED	ACTUAL
1f. Develop and curate playlist content for Competency-based Learning ELA and Math progressions that allow students to master content at their own pace.	1f. Developed and curated playlist content for Competency-based Learning ELA and Math progressions that allow students to master content at their own pace.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Funded in Action 1c	Funded in Action 1c
4000-4999 Technology	4000-4999 Technology
LCFF Supplemental & Concentration	LCFF Supplemental & Concentration

Action **1g**

Actions/Services	PLANNED 1g. Leverage technology to support a Competency-based Learning program.	ACTUAL 1g. Leveraged technology to support a Competency-based Learning program.
Expenditures	BUDGETED Funded in Action 1c 4000-4999 Technology LCFF Supplemental & Concentration	ESTIMATED ACTUAL Funded in Action 1c 4000-4999 Technology LCFF Supplemental & Concentration

Action **1h**

Actions/Services	PLANNED 1h. Develop and teach learning expeditions that integrate ELA, making, and the arts with content, allowing students to learn deeply for authentic reasons.	ACTUAL 1h. Developed and taught learning expeditions that integrate ELA, making, and the arts with content, allowing students to learn deeply for authentic reasons.
Expenditures	BUDGETED Funded in Action 2d 2000-2999 Art & Making Staff LCFF Supplemental & Concentration	ESTIMATED ACTUAL Funded in Action 2d 2000-2999 Art & Making Staff LCFF Supplemental & Concentration

Action 1i

PLANNED	ACTUAL
1i. Use a benchmark assessment system (formative+summative) to allow students to demonstrate subject-area mastery, aligned to Common Core Standards, Next Generation Science Standards, and other relevant state standards, at their optimal pace.	1i. Used a benchmark assessment system (formative+summative) to allow students to demonstrate subject-area mastery, aligned to Common Core Standards, Next Generation Science Standards, and other relevant state standards, at their optimal pace.

Actions/Services

Expenditures

BUDGETED	ESTIMATED ACTUAL
Funded through Other State Revenue	Funded through Other State Revenue

Action 1j

Actions/Services

PLANNED	ACTUAL
1j. Assess students using performance tasks and SBAC interim assessments.	1j. Assessed students using performance tasks and CCSS-aligned interim assessments.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Funded through Other State Revenue	Funded through Other State Revenue

Action 1k

PLANNED	**ACTUAL**
Actions/Services 1k. Implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).	1k. Implemented and refined Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).
BUDGETED	**ESTIMATED ACTUAL**
Expenditures $16,000 5000-5999 Interventionist (Seneca Partnership) LCFF Supplemental & Concentration	$16,216 5000-5999 Interventionist (Seneca Partnership) LCFF Supplemental & Concentration

Action 1l

PLANNED	**ACTUAL**
Actions/Services 1l. Partner with EL Education to support teachers in implementing cross-cutting practices.	1l. Partnered with EL Education to support teachers in implementing cross-cutting practices.
BUDGETED	**ESTIMATED ACTUAL**
Expenditures Funded through Other State Revenue	Funded through Other State Revenue

Action **1m**

Actions/Services

PLANNED	ACTUAL
1m. Provide all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.	1m. Provided all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$3,240	$7,327
2000-2999 Instructional Aides	2000-2999 Instructional Aides
LCFF Supplemental & Concentration	LCFF Supplemental & Concentration

Action **1n**

Actions/Services

PLANNED	ACTUAL
1n. Provide students with instruction to develop their home language and/or become fluent in additional world languages.	1n. Provided students with instruction to develop their home language and/or become fluent in additional world languages.

Expenditures

BUDGETED	ESTIMATED ACTUAL
No cost in 2016-17 (to begin 2017-18)	No cost in 2016-17 (to begin 2017-18)

Action **1o**

Actions/Services

PLANNED	ACTUAL
1o. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification.	1o. Identified, adopted, socialized and used growth targets for English Language Proficiency that lead to reclassification.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Funded through Other State Revenue	Funded through Other State Revenue

Action 1p

Actions/Services

PLANNED	ACTUAL
1p. Provide professional development for teachers on supporting English Learners.	1p. Provided professional development for teachers on supporting English Learners.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Funded through Other State Revenue	Funded through Other State Revenue

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.	2016-17 was Lodestar's first year of operation, serving students in K, 1, 2 and 6. In terms of **Student Achievement - Mastery of Content and Skills**, highlights of implementation include: • **Systems and Structures** - A robust assessment system was put in place to gather data on student progress. • **Professional Development** - Teachers received professional development and ongoing observation and feedback from the Director of Instruction, Professional Learning Leaders, and EL Coach around core EL practices and student engaged assessment. • **Student Engaged Assessment** - Data and rubrics were made visible to students, so that they became masters of their own learning and could monitor and drive their own progression. Portfolios supported students in documenting learning and student led conferences supported students in reflection and goal setting. Expositions of student work made learning transparent to families and the broader community. • **Data Driven Instruction** – Internal benchmarks in ELA and Math were used to form flexible groupings and then inform the instruction for those groups during Lab.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Lodestar is in its first year of operation, serving grades K, 1, 2 and 6. As such, measures were used to establish baseline performance. As 6th grade is the only grade to complete state testing, measures are further limited in this initial year. Strengths from implementation were as follows: • K-6 NWEA: 51% of readers are at/above 50th %ile (+16 from 34% baseline) • K-2 NWEA: 33% of mathematicians are at/above 50th %ile (+12 from 21% baseline) • K-2 NWEA: lack of achievement gaps by gender, ethnicity, IEP status in reading • K-2 NWEA: lack of achievement gaps by gender and IEP status in math Areas for growth in implementation are as follows: • Continued acceleration of growth to reduce the percent of students who are low achieving and not making adequate growth, especially for 1st grade Math • Systematic supports for ELs, Latino students, and FRL students • Development of a testing culture

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were no material differences between the Budgeted Expenditures and 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.

This goal, along with actions, measures, and expenditures has been realigned to the new Lighthouse Community Public Schools Family of Schools Strategic Plan.

	Goal 2: Student Achievement - High Quality Work with Impact
Goal 2	• Lodestar students create high-quality, rigorous long-term products that demonstrate mastery of academic standards, interdisciplinary understanding, and craftsmanship aspiring to professional standards of quality; they communicate their thinking clearly both in writing and speaking. • Lodestar students contribute their passions, skills and talents to solving real-world problems in their local and global community, sharing their work with authentic audiences.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☑ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
	COE ☐ 9 ☐ 10
	LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**

• The percent of students and families who positively rate academic instruction on the SCAI will be measured to establish a baseline, overall and for each statistically significant subgroup.	• The percent of students and families who positively rated academic instruction was as follows, establishing a baseline:
	   o 6th Grade Students
	      ▪ Overall – **3.6**
	      ▪ FRL – **3.7**
	      ▪ Latino – **3.7**
	   o Families - **99%** of families report they "know how their child is doing academically" on the Family Survey. The SCAI will be administered in 2017-18 to capture ratings of academic instruction.

ACTIONS / SERVICES

Action ## 2a

Actions/Services

PLANNED	ACTUAL
2a. Develop and implement portfolio assessment system.	2a. Developed and implemented portfolio assessment system

Expenditures

BUDGETED	ESTIMATED ACTUAL
$18,000 1000-1999 Director of Instruction LCFF Supplemental & Concentration	$30,347 1000-1999 Director of Instruction LCFF Supplemental & Concentration

Action ## 2b

Actions/Services

PLANNED	ACTUAL
2b. Assess and track portfolios and passages on a High Quality Work rubric to inform student progress and instruction.	2b. Assessed and tracked portfolios and passages on a High Quality Work rubric to inform student progress and instruction.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Funded in Action 2a 1000-1999 Director of Instruction LCFF Supplemental & Concentration	Funded in Action 2a 1000-1999 Director of Instruction LCFF Supplemental & Concentration

Action **2c**

PLANNED	**ACTUAL**
2c. Train and coach teachers in designing curriculum that includes or culminates in High Quality Work.	2c. Trained and coached teachers in designing curriculum that includes or culminates in High Quality Work.

Actions/Services

BUDGETED	**ESTIMATED ACTUAL**
Funded in Action 2a	Funded in Action 2a
1000-1999 Director of Instruction	1000-1999 Director of Instruction
LCFF Supplemental & Concentration	LCFF Supplemental & Concentration

Expenditures

Action **2d**

PLANNED	**ACTUAL**
2d. Deliver Learning Expeditions that include or culminate in authentic products delivered to authentic audiences.	2d. Delivered Learning Expeditions that include or culminate in authentic products delivered to authentic audiences.

Actions/Services

BUDGETED	**ESTIMATED ACTUAL**
$54,000	$55,398
2000-2999 Art & Making Staff	2000-2999 Art & Making Staff
LCFF Supplemental & Concentration	LCFF Supplemental & Concentration

Expenditures

Action   **2e**

Actions/Services

PLANNED	ACTUAL
2e. Cultivate partnerships with local organizations and individuals and connect to resources in order to support, mentorships, apprenticeships, fieldwork, and service.	2e. Cultivated partnerships with local organizations and individuals and connect to resources in order to support, mentorships, apprenticeships, fieldwork, and service.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$16,000	$16,500
5000-5999 Fieldwork	5000-5999 Fieldwork
LCFF Supplemental & Concentration	LCFF Supplemental & Concentration

ANALYSIS

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.	2016-17 was Lodestar's first year of operation, serving students in K, 1, 2 and 6. In terms of **Student Achievement – High Quality Work with Impact**, highlights of implementation include: • **Professional Development** - Teachers received professional development and ongoing observation and feedback from the Director of Instruction, Professional Learning Leaders, and EL Coach around core EL practices, curriculum design, and student engaged assessment. • **Student Engaged Assessment** – High quality work was defined and normed, with rubrics designed for assessment. These rubrics were implemented in assessing two high quality projects or products, which were then shared at the Exposition of student learning to build transparency. Rubrics were introduced to students, so that they became masters of their own learning and could monitor and drive their own progression. • **Learning Walks** - Learning walks were held during EXPO to capture data and give feedback on learning targets, projects and products, opportunities for and evidence of revision, authenticity of audiences, documentation of learning panels, craftmanship, and opportunities for revision.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Lodestar is in its first year of operation, serving grades K, 1, 2 and 6. As such, measures were used to establish baseline performance. As 6th grade is the only grade to complete the survey, measures are further limited in this initial year. Strengths from implementation were as follows: • 99% of families feel that they know how their child is doing academically • Student rating of the program exceed the 3.5 target, which is the threshold at which rating correspond with increased academic outcomes Areas for growth in implementation are as follows: • Continuing to increase the student ratings, to further exceed the 3.5 target.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There was one material difference between the Budgeted Expenditures and Actual Expenditures, with the cost of the Director of Instruction increased due to an increase in FTE allocated to work to improve and increase services.

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.

This goal, along with actions, measures, and expenditures has been realigned to the new Lighthouse Community Public Schools Family of Schools Strategic Plan.

Goal 3	Goal 3: Student Achievement - College and Career Ready Character and Mindsets
	• Lodestar students embody the character, habits, and mindsets necessary to succeed in career, college, and civic life; they own their own learning and behavior and advocate for themselves and what is right.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☑ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**

• The percent of students who positively rate their voice in school decision-making and/or opportunity for feedback, as measured by student survey, will be measured to establish a baseline.	• The percent of students who positively rate their voice in school decision-making and/or opportunity for feedback was as follows, establishing a baseline.
	    ◦ 6th Grade Students Overall – **3.4**
	    ◦ FRL – **3.4**
	    ◦ Latino – **3.4**

ACTIONS / SERVICES

Action **3a**

Actions/Services

PLANNED	ACTUAL
3a. Develop and provide professional development for Crew leaders in team- and relationship-building, academic progress monitoring and portfolio preparation, and character and mindset development.	3a. Developed and provided professional development for Crew leaders in team- and relationship-building, academic progress monitoring and portfolio preparation, and character and mindset development.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$38,400	$39,162
2000-2999 Dean of Students	2000-2999 Dean of Students
LCFF Supplemental & Concentration	LCFF Supplemental & Concentration

Action **3b**

Actions/Services

PLANNED	ACTUAL
3b. Plan and execute team building trips and rituals including orientation retreats.	3b. Planned and executed team building trips and rituals including orientation retreats..

Expenditures

BUDGETED	ESTIMATED ACTUAL
Funded in Action 3a	Funded in Action 3a
2000-2999 Dean of Students	2000-2999 Dean of Students
LCFF Supplemental & Concentration	LCFF Supplemental & Concentration

Action **3c**

Actions/Services	PLANNED	ACTUAL
	3c. Use student government structures to support student empowerment and engagement.	3c. Used student government structures to support student empowerment and engagement.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Funded in Action 3a 2000-2999 Dean of Students LCFF Supplemental & Concentration	Funded in Action 3a 2000-2999 Dean of Students LCFF Supplemental & Concentration

Action **3d**

Actions/Services	PLANNED	ACTUAL
	3d. Develop a curriculum progression and rubrics to teach and assess performance character, relational character, and mindsets for agency.	3d. Developed a curriculum progression and rubrics to teach and assess performance character, relational character, and mindsets for agency.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Funded in Action 3a 2000-2999 Dean of Students LCFF Supplemental & Concentration	Funded in Action 3a 2000-2999 Dean of Students LCFF Supplemental & Concentration

Action **3e**

	PLANNED	ACTUAL
Actions/Services	3e. Support students with college and career readiness via the crew curriculum in grades K-12, with a focus on selecting and applying to colleges in grades 9-12 with support from a college guidance counselor.	3e. Supported students with college and career readiness via the crew curriculum in grades K-12, with a focus on selecting and applying to colleges in grades 9-12 with support from a college guidance counselor.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Funded in Action 3a 2000-2999 Dean of Students LCFF Supplemental & Concentration	Funded in Action 3a 2000-2999 Dean of Students LCFF Supplemental & Concentration

Action **3f**

	PLANNED	ACTUAL
Actions/Services	3f. Have students visit colleges, locally and nationwide in an age-based developmental progression.	3f. Had students visit colleges, locally and nationwide in an age-based developmental progression.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Funded through Other State Revenue	Funded through Other State Revenue

Action   **3g**

Actions/Services

PLANNED	ACTUAL
3g. Cultivate partnerships with local organizations and individuals and connect to resources in order to support college readiness.	3g. Cultivated partnerships with local organizations and individuals and connect to resources in order to support college readiness.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Funded in Action 3a	Funded in Action 3a
2000-2999 Dean of Students	2000-2999 Dean of Students
LCFF Supplemental & Concentration	LCFF Supplemental & Concentration

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.	2016-17 was Lodestar's first year of operation, serving students in K, 1, 2 and 6. In terms of **Student Achievement – College and Career Ready Character and Mindsets**, highlights of implementation include: • **Core Values** – Lodestar introduced and developed community understanding and buy in to the school's core values, which are palpable across community stakeholders – students, families, faculty and staff, and the Board. Core Values are taught within the Crew Curriculum, with every student setting a goal around a Core Value in their Student Led Conferences. • **Community Agreements –** A consistent set of community agreements are in place, that support students in making developing strong relationships and habits of work. These include such agreements as "I make choices that help myself and others learn." • **College Readiness –** A college knowledge and awareness building program was launched in 2nd and 6th grades.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Lodestar is in its first year of operation, serving grades K, 1, 2 and 6. As such, measures were used to establish baseline performance. As 6th grade is the only grade to complete the survey, measures are further limited in this initial year. Strengths from implementation were as follows: • Student rating of voice came close to the 3.5 target, which is the threshold at which rating correspond with increased academic outcomes Areas for growth in implementation are as follows: • Continuing to increase the student ratings, to meet and exceed the 3.5 target.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between the Budgeted Expenditures and 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.

This goal, along with actions, measures, and expenditures has been realigned to the new Lighthouse Community Public Schools Family of Schools Strategic Plan.

Goal 4

Goal 4: Learning as a Community - Active, Engaged Community Members
- Lodestar community members (students, families, and teachers) are welcome, supported, and known well.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☑ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Families who actively participate in their child's Individualized Learning Plan meetings, as measured by internal audit, will be measured to establish a baseline.
- The percent of families who positively rate their voice in school decision-making and/or opportunity for feedback, as measured by family survey, will be measured to establish a baseline.
- The percent of staff who feel connected as members of a strong professional learning community in service of the school's mission, as measured by internal staff survey, will be measured to establish a baseline.

ACTUAL

- Families who actively participate in their child's Individualized Learning Plan meetings was **99.6%**, establishing a baseline.
- The percent of families who positively rate their voice in school decision-making and/or opportunity for feedback was **80.5%**, establishing a baseline. Specific questions were as follows:
  - **75%** feel they have opportunities to influence what happens at the school
  - **75%** feel the school involves them in meaningful ways of improving the school
  - **73%** feel the school leader seeks and uses community ideas to improve the school
  - **99%** feel comfortable talking to school staff about my concerns
- The percent of staff who feel connected as members of a strong professional learning community in service of the school's mission was **85%**, establishing a baseline.

ACTIONS / SERVICES

Action **4a**

Actions/Services

PLANNED	ACTUAL
4a. Use crew (advisory) to provide a small venue in which students are supported socially, emotionally, and academically.	4a. Used crew (advisory) to provide a small venue in which students are supported socially, emotionally, and academically.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Funded in Action 2d	Funded in Action 2d
2000-2999 Art & Making Staff (Crew Leaders)	2000-2999 Art & Making Staff (Crew Leaders)
LCFF Supplemental & Concentration	LCFF Supplemental & Concentration

Action **4b**

Actions/Services

PLANNED	ACTUAL
4b. Teachers and Crew Leaders work with students to prepare for student led conferences and enlist family members in preparing for and participating.	4b. Teachers and Crew Leaders worked with students to prepare for student led conferences and enlisted family members in preparing for and participating.

Expenditures

BUDGETED	ESTIMATED ACTUAL
$29,359	$27,615
1000-1999 Student Led Conferences (3% of Salaries)	1000-1999 Student Led Conferences (3% of Salaries)
$5,000	$8,839
1000-1999 Translation	1000-1999 Translation
LCFF Supplemental & Concentration	LCFF Supplemental & Concentration

Action **4c**

Actions/Services	**PLANNED** 4c. Provide opportunities for families to advise school through formal and informal parent leadership structures.	**ACTUAL** 4c. Provided opportunities for families to advise school through formal and informal parent leadership structures.
Expenditures	**BUDGETED** Funded in Action 3a 2000-2999 Dean of Students LCFF Supplemental & Concentration	**ESTIMATED ACTUAL** Funded in Action 3a 2000-2999 Dean of Students LCFF Supplemental & Concentration

Action **4d**

Actions/Services	**PLANNED** 4d. Engage families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries.	**ACTUAL** 4d. Engaged families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries.
Expenditures	**BUDGETED** Funded in Action 3a 2000-2999 Dean of Students LCFF Supplemental & Concentration	**ESTIMATED ACTUAL** Funded in Action 3a 2000-2999 Dean of Students LCFF Supplemental & Concentration

Action **4e**

Actions/Services	**PLANNED** 4e. Host community events, including back to school nights and celebrations of learning.	**ACTUAL** 4e. Hosted community events, including back to school nights and Expositions of learning.
Expenditures	**BUDGETED** Funded through Other State Revenue	**ESTIMATED ACTUAL** Funded through Other State Revenue

Action 4f

	PLANNED	ACTUAL
Actions/Services	4f. Support professional development through PLCs, quarterly week-long Professional Development Institutes, stipended work days, and external professional development.	4f. Supported professional development through PLCs, quarterly week-long Professional Development Institutes, stipended work days, and external professional development.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Funded in Action 2a 1000-1999 Director of Instruction LCFF Supplemental & Concentration	Funded in Action 2a 1000-1999 Director of Instruction LCFF Supplemental & Concentration

Action 4g

	PLANNED	ACTUAL
Actions/Services	4g. Peers, coaches, and Directors of Instruction regularly observe and coach teachers and provide feedback to continually improve practice in the service of elevating student achievement.	4g. Peers, coaches, and Directors of Instruction regularly observed and coached teachers and provided feedback to continually improve practice in the service of elevating student achievement.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Funded in Action 2a 1000-1999 Director of Instruction LCFF Supplemental & Concentration	Funded in Action 2a 1000-1999 Director of Instruction LCFF Supplemental & Concentration

Action   **4h**

Actions/Services

PLANNED	ACTUAL
4h. Provide Teachers with Preliminary credentials BTSA Training and a BTSA Coach to ensure they clear their credential within the term of licensure.	4h. Provided Teachers with Preliminary credentials BTSA Training and a BTSA Coach to ensure they clear their credential within the term of licensure.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Funded through Other State Revenue	Funded through Other State Revenue

Describe the overall implementation of the actions/services to achieve the articulated goal.	2016-17 was Lodestar's first year of operation, serving students in K, 1, 2 and 6. In terms of **Learning as a Community – Active, Engaged Community Members**, highlights of implementation include: • **Conferences** – Lodestar held a beginning of the year conference with every family, to get to know families and their children and build relationship. Student Led Conferences were then held on a quarterly basis. • **Communication** – Lodestar utilized extensive communication with families, to build transparency and agency. This included weekly newsletters, Coffee Tuesdays, and All Calls. • **Open Door Policy –** A culture of an open door policy was established, so families knew that their voice would be heard and valued.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Lodestar is in its first year of operation, serving grades K, 1, 2 and 6. As such, measures were used to establish baseline performance. As 6th grade is the only grade to complete the survey, measures are further limited in this initial year. Strengths from implementation were as follows: • Families attended and found value in their child's Student Led Conferences, as evidenced in a participation rate of 99.6% • Families feel engaged as partners, as evidenced in an average rating of 80.5% across measures • Staff feel engaged as members of the community, as evidenced by a rate of 85% Areas for growth in implementation are as follows: • Maintaining and expanding opportunities for family engagement
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between the Budgeted Expenditures and 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.

This goal, along with actions, measures, and expenditures has been realigned to the new Lighthouse Community Public Schools Family of Schools Strategic Plan.

Goal 5	Goal 5: Learning as a Community - Conditions for Healthy and Safe Learning
	• Lodestar students are safe and healthy.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☑ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

ANNUAL MEASURABLE OUTCOMES

EXPECTED

- Students who report having a trusting relationship with at least one Lodestar staff member, as measured by student survey, will be measured to establish a baseline, overall and for each statistically significant subgroup.
- For each statistically significant subgroup, students who report having a trusting relationship with at least one Lodestar staff member, as measured by student survey, will be measured to establish a baseline.
- The percent of students absent more than 10% of the school days (chronic absence) will be measured to establish a baseline.
- For each statistically significant subgroup, the percent of students absent more than 10% of the school days (chronic absence) will be measured to establish a baseline.
- The percent of students and families who positively rate school safety/culture on the SCAI will be measured to establish a baseline.

ACTUAL

- Students who report having a trusting relationship with at least one Lodestar staff member was as follows, establishing a baseline.
  - Overall – **81%**
- For each statistically significant subgroup, students who report having a trusting relationship with at least one Lodestar staff member was not measured.
  - FRL – **83%**
  - Latino – **75%**
- The attendance rate was as follows, establishing a baseline.
  - Overall – **94.5%**
- For each statistically significant subgroup, the attendance rate was as follows, establishing a baseline.
  - FRL – **93.4%**
  - ELL – **95.5%**
  - Latino – **95.3%**
  - African American – **91.9%**
- The percent of students absent more than 10% of the school days (chronic absence) was as follows, establishing a baseline.
  - Overall – **12.3%**
- For each statistically significant subgroup, the percent of students absent more than 10% of the school days (chronic absence) was as follows, establishing a baseline.
  - FRL – **13.7%**

- o ELL – **16.5%**
  - o Latino – **33.3%**
  - o African American – **10.0%**
  - o SPED – **3.17%**
- The percent of students and families who positively rate school safety/culture on the SCAI was as follows, establishing a baseline:
  - o 6th Grade Students
    - Overall – **48%**
    - FRL – **51%**
    - Latino – **49%**
  - o Families - **96%** trust the staff at the school on the internal family survey (SCAI was not used).

ACTIONS / SERVICES

Action 5a

	PLANNED	ACTUAL
Actions/Services	5a. Provide healthful universal breakfast.	5a. Provided healthful universal breakfast.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Funded through Other State Revenue	Funded through Other State Revenue

Action 5b

	PLANNED	ACTUAL
Actions/Services	5b. Provide frequent, ongoing, and high quality physical education and health instruction.	5b. Provided frequent, ongoing, and high quality physical education and health instruction
	BUDGETED	ESTIMATED ACTUAL
Expenditures	$15,600 2000-2999 Health & Wellness Fellows $6,720 2000-2999 Extended Day Teachers LCFF Supplemental & Concentration	$18,296 2000-2999 Health & Wellness Fellows $0 2000-2999 Extended Day Teachers LCFF Supplemental & Concentration

Action 5c

	PLANNED	ACTUAL
Actions/Services	5c. Engage outside presenters and resources to deliver high quality health and wellness education to students, families, and staff.	5c. Engaged outside presenters and resources to deliver high quality health and wellness education to students, families, and staff.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Funded through Other State Revenue	Funded through Other State Revenue

Action **5d**

Actions/Services	PLANNED	ACTUAL
	5d. Provide wrap-around social-emotional support to students through case managers who support relationships among students, families, and staff.	5d. Provided wrap-around social-emotional support to students through case managers who support relationships among students, families, and staff.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Funded through Other State Revenue	Funded through Other State Revenue

Action **5e**

Actions/Services	PLANNED	ACTUAL
	5e. School Counselors provide individual and group therapy through the Response to Intervention (RTI) program.	5e. School Counselors provided individual and group therapy through the Response to Intervention (RTI) program.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Funded through Other State Revenue	Funded through Other State Revenue

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.	2016-17 was Lodestar's first year of operation, serving students in K, 1, 2 and 6. In terms of **Learning As a Community – Conditions for Healthy and Safe Learning**, highlights of implementation include: • **Social and Emotional Well-being** – A Clinician was on campus full time with a full caseload, providing individual and small groups counseling. • **Health and Wellness** – Retreat time was held daily for all students, with 30 minutes of organized activities and play. In addition, a health curriculum was launch in 6th grade via Crew. Healthy meals were provided daily via Revolution Foods.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Lodestar is in its first year of operation, serving grades K, 1, 2 and 6. As such, measures were used to establish baseline performance. As 6th grade is the only grade to complete the survey, measures are further limited in this initial year. Strengths from implementation were as follows: • Attendance rate was close to meeting 95% target • Over 80% of students feel they have an adult they trust Areas for growth in implementation are as follows: • Chronic absenteeism rates need to decline and will be a priority in 2017-18 • Student culture and safety
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	There were no material differences between the Budgeted Expenditures and 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.

This goal, along with actions, measures, and expenditures has been realigned to the new Lighthouse Community Public Schools Family of Schools Strategic Plan.

Stakeholder Engagement

LCAP Year	☑ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

Our LCAP revisions for this school year reflect a longer-term engagement that began in the Spring of 2016 with the community, in which we revisited and revised our goals for students, families and staff. We engaged with stakeholders again in the 2016-17 school year around the measures and actions related to these goals. Because this has been a longer process of revising our LCAP, stakeholder engagement before the last LCAP term has been included in this update, in order to have a full sense of the ways in which various groups were consulted throughout the planning process.

Spring 2016
- Families — School leaders solicited input from founding families about school goals, which was used to inform the Student and Family outcomes.
- Staff — Staff participated in the creation of the goals through the Design Team, consisting of instructional leaders and teachers, who wrote draft goals and made revisions to the goals based on stakeholder input.
- Board — The LCPS Board Academic Accountability Committee reviewed and provided feedback on goals. The LCPS Board of Directors reviewed and approved goals.

Fall/Winter 2016-17
- Staff — Instructional leadership reviewed state indicators to ensure they were aligned to our goals and measures; the Founding Principal and Professional Learning Leaders reviewed student data with staff and developed actions related to data analysis.
- Families — During a series of Coffee Tuesdays, the Founding Principal reviewed goals and actions for the year.
- Board — The LCPS Board Academic Accountability Committee provided feedback on measures related to goals.

Spring 2017
- Staff — Staff provided input to the Founding Principal and Professional Learning Leaders during staff meetings on budget priorities for the 2017-18, based on Lighthouse Family of Schools goals.
- Families — During a Coffee Tuesday meeting, the Founding Principal reviewed the LCAP goals with families and solicited input as to how the school can better support these goals.
- Board — The LCPS Board of Directors approved the LCAP.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?
Family input impacted LCAP in the following ways: • Focus on student collaboration and socio-emotional learning, which shows up in the goal and actions around "Goal 2: Lighthouse students are healthy relationship-builders who are connected to the school and each other" • Focus on parent connection to the school community and ability to serve as partners in their children's education, which shows up in the goal and actions around "Goal 3: Lighthouse families are connected to the school and each other as partners in their children's education." • Continued focus on Student Led Conferences as a primary way to engage parents as partners in their children's education. Student input impacted the LCAP in the following ways: • Emphasis on the importance of connection to the school community, which shows up in the goal "Goal 2: Lighthouse students are healthy relationship-builders who are connected to the community and each other." • Fieldwork as an important learning opportunity that connects students to the community and each other. Staff input impacted the LCAP in the following ways: • Focus on supporting teachers through planning days for curriculum development; curriculum purchasing; and ongoing professional development. • Continued development of a strong RTI program. • Continued development of a strong teacher support and development process, through the Framework for Transformational Teaching. Board of Directors input impacted the LCAP in the following ways: • Support for narrowing LCAP measures. • Support for setting ambitious and appropriate goals.

Goals, Actions, & Services

Strategic Planning Details and Accountability

☐ New	☑ Modified	☐ Unchanged

Goal 1	Goal 1: Lodestar Students are academically proficient.
	• - Demonstrate deep conceptual understanding and fluency in academic disciplines
	    - Communicate ideas and produce high quality work in a range of formats
	    - Use and integrate multiple perspectives and sources of information
	    - Apply knowledge to understand unfamiliar questions and issues

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☐ 5 ☐ 6 ☐ 7 ☑ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of students scoring level 3 or level 4 on the ELA portion of the SBAC will grow by 1% annually until the goal of 75% or greater is met.	6th Grade • Overall – **30.6%**			
For each statistically significant student group, the percent of	6th Grade • FRL – **23.9%**			

students scoring level 3 or level 4 on the ELA portion of the SBAC will grow by 1% annually until the goal of 75% or greater is met.	• Latino – **23.3%**			
The percent of students scoring level 3 or level 4 on the Math portion of the SBAC will grow by 1% annually until the goal of 75% or greater is met.	6th Grade • Overall – **11.1%**			
For each statistically significant student group, the percent of students scoring level 3 or level 4 on the Math portion of the SBAC will grow by 1% annually until the goal of 75% or greater is met.	6th Grade • FRL – **10.6%** • Latino – **11.4%**			
The percent of students who met projected growth on the Scholastic Reading will grow by 1% annually until the goal of 75% or greater is met.	Students who met • Overall – **62.0%**			
For each statistically significant student group, the percent of students who mat projected growth on	6th Grade • FRL – **59.5%** • Latino – **63.6%**			

the Scholastic Reading Inventory or achieve proficiency will grow by 1% annually until the goal of 75% or greater is met.				
The percent of students who are high achieving or high growth on the ELA portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.				
The percent of students who are high achieving or high growth on the Math portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.				
The percent of English Learners making annual progress in English Fluency will grow by 1.5% annually until the goal of 75% or higher is met.	TBD			
The percent of students and families who positively rate academic instruction	• Overall – **99%** • Latino – **97%** • African American – **100%**			

on the SCAI will increase by 1% annually until the goal of 70% or higher is met, overall and for each statistically significant subgroup.				

[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   **1a**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☑ English Learners ☑ Foster Youth ☑ Low Income
[Scope of Services](#)	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1a. Ensure all students have access to and meet A-G requirements.	1a. Ensure all students have access to and meet A-G requirements.	1a. Ensure all students have access to and meet A-G requirements.

[BUDGETED EXPENDITURES](#)

	2017-18		2018-19		2019-20
Amount	Funded in Action 6a	Amount	Funded in Action 6a	Amount	Funded in Action 6a
Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue
Budget Reference	4000-4999 Books, Materials, Supplies	Budget Reference	4000-4999 Books, Materials, Supplies	Budget Reference	4000-4999 Books, Materials, Supplies

Action **1b**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1b. Identify, develop, and/or purchase curriculum materials to ensure alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.	1b. Identify, develop, and/or purchase curriculum materials to ensure alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.	1b. Identify, develop, and/or purchase curriculum materials to ensure alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funded in Action 6a	Amount	Funded in Action 6a	Amount	Funded in Action 6a
Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue
Budget Reference	4000-4999 Books, Materials, Supplies	Budget Reference	4000-4999 Books, Materials, Supplies	Budget Reference	4000-4999 Books, Materials, Supplies

Action **1c**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☑ English Learners ☑ Foster Youth ☑ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☑ LEA-wide ☐ Schoolwide OR ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1c. Align and leverage data management systems to track student progress toward proficiency in relation to growth targets.	1c. Align and leverage data management systems to track student progress toward proficiency in relation to growth targets.	1c. Align and leverage data management systems to track student progress toward proficiency in relation to growth targets.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$15,181	Amount	$20,747	Amount	$26,583
Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration
Budget Reference	4000-4999 Technology - Data Systems	Budget Reference	4000-4999 Technology - Data Systems	Budget Reference	4000-4999 Technology - Data Systems

Action **1d**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1d. Maintain small class sizes and flexible groupings to ensure that all students are known well and are able to develop at their optimum rate.	1d. Maintain small class sizes and flexible groupings to ensure that all students are known well and are able to develop at their optimum rate.	1d. Maintain small class sizes and flexible groupings to ensure that all students are known well and are able to develop at their optimum rate.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Funded in Action 6a	Amount	Funded in Action 6a	Amount	Funded in Action 6a
Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action   **1e**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1e. Identify and use a learning management system to manage individual playlists, schedules, and learning modalities for each student.	1e. Identify and use a learning management system to manage individual playlists, schedules, and learning modalities for each student.	1e. Identify and use a learning management system to manage individual playlists, schedules, and learning modalities for each student.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funded in Action 1d	Amount	Funded in Action 1d	Amount	Funded in Action 1d
Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration
Budget Reference	4000-4999 Technology - Data Systems	Budget Reference	4000-4999 Technology - Data Systems	Budget Reference	4000-4999 Technology - Data Systems

Action   **1f**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">OR</div>

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1f. Develop and curate playlist content for Competency-based Learning ELA and Math progressions that allow students to master content at their own pace.	1f. Develop and curate playlist content for Competency-based Learning ELA and Math progressions that allow students to master content at their own pace.	1f. Develop and curate playlist content for Competency-based Learning ELA and Math progressions that allow students to master content at their own pace.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funded in Action 1d	Amount	Funded in Action 1d	Amount	Funded in Action 1d
Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration
Budget Reference	4000-4999 Technology - Data Systems	Budget Reference	4000-4999 Technology - Data Systems	Budget Reference	4000-4999 Technology - Data Systems

Action   **1g**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
[Students to be Served](#)	☑ English Learners ☑ Foster Youth ☑ Low Income
[Scope of Services](#)	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	**2018-19**	**2019-20**
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1g. Leverage technology to support a Competency-based Learning program.	1g. Leverage technology to support a Competency-based Learning program.	1g. Leverage technology to support a Competency-based Learning program.

[BUDGETED EXPENDITURES](#)

2017-18		**2018-19**		**2019-20**	
Amount	Funded in Action 1d	Amount	Funded in Action 1d	Amount	Funded in Action 1d
Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration
Budget Reference	4000-4999 Technology - Data Systems	Budget Reference	4000-4999 Technology - Data Systems	Budget Reference	4000-4999 Technology - Data Systems

Action   **1h**

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

| Students to be Served | ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1h. Develop and teach learning expeditions that integrate ELA, making, and the arts with content, allowing students to learn deeply for authentic reasons.	1h. Develop and teach learning expeditions that integrate ELA, making, and the arts with content, allowing students to learn deeply for authentic reasons.	1h. Develop and teach learning expeditions that integrate ELA, making, and the arts with content, allowing students to learn deeply for authentic reasons.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$97,028 $21,346	Amount	$132,605 $29,173	Amount	$169,900 $37,378
Source	LCFF Supplemental & Categorical	Source	LCFF Supplemental & Categorical	Source	LCFF Supplemental & Categorical
Budget Reference	1000-2999 Certificated and Classified Staff 3000-3999 Benefits	Budget Reference	1000-2999 Certificated and Classified Staff 3000-3999 Benefits	Budget Reference	1000-2999 Certificated and Classified Staff 3000-3999 Benefits

Action   **1i**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1i. Use a benchmark assessment system (formative+summative) to allow students to demonstrate subject-area mastery, aligned to Common Core Standards, Next Generation Science Standards, and other relevant state standards, at their optimal pace.	1i. Use a benchmark assessment system (formative+summative) to allow students to demonstrate subject-area mastery, aligned to Common Core Standards, Next Generation Science Standards, and other relevant state standards, at their optimal pace.	1i. Use a benchmark assessment system (formative+summative) to allow students to demonstrate subject-area mastery, aligned to Common Core Standards, Next Generation Science Standards, and other relevant state standards, at their optimal pace.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Funded in Action 6b	Amount	Funded in Action 6b	Amount	Funded in Action 6b
Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue
Budget Reference	4000-4999 Technology	Budget Reference	4000-4999 Technology	Budget Reference	4000-4999 Technology

Action   **1j**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1j. Assess students using performance tasks and interim assessments.	1j. Assess students using performance tasks and interim assessments.	1j. Assess students using performance tasks and interim assessments.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funded in Action 6b	Amount	Funded in Action 6b	Amount	Funded in Action 6b
Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue
Budget Reference	4000-4999 Technology	Budget Reference	4000-4999 Technology	Budget Reference	4000-4999 Technology

Action   **1k**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☑ English Learners   ☑ Foster Youth   ☑ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☑ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☑ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1k. Implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).	1k. Implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).	1k. Implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families).

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$132,300 $29,106	Amount	$180,810 $39,778	Amount	$231,663 $50,966
Source	LCFF Supplemental &	Source	LCFF Supplemental &	Source	LCFF Supplemental &

Concentration		Concentration		Concentration
Budget Reference	2000-2999 Instructional Aides 3000-3999 Benefits	**Budget Reference**	2000-2999 Instructional Aides 3000-3999 Benefits	**Budget Reference**	2000-2999 Instructional Aides 3000-3999 Benefits

Action   1l

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

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

Location(s) | ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

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

Students to be Served | ☑ English Learners   ☑ Foster Youth   ☑ Low Income

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

Location(s) | ☑ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1l. Partner with EL Education to support teachers in implementing cross-cutting practices.	1l. Partner with EL Education to support teachers in implementing cross-cutting practices.	1l. Partner with EL Education to support teachers in implementing cross-cutting practices.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funded in Action 6c	Amount	Funded in Action 6c	Amount	Funded in Action 6c
Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue
Budget Reference	5000-5999 – Professional Services (EL Contract)	Budget Reference	5000-5999 – Professional Services (EL Contract)	Budget Reference	5000-5999 – Professional Services (EL Contract)

Action **1m**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1m. Provide all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.	1m. Provide all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.	1m. Provide all English Learners with designated ELD instruction targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward English proficiency.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Funded in Action 1k	Amount	Funded in Action 1k	Amount	Funded in Action 1k
Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration
Budget Reference	2000-2999 Instructional Aides 3000-3999 Benefits	Budget Reference	2000-2999 Instructional Aides 3000-3999 Benefits	Budget Reference	2000-2999 Instructional Aides 3000-3999 Benefits

Action   **1n**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1n. Provide students with instruction to develop their home language and/or become fluent in additional world languages.	1n. Provide students with instruction to develop their home language and/or become fluent in additional world languages.	1n. Provide students with instruction to develop their home language and/or become fluent in additional world languages.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funded in Action 6a	Amount	Funded in Action 6a	Amount	Funded in Action 6a
Source	LCFF Base, Categorical, & Other State Revenues	Source	LCFF Base, Categorical, & Other State Revenues	Source	LCFF Base, Categorical, & Other State Revenues
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action   **1o**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
[Students to be Served](#)   ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____
[Location(s)](#)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
[Students to be Served](#)   ☑ English Learners   ☑ Foster Youth   ☑ Low Income
[Scope of Services](#)   ☑ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)   ☑ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1o. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification.	1o. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification.	1o. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification.

[BUDGETED EXPENDITURES](#)

	2017-18		2018-19		2019-20
Amount	Funded in Action 6a	Amount	Funded in Action 6a	Amount	Funded in Action 6a
Source	LCFF Base, Categorical, & Other State Revenues	Source	LCFF Base, Categorical, & Other State Revenues	Source	LCFF Base, Categorical, & Other State Revenues
Budget Reference	1000-1999 Certificated Staff 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Staff 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Staff 3000-3999 Benefits

Action **1p**

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

| Students to be Served | ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1p. Provide professional development for teachers on supporting English Learners.	1p. Provide professional development for teachers on supporting English Learners.	1p. Provide professional development for teachers on supporting English Learners.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funded in Action 6c	Amount	Funded in Action 6c	Amount	Funded in Action 6c
Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue
Budget Reference	5000-5999 – Professional Services (EL Contract)	Budget Reference	5000-5999 – Professional Services (EL Contract)	Budget Reference	5000-5999 – Professional Services (EL Contract)

Action   **1q**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1q. Develop and implement portfolio assessment system.	1q. Develop and implement portfolio assessment system.	1q. Develop and implement portfolio assessment system.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$159,250 $35,035	Amount	$217,642 $47,881	Amount	$278,853 $61,348
Source	LCCF Supplemental & Categorical	Source	LCCF Supplemental & Categorical	Source	LCCF Supplemental & Categorical
Budget Reference	1000-1999 Assistant Principals 3000-3999 Benefits	Budget Reference	1000-1999 Assistant Principals 3000-3999 Benefits	Budget Reference	1000-1999 Assistant Principals 3000-3999 Benefits

Action **1r**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1r. Assess and track portfolios and passages on a High Quality Work rubric to inform student progress and instruction.	1r. Assess and track portfolios and passages on a High Quality Work rubric to inform student progress and instruction.	1r. Assess and track portfolios and passages on a High Quality Work rubric to inform student progress and instruction.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Funded in Action 1q	Amount	Funded in Action 1q	Amount	Funded in Action 1q
Source	LCCF Supplemental & Categorical	Source	LCCF Supplemental & Categorical	Source	LCCF Supplemental & Categorical
Budget Reference	1000-1999 Assistant Principals 3000-3999 Benefits	Budget Reference	1000-1999 Assistant Principals 3000-3999 Benefits	Budget Reference	1000-1999 Assistant Principals 3000-3999 Benefits

Action **1s**

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

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

| Location(s) | ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

OR

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

| Students to be Served | ☑ English Learners ☑ Foster Youth ☑ Low Income |

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

| Location(s) | ☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1s. Train and coach teachers in designing curriculum that includes or culminates in High Quality Work.	1s. Train and coach teachers in designing curriculum that includes or culminates in High Quality Work.	1s. Train and coach teachers in designing curriculum that includes or culminates in High Quality Work.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Funded in Action 1q	Amount	Funded in Action 1q	Amount	Funded in Action 1q
Source	LCCF Supplemental & Categorical	Source	LCCF Supplemental & Categorical	Source	LCCF Supplemental & Categorical
Budget Reference	1000-1999 Assistant Principals 3000-3999 Benefits	Budget Reference	1000-1999 Assistant Principals 3000-3999 Benefits	Budget Reference	1000-1999 Assistant Principals 3000-3999 Benefits

Action   **1t**

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

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

Location(s)   ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

OR

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

Students to be Served   ☑ English Learners   ☑ Foster Youth   ☑ Low Income

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

Location(s)   ☑ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1t. Deliver Learning Expeditions that include or culminate in authentic products delivered to authentic audiences.	1t. Deliver Learning Expeditions that include or culminate in authentic products delivered to authentic audiences.	1t. Deliver Learning Expeditions that include or culminate in authentic products delivered to authentic audiences.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Funded in Action 1h	Amount	Funded in Action 1h	Amount	Funded in Action 1h
Source	LCCF Supplemental & Categorical	Source	LCCF Supplemental & Categorical	Source	LCCF Supplemental & Categorical
Budget Reference	1000-2999 Making & Art Teachers 3000-3999 Benefits	Budget Reference	1000-2999 Making & Art Teachers 3000-3999 Benefits	Budget Reference	1000-2999 Making & Art Teachers 3000-3999 Benefits

Action 1u

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
1u. Cultivate partnerships with local organizations and individuals and connect to resources in order to support, mentorships, apprenticeships, fieldwork, and service.	1u. Cultivate partnerships with local organizations and individuals and connect to resources in order to support, mentorships, apprenticeships, fieldwork, and service.	1u. Cultivate partnerships with local organizations and individuals and connect to resources in order to support, mentorships, apprenticeships, fieldwork, and service.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$18,217	Amount	$24,897	Amount	$31,899
Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration
Budget Reference	5000-5999 Fieldwork	Budget Reference	5000-5999 Fieldwork	Budget Reference	5000-5999 Fieldwork

☐ New	☑ Modified	☐ Unchanged

# Goal 2	Goal 2: Lodestar Students are healthy relationship-builders who are connected to the community and each other.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☑ 5 ☐ 6 ☐ 7 ☑ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of students absent more than 10% of the school days (chronic absence) will decrease by -1% annually until the goal of less than 5% is met.	Overall – **12.3%** FRL – **13.7%** ELL – **16.5%** Latino – **33.3%** African American – **10.0%** SPED – **3.2%**			
The suspension rate will decrease by -1% annually until the goal of less than 4% is met, overall and within each significant subgroup.	TBD			
The percent of favorable response	6th Grade Students:			

on the Student Interactions and Attitude & Culture sections of the SCAI will increase by 1% annually until the goal of 70% or higher is met, overall and within each significant subgroup.	Overall – **48%** FRL – **51%** Latino – **49%** (SCAI is given to students in 3rd grade and above)			
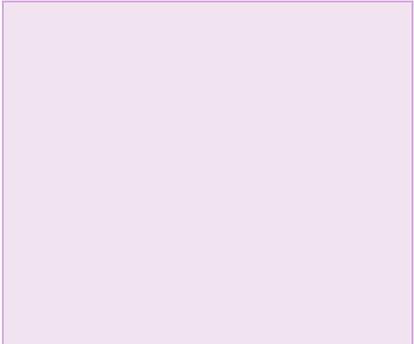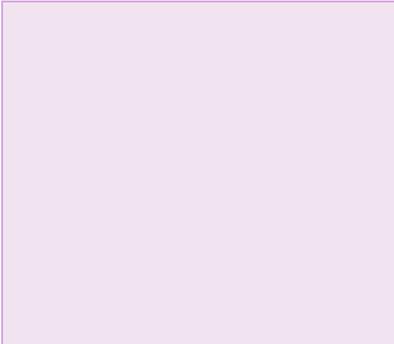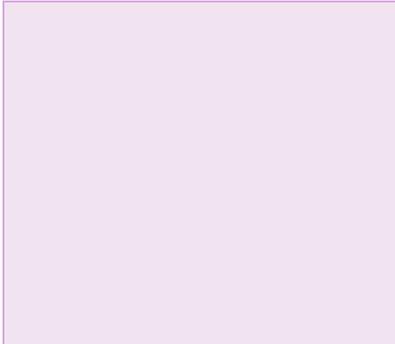
Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action **2a**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
2a. Develop and provide professional development for Crew leaders in team- and relationship-building, academic progress monitoring and portfolio preparation, and character and mindset development.	2a. Develop and provide professional development for Crew leaders in team- and relationship-building, academic progress monitoring and portfolio preparation, and character and mindset development.	2a. Develop and provide professional development for Crew leaders in team- and relationship-building, academic progress monitoring and portfolio preparation, and character and mindset development.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$115,470 $25,403	Amount	$157,809 $34,718	Amount	$202,193 $44,482
Source	LCFF Supplemental &	Source	LCFF Supplemental &	Source	LCFF Supplemental &

	Concentration
Budget Reference	2000-2999 Dean of Students 3000-3999 Benefits

	Concentration
Budget Reference	2000-2999 Dean of Students 3000-3999 Benefits

	Concentration
Budget Reference	2000-2999 Dean of Students 3000-3999 Benefits

Action **2b**

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

| Students to be Served | ☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
2b. Plan and execute team building trips and rituals including orientation retreats.	2b. Plan and execute team building trips and rituals including orientation retreats.	2b. Plan and execute team building trips and rituals including orientation retreats.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funded in Action 2a	Amount	Funded in Action 2a	Amount	Funded in Action 2a
Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration
Budget Reference	2000-2999 Dean of Students 3000-3999 Benefits	Budget Reference	2000-2999 Dean of Students 3000-3999 Benefits	Budget Reference	2000-2999 Dean of Students 3000-3999 Benefits

Action   **2c**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☑ English Learners   ☑ Foster Youth   ☑ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☑ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☑ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
2c. Use student government structures to support student empowerment and engagement.	2c. Use student government structures to support student empowerment and engagement.	2c. Use student government structures to support student empowerment and engagement.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Funded in Action 2a	Amount	Funded in Action 2a	Amount	Funded in Action 2a
Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration
Budget Reference	2000-2999 Dean of Students 3000-3999 Benefits	Budget Reference	2000-2999 Dean of Students 3000-3999 Benefits	Budget Reference	2000-2999 Dean of Students 3000-3999 Benefits

Action   **2d**

<table>
<tr><td colspan="2">For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____</td></tr>
<tr><td>Location(s)</td><td>☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

OR

<table>
<tr><td colspan="2">For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:</td></tr>
<tr><td>Students to be Served</td><td>☑ English Learners   ☑ Foster Youth   ☑ Low Income</td></tr>
<tr><td>Scope of Services</td><td>☑ LEA-wide   ☐ Schoolwide   **OR**   ☐ Limited to Unduplicated Student Group(s)</td></tr>
<tr><td>Location(s)</td><td>☑ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____</td></tr>
</table>

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
2d. Provide healthful universal breakfast.	2d. Provide healthful universal breakfast.	2d. Provide healthful universal breakfast.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Funded in Action 6c	Amount	Funded in Action 6c	Amount	Funded in Action 6c
Source	LCFF Base, Categorical, & Other State Revenues	Source	LCFF Base, Categorical, & Other State Revenues	Source	LCFF Base, Categorical, & Other State Revenues
Budget Reference	5000-5999 Operating Expenses	Budget Reference	5000-5999 Operating Expenses	Budget Reference	5000-5999 Operating Expenses

Action 2e

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
2e. Provide frequent, ongoing, and high quality physical education and health instruction.	2e. Provide frequent, ongoing, and high quality physical education and health instruction.	2e. Provide frequent, ongoing, and high quality physical education and health instruction.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funded in Action 6c	Amount	Funded in Action 6c	Amount	Funded in Action 6c
Source	LCFF Base, Categorical, & Other State Revenues	Source	LCFF Base, Categorical, & Other State Revenues	Source	LCFF Base, Categorical, & Other State Revenues
Budget Reference	5000-5999 Health & Wellness Fellows	Budget Reference	5000-5999 Health & Wellness Fellows	Budget Reference	5000-5999 Health & Wellness Fellows

Action   **2f**

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

| Students to be Served | ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
2f. Engage outside presenters and resources to deliver high quality health and wellness education to students, families, and staff.	2f. Engage outside presenters and resources to deliver high quality health and wellness education to students, families, and staff.	2f. Engage outside presenters and resources to deliver high quality health and wellness education to students, families, and staff.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	Funded in Action 3c	Amount	Funded in Action 3c	Amount	Funded in Action 3c
Source	LCFF Base, Categorical, & Other State Revenues	Source	LCFF Base, Categorical, & Other State Revenues	Source	LCFF Base, Categorical, & Other State Revenues
Budget Reference	2000-2999 Family Liaison	Budget Reference	2000-2999 Family Liaison	Budget Reference	2000-2999 Family Liaison

Action **2g**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
2g. Provide wrap-around social-emotional support to students through case managers who support relationships among students, families, and staff.	2g. Provide wrap-around social-emotional support to students through case managers who support relationships among students, families, and staff.	2g. Provide wrap-around social-emotional support to students through case managers who support relationships among students, families, and staff.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$35,000	Amount	$47,833	Amount	$61,286
Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration
Budget Reference	5000-5999 Behavior Intervention Specialist	Budget Reference	5000-5999 Behavior Intervention Specialist	Budget Reference	5000-5999 Behavior Intervention Specialist

Action   **2h**

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

[Students to be Served](#)	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)](#)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

[Students to be Served](#)	☑ English Learners ☑ Foster Youth ☑ Low Income
[Scope of Services](#)	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)](#)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES](#)

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
2h. School Counselors provide individual and group therapy through the Response to Intervention (RTI) program.	2h. School Counselors provide individual and group therapy through the Response to Intervention (RTI) program.	2h. School Counselors provide individual and group therapy through the Response to Intervention (RTI) program.

[BUDGETED EXPENDITURES](#)

2017-18		2018-19		2019-20	
Amount	$66,744	Amount	$91,217	Amount	$116,872
Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration
Budget Reference	5000-5999 Counselors	Budget Reference	5000-5999 Counselors	Budget Reference	5000-5999 Counselors

Action   **2i**

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

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

| Location(s) | ☐ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

OR

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

| Students to be Served | ☑ English Learners | ☑ Foster Youth | ☑ Low Income |

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

| Location(s) | ☑ All schools | ☐ Specific Schools:_____ | ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
2i. Utilize a Restorative Practice for behavior management.	2i. Utilize a Restorative Practice for behavior management.	2i. Utilize a Restorative Practice for behavior management.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Funded in Action 2a	Amount	Funded in Action 2a	Amount	Funded in Action 2a
Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration
Budget Reference	2000-2999 Dean of Students 3000-3999 Benefits	Budget Reference	2000-2999 Dean of Students 3000-3999 Benefits	Budget Reference	2000-2999 Dean of Students 3000-3999 Benefits

Action   **2j**

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

[Students to be Served]	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
[Location(s)]	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

[Students to be Served]	☑ English Learners ☑ Foster Youth ☑ Low Income
[Scope of Services]	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
[Location(s)]	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

[ACTIONS/SERVICES]

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
2j. Infuse crew curriculum and expeditions with deliberate work that fosters positive self identity and appreciation of cultures, supporting connections across cultures for students and families.	2j. Infuse crew curriculum and expeditions with deliberate work that fosters positive self identity and appreciation of cultures, supporting connections across cultures for students and families.	2j. Infuse crew curriculum and expeditions with deliberate work that fosters positive self identity and appreciation of cultures, supporting connections across cultures for students and families.

[BUDGETED EXPENDITURES]

	2017-18		2018-19		2019-20
Amount	$45,000	Amount	$61,500	Amount	$78,797
Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration
Budget Reference	5000-5999 External PD	Budget Reference	5000-5999 External PD	Budget Reference	5000-5999 External PD

New	☑ Modified	Unchanged

Goal 3	Goal 3: LCPS families are connected to the school and each other as partners in their children's education.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☑ 3 ☐ 4 ☐ 5 ☑ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Families who actively participate in one or more of their child's Individualized Learning Plan meetings, as measured by internal audit, will increase by 1% annually until the goal of 95% or more is met.	**99.6%**			
The percent of families who positively rate connection questions, as measured by the Winter Family Survey, will increase by baseline + 1%	2017-18 will be baseline			

until goal of 85% or more is met.				
The percent of families who positively rate family partnership questions, as measured by the Winter Family Survey, will increase by baseline + 1% until goal of 90% or more is met.	The percent of families who positively rate their voice in school decision-making and/or opportunity for feedback was **80.5%**, establishing a baseline. Specific questions were as follows: ○ **75%** feel they have opportunities to influence what happens at the school ○ **75%** feel the school involves them in meaningful ways of improving the school ○ **73%** feel the school leader seeks and uses community ideas to improve the school ○ **99%** feel comfortable talking to school staff about my concerns			

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 **3a**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
3a. Use crew (advisory) to provide a small venue in which students are supported socially, emotionally, and academically.	3a. Use crew (advisory) to provide a small venue in which students are supported socially, emotionally, and academically.	3a. Use crew (advisory) to provide a small venue in which students are supported socially, emotionally, and academically.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Funded in Action 1h	Amount	Funded in Action 1h	Amount	Funded in Action 1h
Source	LCCF Supplemental & Categorical	Source	LCCF Supplemental & Categorical	Source	LCCF Supplemental & Categorical
Budget Reference	1000-2999 Making & Art Teachers 3000-3999 Benefits	Budget Reference	1000-2999 Making & Art Teachers 3000-3999 Benefits	Budget Reference	1000-2999 Making & Art Teachers 3000-3999 Benefits

Action 3b

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
3b. Teachers and Crew Leaders work with students to prepare for student led conferences and enlist family members in preparing for and participating.	3b. Teachers and Crew Leaders work with students to prepare for student led conferences and enlist family members in preparing for and participating.	3b. Teachers and Crew Leaders work with students to prepare for student led conferences and enlist family members in preparing for and participating.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$25,696 $5,653 $8,875 $1,953	Amount	$35,117 $7,726 $12,129 $2,668	Amount	$44,994 $9,899 $15,540 $3,419
Source	LCFF Supplemental & Categorical	Source	LCFF Supplemental & Categorical	Source	LCFF Supplemental & Categorical
Budget Reference	1000-2999 Certificated and Classified Staff (Student Led	Budget Reference	1000-2999 Certificated and Classified Staff (Student Led	Budget Reference	1000-2999 Certificated and Classified Staff (Student Led

Conferences, 3% of Salary)

3000-3999 Benefits

1000-2999 Certificated and Classified Staff (Translation)

3000-3999 Benefits

Conferences, 3% of Salary)

3000-3999 Benefits

1000-2999 Certificated and Classified Staff (Translation)

3000-3999 Benefits

Conferences, 3% of Salary)

3000-3999 Benefits

1000-2999 Certificated and Classified Staff (Translation)

3000-3999 Benefits

Action   **3c**

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

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

| Location(s) | ☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

OR

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

| Students to be Served | ☑ English Learners ☑ Foster Youth ☑ Low Income |

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

| Location(s) | ☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____ |

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
3c. Provide opportunities for families to advise school through formal and informal parent leadership structures.	3c. Provide opportunities for families to advise school through formal and informal parent leadership structures.	3c. Provide opportunities for families to advise school through formal and informal parent leadership structures.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$12,830 $2,823	Amount	$17,534 $3,858	Amount	$22,466 $4,942
Source	LCFF Supplemental & Categorical	Source	LCFF Supplemental & Categorical	Source	LCFF Supplemental & Categorical
Budget Reference	2000-2999 Classified Staff (Family Liaison) 3000-3999 Benefits	Budget Reference	2000-2999 Classified Staff (Family Liaison) 3000-3999 Benefits	Budget Reference	2000-2999 Classified Staff (Family Liaison) 3000-3999 Benefits

Action **3d**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
3d. Engage families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries.	3d. Engage families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries.	3d. Engage families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funded in Action 3c	Amount	Funded in Action 3c	Amount	Funded in Action 3c
Source	LCFF Supplemental & Categorical	Source	LCFF Supplemental & Categorical	Source	LCFF Supplemental & Categorical
Budget Reference	2000-2999 Classified Staff (Family Liaison) 3000-3999 Benefits	Budget Reference	2000-2999 Classified Staff (Family Liaison) 3000-3999 Benefits	Budget Reference	2000-2999 Classified Staff (Family Liaison) 3000-3999 Benefits

Action   **3e**

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

| Students to be Served | ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
3e. Host community events, including back to school nights and celebrations of learning.	3e. Host community events, including back to school nights and celebrations of learning.	3e. Host community events, including back to school nights and celebrations of learning.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funded in Action 6a	Amount	Funded in Action 6a	Amount	Funded in Action 6a
Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-2999 Certificated & Classified Staff 3000-3999 Benefits	Budget Reference	1000-2999 Certificated & Classified Staff 3000-3999 Benefits	Budget Reference	1000-2999 Certificated & Classified Staff 3000-3999 Benefits

☐ New	☑ Modified	☐ Unchanged

Goal 4	Goal 4: LCPS Staff are engaged members of the school community.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☑ 6 ☑ 7 ☑ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of staff who are engaged as measured by the Q12 will increase by 1% annually until the goal of 75% is met.	2017-18 will be baseline			
The percent of staff who are satisfied with their total compensation package will increase by 1% annually until the goal of 85% is met.	2017-18 will be baseline			

Action **4a**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
4a. Support professional development through PLCs, quarterly week-long Professional Development Institutes, stipended work days, and external professional development.	4a. Support professional development through PLCs, quarterly week-long Professional Development Institutes, stipended work days, and external professional development.	4a. Support professional development through PLCs, quarterly week-long Professional Development Institutes, stipended work days, and external professional development.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$36,000 $7,920	Amount	$49,200 $10,824	Amount	$63,038 $13,868
Source	LCFF Supplemental & Categorical	Source	LCFF Supplemental & Categorical	Source	LCFF Supplemental & Categorical
Budget Reference	1000-2999 Certificated & Classified Staff (Summer PD)	Budget Reference	1000-2999 Certificated & Classified Staff (Summer PD)	Budget Reference	1000-2999 Certificated & Classified Staff (Summer PD)

3000-3999 Benefits

3000-3999 Benefits

3000-3999 Benefits

Action **4b**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
4b. Peers, coaches, and Assistant Principals regularly observe and coach teachers and provide feedback to continually improve practice in the service of elevating student achievement.	4b. Peers, coaches, and Assistant Principals regularly observe and coach teachers and provide feedback to continually improve practice in the service of elevating student achievement.	4b. Peers, coaches, and Assistant Principals regularly observe and coach teachers and provide feedback to continually improve practice in the service of elevating student achievement.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funded in Action 1q	Amount	Funded in Action 1q	Amount	Funded in Action 1q
Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration
Budget Reference	1000-1999 Assistant Principals 3000-3999 Benefits	Budget Reference	1000-1999 Assistant Principals 3000-3999 Benefits	Budget Reference	1000-1999 Assistant Principals 3000-3999 Benefits

Action   **4c**

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

| Students to be Served | ☐ All   ☐ Students with Disabilities   ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools   ☐ Specific Schools:_____   ☐ Specific Grade spans:_____ |

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
4c. Provide Teachers with Preliminary credentials BTSA Training and a BTSA Coach to ensure they clear their credential within the term of licensure.	4c. Provide Teachers with Preliminary credentials BTSA Training and a BTSA Coach to ensure they clear their credential within the term of licensure.	4c. Provide Teachers with Preliminary credentials BTSA Training and a BTSA Coach to ensure they clear their credential within the term of licensure.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funded in Action 6c	Amount	Funded in Action 6c	Amount	Funded in Action 6c
Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue
Budget Reference	5000-5999 Operating Expenses (BTSA Contract)	Budget Reference	5000-5999 Operating Expenses (BTSA Contract)	Budget Reference	5000-5999 Operating Expenses (BTSA Contract)

New	☑ Modified	Unchanged

Goal 5

Goal 5: LCPS students develop the mindsets to be successful in college and the career of choice.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☑ 4 ☑ 5 ☐ 6 ☐ 7 ☑ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of students who positively rate their voice in school decision-making and/or opportunity for feedback, as measured by student survey, will be measured to establish a baseline.	Average rating for 6th Grade Students: • Overall – **3.4** • FRL – **3.4** • Latino – **3.4**			

Action **5a**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
5a. Develop a curriculum progression and rubrics to teach and assess performance character, relational character, and mindsets for agency.	5a. Develop a curriculum progression and rubrics to teach and assess performance character, relational character, and mindsets for agency.	5a. Develop a curriculum progression and rubrics to teach and assess performance character, relational character, and mindsets for agency.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Funded in Action 1q	Amount	Funded in Action 1q	Amount	Funded in Action 1q
Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration
Budget Reference	1000-1999 Assistant Principals 3000-3999 Benefits	Budget Reference	1000-1999 Assistant Principals 3000-3999 Benefits	Budget Reference	1000-1999 Assistant Principals 3000-3999 Benefits

Action **5b**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
5b. Support students with college and career readiness via the crew curriculum in grades K-12, with a focus on selecting and applying to colleges in grades 9-12 with support from a college guidance counselor.	5b. Support students with college and career readiness via the crew curriculum in grades K-12, with a focus on selecting and applying to colleges in grades 9-12 with support from a college guidance counselor.	5b. Support students with college and career readiness via the crew curriculum in grades K-12, with a focus on selecting and applying to colleges in grades 9-12 with support from a college guidance counselor.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Funded in Action 2a	Amount	Funded in Action 2a	Amount	Funded in Action 2a
Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration	Source	LCFF Supplemental & Concentration
Budget Reference	2000-2999 Classified Staff 3000-3999 Benefits	Budget Reference	2000-2999 Classified Staff 3000-3999 Benefits	Budget Reference	2000-2999 Classified Staff 3000-3999 Benefits

Action **5c**

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

Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
5c. Have students visit colleges, locally and nationwide in an age-based developmental progression.	5c. Have students visit colleges, locally and nationwide in an age-based developmental progression.	5c. Have students visit colleges, locally and nationwide in an age-based developmental progression.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funded in Action 6c	Amount	Funded in Action 6c	Amount	Funded in Action 6c
Source	LCFF Base, Categorical, & Other State Revenues	Source	LCFF Base, Categorical, & Other State Revenues	Source	LCFF Base, Categorical, & Other State Revenues
Budget Reference	5000-5999 Operating Expenses	Budget Reference	5000-5999 Operating Expenses	Budget Reference	5000-5999 Operating Expenses

Action **5d**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:	
Students to be Served	☑ English Learners ☑ Foster Youth ☑ Low Income
Scope of Services	☑ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☑ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
5d. Cultivate partnerships with local organizations and individuals and connect to resources in order to support college readiness.	5d. Cultivate partnerships with local organizations and individuals and connect to resources in order to support college readiness.	5d. Cultivate partnerships with local organizations and individuals and connect to resources in order to support college readiness.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	Funded in Action 6c	Amount	Funded in Action 6c	Amount	Funded in Action 6c
Source	LCFF Base, Categorical, & Other State Revenues	Source	LCFF Base, Categorical, & Other State Revenues	Source	LCFF Base, Categorical, & Other State Revenues
Budget Reference	5000-5999 Operating Expenses	Budget Reference	5000-5999 Operating Expenses	Budget Reference	5000-5999 Operating Expenses

	New	☑ Modified	☐ Unchanged

Goal 6

Goal 6: Lodestar is an operationally-sound organization with the capacity to carry out goals 1-5.

State and/or Local Priorities Addressed by this goal:

STATE ☑ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL _____

Identified Need

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Lodestar acquires and maintains a sound facility.	**Met**			
Lodestar is fully staffed by the beginning of the 2017-18 school year.	**Met**			
Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis.	**Met**			

Action **6a**

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

Students to be Served	☑ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

<div align="center">

OR

</div>

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

2017-18	**2018-19**	**2019-20**
☑ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
6a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.	6a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.	6a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.

	2017-18		**2018-19**		**2019-20**
Amount	$ 1,834,882	Amount	$ 3,161,308	Amount	$ 4,288,710
Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action   **6b**

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

Students to be Served	☑ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
6b. Acquire and maintain non-classroom-based books, materials and supplies necessary to support strong school operations.	6b. Acquire and maintain non-classroom-based books, materials and supplies necessary to support strong school operations.	6b. Acquire and maintain non-classroom-based books, materials and supplies necessary to support strong school operations.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$ 331,668	Amount	$ 528,093	Amount	$ 661,160
Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue
Budget Reference	4000-4999 Books, Supplies, Materials	Budget Reference	4000-4999 Books, Supplies, Materials	Budget Reference	4000-4999 Books, Supplies, Materials

Action **6c**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☑ All　　☐ Students with Disabilities　　☐ [Specific Student Group(s)]_____
Location(s)	☑ All schools　　☐ Specific Schools:_____　　☐ Specific Grade spans:_____

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☐ English Learners　　☐ Foster Youth　　☐ Low Income
Scope of Services	☐ LEA-wide　　☐ Schoolwide　　**OR**　　☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools　　☐ Specific Schools:_____　　☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New　☐ Modified　☐ Unchanged	☐ New　☐ Modified　☑ Unchanged	☐ New　☐ Modified　☑ Unchanged
6c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	6c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	6c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	$ 1,213,692	Amount	$ 1,724,859	Amount	$ 2,205,577
Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue
Budget Reference	5000-5999 Operating Expenses	Budget Reference	5000-5999 Operating Expenses	Budget Reference	5000-5999 Operating Expenses

Action **6d**

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

Students to be Served	☑ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☑ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
6d. Maintain depreciating capital as necessary to support strong school operations.	6d. Maintain depreciating capital as necessary to support strong school operations.	6d. Maintain depreciating capital as necessary to support strong school operations.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$0	Amount	$0	Amount	$0
Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue
Budget Reference	6000-6999 Capital	Budget Reference	6000-6999 Capital	Budget Reference	6000-6999 Capital

Action 6e

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

Students to be Served	☑ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____
Location(s)	☑ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

OR

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

Students to be Served	☐ English Learners ☐ Foster Youth ☐ Low Income
Scope of Services	☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All schools ☐ Specific Schools:_____ ☐ Specific Grade spans:_____

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☑ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☑ Unchanged	☐ New ☐ Modified ☑ Unchanged
6e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	6e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	6e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	Funded in Action 6c	Amount	Funded in Action 6c	Amount	Funded in Action 6c
Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue	Source	LCFF Base, Categorical, & Other State Revenue
Budget Reference	7000-7999 Other Outgo	Budget Reference	7000-7999 Other Outgo	Budget Reference	7000-7999 Other Outgo

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☑ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: | $564,660 | Percentage to Increase or Improve Services: | 23.65 %

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).

Lodestar – A Lighthouse Community Public School will utilize all LCAP funds to support each of the eight state priorities. Given the high percentage of unduplicated pupils, Lodestar has utilized supplemental and concentration dollars in a school-wide manner, with expenditures focused on improving instruction for all students, including student subgroups. The dollars have been spent in alignment with our five LCAP goals, which were developed out of our Community Outcomes and Indicators:

1. Lodestar students are academically proficient.
   o Demonstrate deep conceptual understanding and fluency in academic disciplines
   o Communicate ideas and produce high quality work in a range of formats
   o Use and integrate multiple perspectives and sources of information
   o Apply knowledge to understand unfamiliar questions and issues
2. Lodestar Students are healthy relationship-builders who are connected to the community and each other.
3. Lodestar Families are connected to the school and each other as partners in their children's education.
4. Lodestar Staff are engaged members of the school community.
5. Lodestar students develop the mindsets to be successful in college and the career of choice.
6. Lodestar is an operationally-sound organization with the capacity to carry out Goals 1-5.

In addition to these school-wide expenditures, there are funds targeted specifically to the support of English Learners, in the area of providing designated and integrated ELD instruction.

Local Control and Accountability Plan and Annual Update Template Instructions

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. 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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *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, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

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

Location(s)

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

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

Actions/Services

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

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

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

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

Budgeted Expenditures

For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA's budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by *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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to *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?

Prepared by the California Department of Education, October 2016