

Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Lighthouse Community Charter School	Shannon Wheatley Chief Academic Officer	shannon.wheatley@lighthousecharter.org 510-562-8801

2017-20 Plan Summary

The Story

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

Lighthouse Community Charter School is a K-8 charter school located in East Oakland. It is co-located and runs a coherent academic program with Lighthouse Community Charter High School. 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 service 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.

Highlights of the 2019-20 LCAP include:

- Continued roll-out of standards-aligned, grade-level curricular materials in Math and ELA, adding Foundational Skills materials for K-2 students in 2019-20 and aligning work around the use of Eureka math. This curriculum work is supported by teacher professional development, including a Summer Curriculum Institute and interim assessments administered quarterly and analyzed for standards-mastery and re-teaching.

- Regular data review meetings with principals and teachers to monitor student progress toward grade-level standards using classroom-based formative assessments.
- Implementation of a re-designed Multi-Tiered System of Supports to identify students who need additional support in academic, behavioral, or social-emotional areas and monitor the implementation and results of those increased supports. Supporting this implementation is a re-design of data systems to provide the necessary data and the addition of Elementary and a Middle School Assistant Principals.
- A robust teacher growth and development system, including regularly observations of teachers, a student experience survey to collect student perspectives on teachers, and a portfolio option for experienced and high-performing teachers.
- Twice yearly data review meetings with families and staff to support engagement in LCAP goals, and the introduction of a parent portal to facilitate communication with families.

Review of Performance

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

Greatest Progress

Areas of Greatest Progress Include:

ELA Achievement — Gains that were made last year in SBAC proficiency were maintained this year, with the percentage of student meeting/exceeding standards on the SBAC at 35%.

Math Achievement — In Math, we made gains in both overall proficiency and specific subgroups, with overall proficiency up 6% and most subgroups making gains of 5% or more. In particular, 49% of our 4th grade students met the proficiency standard on the SBAC Math portion.

Implementation of Academic Standards — During 2018-19, we adopted a new ELA curriculum for grades K-8, the EL Modules. While some modules were used in some grade levels in previous school years, full adoption of the curriculum allowed for more rigorous, standards-aligned instruction in all classrooms, aligned across grade levels. A common curricular base also allowed for more collaboration with our sister school, Lodestar, to align expectations of standards-mastery and instructional planning.

Family Engagement — In the 2018-19 school year, 90% of families attended each of three Student-Led Conferences during the school year, and 100% of families attended at least one of their SLCs. This involvement and connection on the part of families was reflected in our Winter Family Survey data as well. We had 290 families participate in the survey, representing more than half of students enrolled at Lighthouse, and our best survey response ever. In all areas of the survey, positive responses increased. Particular highlights included 82% positive responses to questions related to family participation, with 84% of families reporting that teachers work closely with them to meet their children's needs (up 5% from last year); and 92% feeling respected by their child's teachers (up 5%). 89% of families say they know how their child is doing academically (up 7% from last year); and 82% say they feel comfortable talking to school staff about their concerns (up 8% from last year).

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

Greatest Needs

Areas of Greatest Need Include:

Achievement Gaps for English Learners — In both Math and ELA achievement, on SBAC and MAP, there are gaps between the performance of English Learners and students who are English Only or RFEP. On the ELA SBAC, 16% of English Learner students met or exceeded standards, as opposed to 35% overall. In Math, the gap is 18% versus 33%. On MAP, similar achievement gaps are present, though the gap in growth is smaller, indicating that English Learners are making progress.

Achievement Gaps for Students with Disabilities — In both Math and ELA achievement, on SBAC and MAP, there are gaps between the performance of Students with Disabilities and those without. On the ELA SBAC, only 13% of Students with Disabilities met or exceeded the standard, versus 35% overall. On Math SBAC, 6% of Students with Disabilities met or exceeded the standard, compared to 33% overall. This differential is present in MAP data as well.

Suspension Rate — Our suspension rate rose during 2018-19, from 5.2% to 12.2%. The concentration of these suspensions were in 6th grade (26.8%); 7th grade (19.7%); and 4th grade (18.5%). African American students had a disproportionately high rate, at 23.4%, and students with IEPs had a suspension rate of 27.3%. This increase in suspensions, particularly the disproportionality for African American students and students with IEPs, is a concern to be addressed in 2019-20.

Chronic Absenteeism — 10.4% of students were Chronically Absent in 2018-19, with the highest rates at Kindergarten (19.2%) and 1st grade (24.5%). Differences by ethnicity, language status, and disability status were smaller.

Family Voice — While overall, family engagement was a strength at Lighthouse, there was one area in which we saw some drop, specifically in questions related to family ability to influence the direction of the school. In response to the statement “My school involves me in meaningful ways improving the school, there were 66% positive responses, down 6% from last year. 68% of families agreed with the statement “There are opportunities for parents to be equal partners in achieving school goals,” down 5% from last year.”

To address these areas of need, our LCAP includes:

Curriculum Institute and Ongoing Curriculum work — Given the success of our ELA curriculum work this year, we plan to build on this through making math curriculum part of our grade-level and cross-school work, supporting teachers to better understand and implement our common CCSS-aligned math curriculum.

Roll-out of new MTSS Structures — In order to address academic, behavioral, and socio-emotional needs we will roll-out a restructured MTSS system in 2019-20, that utilizes data-based thresholds for identifying students in need of more support across different measures, including attendance, behavior, and academics. This will allow us to ensure that students are identified as needing support early in the process, provided with supports, and their progress is monitored to determine what additional moves may be necessary.

Alignment of Discipline systems — In order to address high suspension rates, with disproportionality a particular issue, we have created an aligned set of responses to student behavior infractions that looks at both restorative measures as well as consequences when appropriate. By having more standardized responses to behavior, we hope to reduce the level of discretion in our practices, and ensure that our structures reflect our restorative and instructive philosophy around student behavior.

• **Family “State of the School” report-outs** — Families reported, through both the family survey and other family engagement, feeling knowledgeable around their child’s education but not as able to influence the school as a whole. In response, our 2019-20 LCAP includes family “State of the School” meetings several times a year, held both during the day and in the evening, in order to inform parents about larger school priorities and work and seek input on areas of focus.

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

Performance Gaps

There are no state indicators for which any student group was two or more performance levels below the “all student” performance on the Fall 2018 California School Dashboard.

Lighthouse was identified for a Performance Indicator Review for our 2017-18 suspension rate for Students with Disabilities. The status level for suspension rate for Students with Disabilities was 10.9%, putting it in the Very High range on the state dashboard. The rate decreased 0.8% between 2016-17 and 2017-18, putting the indicator in the orange performance level. While the overall suspension indicators was also orange, the difference between the 5.2% overall suspension rate and the 10.9% suspension rate for Students with Disabilities is a significant difference.

In order to address this disproportionality, our LCAP includes a redesign of MTSS at Lighthouse, strengthening interventions at all levels to better support student behavior before it merits a suspension. This process will include the consideration of Student Disability and IEP implementation as a part of determining the appropriate response. In addition, our LCAP includes an articulation and alignment of responses and consequences for different student behaviors, which will allow us to ensure restorative and alternative consequences are considered before suspension when circumstances allow.

Annual Update

LCAP Year Reviewed: 2018–19

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

Goal 1

Goal 1: Lighthouse 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 Priorities: 2, 4, 7

Annual Measurable Outcomes

Expected

The percent of students who meet grade level proficiency in ELA as measured by the SBAC will increase by a minimum of 2016-17 baseline +1% until the goal of 75% is met, overall and in each of the significant subgroups.

The percent of students who meet grade level proficiency in Math as measured by the SBAC will increase by a minimum of 2016-17 baseline +1% until the goal of 75% is met, overall and in each of the significant subgroups.

Actual

Overall — 35%
Low Income — 34%
Latino — 33%
African American — 32%
English Learners — 16%
Students with Disabilities — 13%

Overall — 33%
Low Income — 31%
Latino — 32%
African American — 15%
English Learners — 18%

Expected

Actual

	Students with Disabilities — 6%
<p>The percent of students who are at grade level or grow more than one year on the ELA portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.</p>	<p>Overall — 62% Low Income — 63% Latino — 61% African American — 59% English Learners — 50% Students with Disabilities — 34%</p>
<p>The percent of students who are at grade level or grow more than one year on the Math portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.</p>	<p>Overall — 64% Low Income — 63% Latino — 63% African American — 60% English Learners — 56% Students with Disabilities — 41%</p>
<p>75% percent of English Learners meet the English Learner progress indicator criteria as defined by the California state dashboard.</p>	<p><i>As of LCAP submission, summative ELPAC results are not available.</i></p>

Actions / Services

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

Action 1a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1a. Student reading levels are assessed triennially, to inform small group reading instruction by the classroom teacher.</p>	<p>Student reading levels were assessed three times per year using NWEA MAP to inform reading instruction and interventions and measure student reading growth.</p>	<p>\$13,325</p>	<p>\$12,164</p>

Action 1b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1b. Student math achievement is assessed triennially to measure student growth	Student math achievement was assessed three times per year using NWEA MAP to measure growth.	\$13,325	\$12,164

Action 1c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1c. Develop and utilize data management systems to track student progress toward proficiency in relation to assessments of student achievement.	Student dashboards and other data management systems were used to track student progress toward proficiency, as well as other indicators of student performance.	\$6,150	\$6,010

Action 1d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1d. Struggling readers are provided additional reading intervention through the Response to Intervention (RTI) program to close gaps with their peers.	Struggling readers received reading intervention to close gaps with peers.	\$90,661	\$86,058

Action 1e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1e. Quarterly Professional Development Institutes support teachers to develop Culturally Responsive Teaching practices.	Professional Development during quarterly PDIs and weekly PD supported teachers to develop Culturally Responsive Teaching practices.	\$18,758	\$22,535

Action 1f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1f. Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.	Teachers were regularly observed by coaches and administrators and provided feedback to continually improve practice.	\$50,020	\$53,786

Action 1g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1g. Teachers with Preliminary credentials are provided with BTSA training and a BTSA coach to ensure they clear their credential within the term of licensure.	Teachers with Preliminary credentials received BTSA training and coaching to ensure they clear credentials within the term of licensure.	\$0; funded in Action 5a	\$0; funded in Action 5a

Action 1h

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1h. All Long-Term English Learners will receive Designated ELD instruction targeted to their proficiency level, aligned to ELD standards, and designed to move them toward English proficiency.	Long-Term English Learners received Designated ELD instruction targeted to proficiency level, aligned to standards, and designed to move them toward English proficiency.	\$37,553	\$37,292

Action 1i

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1i. All core teachers will incorporate integrated ELD instruction designed to	Core teachers incorporated integrated ELD instruction designed to support content-	\$0; funded in Action 5a	\$0; funded in Action 5a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
support content-area achievement into core classroom practice.	areas achievement into core classroom practice.		

Action 1j

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1j. Develop teacher and administrator understanding of rigor of CCSS through Summer Standards Institutes.	Teachers and administrators attended Summer Standards Institutes to develop understanding of rigor of CCSS.	\$35,875	\$41,051

Action 1k

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1k. Utilize Math CCSS-aligned curriculum in all math classrooms.	CCSS-aligned math curriculum was used in all math classrooms, including Engage NY and Open Up curricular resources.	\$0; funded in Action 5a	\$0; funded in Action 5a

Action 1l

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1l. During weeklong summer Curriculum Institute and quarterly Professional Development, adapt and develop curriculum materials to support high-quality learning expeditions aligned to the ELA CCSS.	ELA course groups met during week-long Summer Curriculum Institute and quarterly Professional Development days to adapt and develop curriculum materials to support high-quality learning expeditions aligned to ELA CCSS.	\$25,010	\$22,250

Action 1m

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1m. Develop teacher practice around Student Engaged Assessment during quarterly Professional Development Institutes.	Professional development developed teacher practice around Student-Engaged Assessment practices.	\$0; funded in Action 5a	\$0; funded in Action 5a

Action 1n

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1n. Redesign RTI system to better support all students in achieving academic standards, including increased Tier 2 supports.	Redesign of RTI system was planned for roll-out during 2019-20 school year.	\$0; funded in Action 5a	\$0; funded in Action 5a

Goal 1 Analysis

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

Cell

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

Overall, implementation of activities and services associated with Goal 1 was strong. Highlights include:

- **Focus on standards-aligned, grade-level English Language Arts curriculum** — The implementation of a new ELA curriculum, EL Education modules, and support of this curriculum implementation through a summer Curriculum Institute and quarterly cross-school grade-level collaboration lead to a more standards-aligned and rigorous ELA curriculum.
- **Data and Assessment Structures** — In 2018-19, we began using NWEA MAP to assess student achievement and growth in Reading and Math, and developed data systems to look at these data points in conjunction with other relevant student data. Reading intervention was targeted to students showing need on these assessments.

- **Redesign of MTSS/RTI for 2019-20** — A redesign of our Multi-Tiered Systems of Support was planned this school year, using stronger data practices to support the identification of students in need of support in different areas as well as establish the Tier 1 base practices in these areas. While the structures will not be fully rolled out until 2019-20, our work this year set a strong foundation for interventions.

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

Strengths in achievement of academic proficiency include:

- **Cohort Growth on ELA SBAC** — While most cohorts maintained similar levels of proficiency on SBAC, the 7th grade cohort had 15% higher proficiency than last year when they were in 6th grade.
- **Cohort Growth on Math SBAC** — Several cohorts made growth on Math SBAC, with 4th grade proficiency up 7% from their scores in the previous year; 6th grade proficiency up 11%; and 7th grade proficiency up 14%.
- **Baseline Year of NWEA MAP** — Baseline year of data for NWEA MAP shows more than 60% of students are high-achieving or high-growth in both Reading and Math.
- **Strong Math SBAC Proficiency in 3rd grade** — This year's third graders achieved 49% proficiency on Math SBAC, where teachers piloted a new Math curriculum that will be rolled out across the school next year.

Areas for growth in achievement of academic proficiency include:

- **Flat Achievement on SBAC proficiency** — Overall SBAC proficiency was relatively flat this year.
- **Gaps for English Learners** — In both ELA and Math, there are significant gaps in achievement for English Learners on SBAC; 16% versus 35% overall in ELA and 18% versus 33% overall in Math.
- **Gaps for Students with Disabilities** — In both ELA and Math, there are significant gaps in achievement for Students with Disabilities; 13% versus 35% overall in ELA and 6% versus 33% overall in Math.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material difference

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.

Our 2019-20 LCAP includes the following changes to actions and services:

- **Adoption of K-2 Reading Foundational Curriculum** — In our curriculum audit across K-2, we determined that a lack of common, aligned, K-2 reading foundational curriculum was negatively impacting our early reading achievement, an important foundation for the academic work to follow in later grades. For 2019-20, we are implementing the EL Education Skills Block across our K-2 classrooms in order to ensure students have aligned, quality foundational reading instruction. **(Action 1k)**
- **Implementation of Redesigned MTSS/RTI Systems** — In 2019-20, we will begin the implementation of the systems we redesigned as a part of our 2018-19 LCAP. This redesign will allow us to better identify students in need of Tier 2 and 3 supports, and monitor their progress with these services, as well as establishing the Tier 1 curriculum and structures present in all classrooms so students have access to quality grade-level, standards-based curriculum and instruction. **(Action 1d)**
- **Strengthened Use of Data** — In 2019-20, we will begin the use of Interim Assessments in ELA and Math to identify student progress towards standard mastery and plan for re-teaching of standards where students need more support. In addition, bi-weekly data meetings between teachers and principals will support the use of classroom formative assessments to support instruction and increased student achievement **(Actions 1j and 1m)**

Goal 2

Goal 2: Lighthouse students are healthy relationship-builders who are connected to the community and each other.

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Annual Measurable Outcomes

Expected

Actual

The percent of students who have a suspension will decrease by a minimum of 2016-17 baseline -.3% until the goal of 4% or fewer is met, overall and within each of the significant subgroups.

Overall — 12.2%
Low Income — 14.0%
Latino — 8.6%
African American — 23.4%
English Learners — 12.7%
Students with Disabilities — 27.3%

The percent of students who are chronically absent will decrease by a minimum of 2016-17 baseline -1% until the goal of 5% or fewer is met, overall and within each of the significant subgroups.

Overall — 10.4%
Low Income — 9.6%
Latino — 9.9%
African American — 15.9%
English Learners — 9.5%
Students with Disabilities — 15.3%

The percent of positive responses on the Student Interactions and Attitude & Culture dimensions of the SCAI will increase by a minimum of 2016-17 baseline +1% until the goal of 70% or higher is met, overall and within each of the significant subgroups.

Overall — 66%
FRL — 66%
EL — 62%
Latino — 66%
African American — 61%
SPED — 64%

Action 2a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2a. Crew is utilized in Grades 5-8 to provide a small venue in which students are supported socially, emotionally, and academically.	5-8 Crews provided a small venue in which students were supported socially, emotionally and academically.	\$0; funded in Action 5a	\$0; funded in Action 5a

Action 2b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2b. Utilize Leadership Team (5 th -8 th) structures to support student empowerment and engagement.	A Middle School Student Leadership Team supported student empowerment and engagement.	\$0; funded in Action 5a	\$0; funded in Action 5a

Action 2c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2c. Continue to implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and socio-emotional interventions (including services under 504 plans and IEPs, services for ELs, services for Foster Youth, and services for students from low-income families.	RTI program continued to identify and serve students with Tier 1, 2, and 3 academic and social-emotional interventions.	\$0; funded in Action 5a	\$0; funded in Action 5a

Action 2d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2d. Provide social, emotional and behavior	Deans of Students provided social,		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
support utilizing the Restorative Justice model through Deans of Students at each band level.	emotional, and behavior support utilizing the Restorative Justice model.	\$162,565	\$179,287

Action 2e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2e. Provide individual and group therapy, through the Response to Intervention (RTI) program.	Individual and group therapy was provided through the Response to Intervention program.	\$79,719	\$74,583

Action 2f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2f. Incorporate community fieldwork and service learning into the curriculum.	Curriculum at all grade levels included fieldwork and/or service learning components.	\$12,300	\$16.667

Action 2g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2g. Design and implement ongoing Restorative Justice training for all teachers to support use of RJ practices in the classroom.	Teachers received training to support use of RJ practices in the classroom.	\$0; funded in Action 5a	\$0; funded in Action 5a

Action 2h

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2h. Use Habits of Work and Learning (HOWL) Learning Targets to promote classroom character development	All grade levels used Habits of Work and Learning (HOWL) Targets to promote classroom character development.	\$0; funded in Action 5a	\$0; funded in Action 5a

Action 2i

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2i. Seat School Culture teams to examine culture data and implement school-wide interventions	School culture teams examined culture data and implemented school-wide interventions, including Community Meetings and Fabulous Fridays.	\$0; funded in Action 5a	\$0; funded in Action 5a

Action 2j

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2j. Hire School Culture leader to support development of positive academic culture across Middle School.	School culture leader supported development of positive academic culture across middle school.	\$61,000	\$65,619

Goal 2 Analysis

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

Cell

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

Highlights of Goal 2 Implementation include:

- **Socio-Emotional Services** — Individual and group counseling for students, as well as social skills groups to work on specific aspects of SEL.

- **Restorative Justice** — Continued implementation of the Restorative Justice model both within classrooms and in larger school structures.
- **Fieldwork and Service Learning** — Classrooms at all grade levels have fieldwork and service learning integrated into their core academic experiences.

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

Strengths in development of Students as Healthy Relationship-Builders include:

- **Early Elementary Suspension Rate** — In grades K-3, only 6% of students received a suspension this year.
- **Student Culture Survey** — The percentage of positive responses on the SCAI survey given each year to students in 3rd through 8th grade increased to 66% positive responses from 50% positive last year, and went up in all demographic groups. There were no significant gaps in the overall percentage of positive responses for English Learners and Students with Disabilities.

Areas for growth in development of Students as Healthy Relationship-Builders include:

- **Middle Grades Suspension Rate** — Our overall suspension rate is primarily driven up by our suspension rate in grade 4, where 19% of students received a suspension; grade 5, where 14% of students received a suspension; grade 6, where 27% of students received a suspension; and grade 7, where 20% of students received a suspension. All other grade levels had a suspension rate of 8% or lower. Strengthening school culture in these middle grades and ensuring that positive behavior is supported is a focus for 2019-20.
- **Chronic Absence Rate** — The Chronic Absence rate went up significantly this year, with 10.4% of students Chronically Absent, up from 8% in 2017-18. The rate is particularly high at K/1, where more than 20% of students are chronically absent; and 8th grade, where almost 15% of students are chronically absent.
- **Gaps for African American students** — In many areas, our African American students are demonstrating that their experience of school is not as positive as that of our Latino students. In terms of suspensions, our African American suspension rate is almost double our overall suspension rates, 23.4% versus 12.2%. On the SCAI, 61% of responses from African American students were positive, as compared to 66% of responses overall. In terms of attendance, 15.9% of African American students are chronically absent, versus 10.4% of all students.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences

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.

- **Roll-out of new MTSS framework, including behavioral and SEL aspects** — In 2019-20, we will begin implementation of the our MTSS redesign, including data-based, multi-tier interventions for behavior and socio-emotional skills and Tier 1 expectations for what students experiences across all school spaces. **(Actions 2c and 2e)**
- **Alignment of discipline framework** — In 2019-20, we will roll-out an aligned system of responses and consequences for different student behaviors. (Action 2m)
- **Alignment of attendance procedures** — In order to address the rise in Chronic Absences this year, we will be aligning our attendance procedures to ensure that we identify students at-risk of chronic absence early, and provide interventions that support better attendance. This will be part of our overall MTSS process, and is specifically called out in **Action 2j**.

Goal 3

Goal 3: Lighthouse 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 Priorities: 3, 4, 5

Annual Measurable Outcomes

Expected

Actual

The percent of families that attend Individualized Learning Plan meetings will continue to maintain a minimum of 95%.	90%
Percent of positive responses to Winter Family Survey Connection questions will increase by a minimum of 2016-17 baseline +1% until goal of 85% is met.	77%
Percent of positive response to Winter Family Survey Partnership questions will increase by a minimum of 2016-17 baseline +1% until goal of 90% is met.	82%

Action 3a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3a. Teachers and Crew Leaders support student preparation and meet three times per year with families as part of the Student-Led Conferences process.	Teachers, crew leaders, and students met three times per year with families as part of the Student-Led Conferences process.	\$12,505	\$14,084

Action 3b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
--------------------------	-------------------------	-----------------------	-------------------------------

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3b. Family liaison organizes learning events based on parent interest and need.	Family liaison organized learning events based on parent interest and need.	\$42,267	\$41,953

Action 3c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3c. Family Liaison works with Crew Parents to engage and involve families in the life of the school.	Crew parents engaged and involved families in the life of the school.	\$0, funded in Action 5a	\$0, funded in Action 5a

Action 3d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3d. Family learning events held in targeted areas of need.	Family learning events were held in targeted areas of need.	\$0, funded in Action 5a	\$0, funded in Action 5a

Action 3e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3e. Principals hold twice yearly data review meetings with families around areas of school focus.	Principals held data review meetings with families around areas of school focus.	\$0, funded in Action 5a	\$0, funded in Action 5a

Action 3f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3f. Provide Spanish translation at all parent	Spanish translation was provided at all		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
meetings and Student-Led Conferences as needed.	parent meetings and at Student-Led Conferences as needed.	\$15,000	\$17,072

Goal 3 Analysis

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

Cell

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

During the 2019-20 school year, we continued to develop our work with families across Lighthouse. Highlights were more frequent sharing of student achievement data and high attendance at Student-Led Conference meetings, where students share their learning and progress with their families.

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

Family Partnership strengths include:

- 90% attendance at Student-Led Conferences, with all families attending at least one SLC during the year.
- An increase in positive responses to the Family Partnership questions on the Family Survey.
- Highest-ever participation in the Family Survey.

Family Partnership areas for growth include:

- Supporting families to more meaningfully contribute to school plans, as evidenced by a decrease in positive answers to the Family Voice questions on the Family Survey.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences

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.

State of the School Meetings — Given the success of and interest in family meetings sharing student achievement data this year, these meetings are being expanded for next year, including evening as well as school-day sessions. **(Action 3d)**

Introduction of Family Portal — In the 2019-20 school year, we will begin using a digital family portal to support communications with families and allow parents to better follow their students' school progress. **(Action 3c)**

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Annual Measurable Outcomes

Expected

Actual

The percent of staff who are engaged on the Q12 engagement survey will increase by a minimum of 2016-17 baseline +1% until goal of 75% is met.

55%

Percent of staff not dissatisfied with their total compensation package will increase by a minimum of 2016-17 baseline +1% until goal of 85% is met.

78%

Action 4a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4a. Quarterly Professional Development Institutes support teachers to develop Culturally Responsive Teaching practices.	Professional Development during quarterly PDIs and weekly PD supported teachers to develop Culturally Responsive Teaching practices.	\$0; funded in Action 5a	\$0; funded in Action 5a

Action 4b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4b. Teachers are regularly observed by peers, coaches, and administrators and	Teachers were regularly observed by coaches and administrators and provided	\$0; funded in Action 5a	\$0; funded in Action 5a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
provided feedback to continually improve practice in the service of elevating student achievement. (same as 1f)	feedback to continually improve practice.		

Action 4c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4c. Implement new compensation model and retention bonuses.	New compensation model, including retention bonuses, was implemented.	\$0; funded in Action 5a	\$0; funded in Action 5a

Action 4d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4d. Provide 8% matching retirement contribution.	LCPS provided 8% matching retirement contribution.	\$298,171	\$276,644

Action 4e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4e. Pilot Professional Growth portfolio option for the evaluation of experienced teachers.	Teachers on the Professional Growth track participated in a pilot portfolio option for evaluation, on an opt-in basis.	\$37,515	\$43,427

Action 4f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4f. Seat Diversity, Equity and Inclusion Advisory Group to support DEI practices	DEI Advisory Group was put on hold, in favor of Racial Affinity Groups which met	\$5,000	\$5,000

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
across the organization.	three times this year, and training for Affinity Group Facilitators.		

Goal 4 Analysis

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

Cell

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

Highlights of Goal 4 Implementation include the roll-out of a new compensation model, including retention bonuses for qualifying staff; and frequent observations of teachers by multiple observers.

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

Strengths in Staff Engagement include:

- Increased engagement of staff, in particular After School staff, with 92% engagement overall.

Areas for Growth in Staff Engagement include:

- Low engagement among Core and Enrichment teachers, with a 45% engagement rate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences

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.

In 2019-20, we will revise our Teacher Growth and Development Framework for roll-out in the following school year. (Action 4f)

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Annual Measurable Outcomes

Expected

Actual

Lighthouse acquires and maintains a sound facility.	Met
Lighthouse is fully staffed by the beginning of the 2018-19 school year.	Met
Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis.	Met

Action 5a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.	LCPS hired and developed a certificated and classified staff to support the implementation of the goals and actions in the LCAP.	\$3,632,971	\$3,316,326

Action 5b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5b. Acquire and maintain non-classroom-based books, materials and supplies	LCPS acquired and maintained non-classroom based books, materials and	\$389,065	\$425,450

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
necessary to support strong school operations.	supplies necessary to support strong school operations.		

Action 5c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5c. 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.	LCPS provided 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.	\$1,983,961	\$2,181,545

Action 5d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5d. Maintain depreciating capital as necessary to support strong school operations.	LCPS maintained depreciating capital as necessary to support strong school operations.	\$0; funded in Action 5a	\$0; funded in Action 5a

Action 5e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	LCPS funded district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	\$0; funded in Action 5c	\$0; funded in Action 5c

Goal 5 Analysis

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

Cell

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

Lighthouse is an operationally-sound organization, with financial, operational, and HR systems to support our work.

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

The continued build-out of our Shared Services office serving HR, financial, and operational needs of the school supports school operations.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences

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

No changes for 2019-20.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

We engage stakeholders across the school in reviewing student achievement data and implementation and monitoring of our action plan in several ways.

Staff Members

- **State of the School** — Staff-wide State-of-the-School meetings are held quarterly during PDI to share data around school goals. Such meetings were held 10/22/18, 1/28/19, and 4/8/19.
- **Data Meetings** — Principals hold data meetings at least quarterly with instructional staff to look at student achievement and behavior data. Meetings were held 10/23/18, 1/29/19, and 4/9/19.
- **Instructional Leadership Team** — Instructional Leadership team, consisting of principals, coaches and teacher leaders, meets quarterly to look at data related to the LCAP and upcoming actions to meet LCAP goals. Meetings were held 8/23/18, 9/6/18, 9/25/18, 10/18/18, 11/27/18, 12/13/18, 1/18/19, 2/14/19, 2/28/19, 3/14/19,
- **Administrative Team** — The Admin team, consisting of Dean, Front Desk staff, Family Liaison, and principal met to look at data related to attendance, family involvement, and discipline and discuss next steps. Meetings were held 11/1/18, 11/27/18, 12/10/18, 1/8/19, 1/30/19, 2/12/19, 3/26/19

Students

- **Student Culture survey** — Our school culture survey, which asks questions around school connection, learning environment, and student interactions, was administered to students in 3rd through 8th grades in January 2019.

Family Members

- **Family Survey** — The annual Lighthouse Family Survey was administered to families in January 2019, with about 50% of families represented in the results.
- **Family Meetings** — During regularly-scheduled parent meetings, called “Coffee Tuesday,” student achievement and behavior information is shared with parents, along with improvement plans, and ideas are solicited. Coffee Tuesday meetings sharing data and/or soliciting input from families were held: 9/11/18, 10/30/18, 1/15/19, 4/23/19 and 5/21.

- **Student-Led Conferences** — During quarterly Student-Led Conferences with parents and students, teachers review student achievement data on their individual child. SLCs were held in October, January and April.
- **Family State of the School** — State of the School and quarterly Principal’s Reports include data updates and upcoming action steps. Principal’s Reports were held: 11/6/18, 2/12/19, 3/12/19, and 6/4.
- **LCAP-specific meetings** — Specific meetings around LCAP involvement engaged parents around LCAP goals, sharing out information about the LCAP process and LCAP goals, and seeking parent ideas and perspectives on how to meet these goals. Meetings that specifically engaged parents around LCAP work were held: 12/18/19, 2/5/19, 3/19/19, 3/26/19, 4/23/19, and 5/7/19.

Impact on LCAP and Annual Update

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

Staff and Family Engagement influenced the LCAP in the following ways:

- **Continuation of curriculum roll-out and professional development** — Families have indicated that they would like a more consistent experience for students across the school. Teachers involved in the ELA curriculum work this year expressed interest in continuing the work, building toward more alignment, and expanding to other subject areas. This curriculum alignment work continues and expands in this year’s LCAP.
- **Math Intervention** — Adding math intervention services was a concern of staff and families, with the addition of a math interventionist in the middle school addressing this need.
- **Stronger MTSS** — Families have indicated a desire to understand how students receive different intervention or other support services at the school. In addition, teachers have asked to have stronger supports across the school that are not dependent on individual teachers calling out issues. This feedback informs our MTSS changes for 2019-20, making the process more ongoing, transparent, and data-based.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Modified

Goal 1

Goal 1: Lighthouse students are academically proficient.

- Demonstrate disciplinary literacy.
- Produce high-quality work
- Persist in solving authentic problems

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Identified Need:

In order to achieve our mission of preparing a diverse student population for college and the career of their choice, Lighthouse students must meet standards of academic proficiency. While we have improved in these measures over the last few years, it continues to be an area of 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	Overall — 29% Low Income — 25% Latino — 27% African American — 19%	Overall — 38% Low Income — 35% Latino — 36% African American — 38%	Overall — 35% Low Income — 34% Latino — 33% African American — 32%	[Add outcome here]

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
grow by 1% annually until the goal of 75% or greater is met, overall and in all statistically significant subgroups.	English Learners — 6% SPED — 5%	English Learners — 16% SPED — 14%	English Learners — 16% SPED — 13%	
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, overall and in all statistically significant subgroups.	Overall — 23% Low Income — 21% Latino — 21% African American — 16% English Learners — 7% SPED — 6%	Overall — 27% Low Income — 24% Latino — 26% African American — 15% English Learners — 13% SPED — 5%	Overall — 33% Low Income — 31% Latino — 32% African American — 15% English Learners — 18% SPED — 6%	[Add outcome here]
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.	2018-19 will be baseline	2018-19 will be baseline	Overall — 62% Low Income — 63% Latino — 61% African American — 59% English Learners — 50% SPED — 34%	[Add outcome here]
The percent of students who are high achieving or	2018-19 will be baseline	2018-19 will be baseline	Overall — 64% Low Income — 63%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
high growth on the Math portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.			Latino — 63% African American — 60% English Learners — 56% SPED — 41%	
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.	2018-19 will be baseline, given transition to ELPAC	2018-19 will be baseline, given transition to ELPAC	<i>As of LCAP submission, ELPAC data is not available.</i>	

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:

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

All

Location(s):

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

All Schools

Actions/Services

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

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

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

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1a. Student reading levels are assessed triennially, to inform small group reading instruction by the classroom teacher.

1a. Student reading levels are assessed triennially, to inform small group reading instruction by the classroom teacher.

1a. Assess student reading achievement triennially to monitor student growth and identify students in need of interventions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	13,000	13,325	11,448
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	4000-4999 Books, Materials, Supplies	4000-4999 Books, Materials, Supplies	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:

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

All

Location(s):

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

All Schools

Actions/Services

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

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

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

New

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1b. Student math achievement is assessed through interim assessments to inform classroom instruction and small group intervention.

1b. Student math achievement is assessed triennially to measure student growth

1b. Assess student math achievement triennially to monitor student growth and identify students in need of intervention.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	13,000	13,325	11,448
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	4000-4999 Books, Materials, Supplies	4000-4999 Books, Materials, Supplies	4000-4999 Books, Materials, Supplies

Action 1c

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

1c. Develop and utilize data management systems to track student progress toward proficiency in relation to assessments of student achievement.

2018-19 Actions/Services

1c. Develop and utilize data management systems to track student progress toward proficiency in relation to assessments of student achievement.

2019-20 Actions/Services

1c. Refine and utilize data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6,000	6,150	5,724
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	4000-4999 Books, Materials, Supplies	4000-4999 Books, Materials, Supplies	4000-4999 Books, Materials, Supplies

Action 1d

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

English Learners, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

1d. Struggling readers are provided additional reading intervention through the Response to Intervention (RTI) program to close gaps with their peers.

2018-19 Actions/Services

1d. Struggling readers are provided additional reading intervention through the Response to Intervention (RTI) program to close gaps with their peers.

2019-20 Actions/Services

1d. Provide targeted interventions for students identified as needing additional academic support through MTSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	88,450	90,661	93,927
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	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:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

1e. Professional development supports practice through weekly Inquiry Groups and quarterly week-long Professional Development Institutes.

2018-19 Actions/Services

1e. Quarterly Professional Development Institutes support teachers to develop Culturally Responsive Teaching practices.

2019-20 Actions/Services

1e. Quarterly Professional Development Institutes support teachers to develop the EL Core Practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	18,300	18,758	22,869
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	Title II, Part A LCFF Base, Categorical, & Other State Revenue
Budget	1000-1999 Certificated Staff	1000-1999 Certificated Staff	1000-1999 Certificated Staff

Year	2017-18	2018-19	2019-20
Reference	2000-2999 Classified Staff 3000-3999 Benefits	2000-2999 Classified Staff 3000-3999 Benefits	2000-2999 Classified Staff 3000-3999 Benefits

Action 1f

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

1f. Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.

2018-19 Actions/Services

1f. Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement.

2019-20 Actions/Services

1f. Regularly observe and provide feedback to teachers to continually improve practice.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	48,800	50,020	84,534
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 1g

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

1g. Teachers with Preliminary credentials are provided with BTSA training and a BTSA coach to ensure they clear their credential within the term of licensure.

2018-19 Actions/Services

1g. Teachers with Preliminary credentials are provided with BTSA training and a BTSA coach to ensure they clear their credential within the term of licensure.

2019-20 Actions/Services

1g. Provide teachers with Preliminary credentials with BTSA training and a BTSA coach to ensure they clear their credential within the term of licensure.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$0; funded in Action 5a
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 1h

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

Students to be Served:

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

English Learners

Location(s):

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

5-8

Actions/Services

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

[Add 2017-18 selection here]

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

Modified

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

Modified

2017-18 Actions/Services

1h. All English Learners will receive

2018-19 Actions/Services

1h. All Long-Term English Learners will

2019-20 Actions/Services

1h. Provide Designated ELD instruction

2017-18 Actions/Services

Designated ELD instruction targeted to their proficiency level, aligned to ELD standards, and designed to move them toward English proficiency.

2018-19 Actions/Services

receive Designated ELD instruction targeted to their proficiency level, aligned to ELD standards, and designed to move them toward English proficiency.

2019-20 Actions/Services

targeted to student proficiency levels, aligned to ELD standards, and designed to move students toward English proficiency.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	36,637	37,553	39,074
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 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:

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

English Learners

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged

Modified

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1i. All English Learners will receive integrated ELD instruction that is targeted to their proficiency level, aligned to the new ELD standards, and designed to support their content-area achievement.

1i. All core teachers will incorporate integrated ELD instruction designed to support content-area achievement into core classroom practice.

1i. Hire EL Coordinator to oversee the assessment, placement and support of English Learners.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$0; funded in Action 5a
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 1j

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

Actions/Services

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

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

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

New	Modified	Modified
-----	----------	----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1j. Develop curriculum materials to supplement and/or replace current resources that increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.	1j. Develop teacher and administrator understanding of rigor of CCSS through Summer Standards Institutes.	1j. Implement interim assessments to assess student mastery of CCSS in ELA and math.
--	---	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	35,000	35,875	14,118
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	4000-4999 Books & Supplies	4000-4999 Books & Supplies	4000-4999 Books & Supplies

Action 1k

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

1k. Identify and purchase curriculum materials to supplement and/or replace current resources that increase alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards.

2018-19 Actions/Services

1k. Utilize Math CCSS-aligned curriculum in all math classrooms.

2019-20 Actions/Services

1k. Utilize grade-level and standards-aligned ELA and math curricula in all classrooms, including Foundational Reading curriculum in K-2 classrooms.

Budgeted Expenditures**Year**

2017-18

2018-19

2019-20

Amount

\$0; funded in Action 5a

\$0; funded in Action 5a

\$17,827

Source

LCFF Base, Categorical, & Other State Revenue

LCFF Base, Categorical, & Other State Revenue

LCFF Base, Categorical, & Other State Revenue

Budget Reference

4000-4999 Books & Supplies

4000-4999 Books & Supplies

4000-4999 Books & Supplies

Action 11

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

1I. Stipend teacher summer planning days in which teachers work with coaches to revise curriculum maps and develop curriculum to increase alignment to Common Core State Standards, California ELD Standards, and Next Generation Science Standards.

2018-19 Actions/Services

1I. During weeklong summer Curriculum Institute and quarterly Professional Development, adapt and develop curriculum materials to support high-quality learning expeditions aligned to the ELA CCSS.

2019-20 Actions/Services

1I. Support teacher knowledge of CCSS-aligned curriculum through weeklong summer Curriculum Institute and quarterly Professional Development course groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	24,400	25,010	25,650
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue

Year	2017-18	2018-19	2019-20
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 1m

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

n/a

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

New

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

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

1m. Develop teacher practice around Student Engaged Assessment during quarterly Professional Development Institutes.

2019-20 Actions/Services

1m. Review student progress towards standards mastery and plan next steps for student growth at bi-weekly data meetings.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
------	---------	---------	---------

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$0; funded in Action 5a
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 1n

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

Students to be Served:

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

English Learners, Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

n/a

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

New

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

Modified

2017-18 Actions/Services

n/a

2018-19 Actions/Services

1n. Redesign RTI system to better support all students in achieving academic standards, including increased Tier 2 supports.

2019-20 Actions/Services

1n. Roll-out modified MTSS structures in order to identify students in need of additional academic supports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$56,356
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	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:

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

All

Location(s):

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

All Schools

Actions/Services

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

n/a

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

n/a

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

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

n/a

2019-20 Actions/Services

1o. Support student development of Spanish academic language and literacy

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

through home language program.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$118, 771
Source	n/a	n/a	Title III LEP, Part A LCFF Base, Categorical, & Other State Revenue
Budget Reference	n/a	n/a	1000-1999 Certificated Staff 2000-2999 Classified 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:

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

Students with Disabilities

Location(s):

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

All Schools

Actions/Services

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

n/a

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

n/a

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a

n/a

1p. Support student academic proficiency through increased Instructional Aide support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$127,429
Source	n/a	n/a	Title I, Part A LCFF Base, Categorical, & Other State Revenue
Budget Reference	n/a	n/a	2000-2999 Classified Staff 3000-3999 Benefits

Action 1q

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

Actions/Services

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

n/a

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

n/a

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a

n/a

1q. Closely monitor SBAC test completion to ensure all students take the test.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$0; funded in Action 5a
Source	n/a	n/a	LCFF Base, Categorical, & Other State Revenue
Budget Reference	n/a	n/a	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

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

Unchanged

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Identified Need:

In addition to and in order to achieve academic, students need to be present in the classroom to benefit from the learning opportunities school provides, and feel a sense of connection. Together with academic proficiency, these qualities will support students to be successful in college and career.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of students who have a suspension will decrease by a minimum of 2016-17 baseline -.3% until the goal of 4% or fewer is met, overall and within each of the significant	Overall — 4.4% FRL — 4.3% Latino — 4.4% African American— 8.2% EL — 3.5% SPED — 11.8%	Overall — 5.2% FRL — 5.3% Latino — 4.8% African American— 10.5% EL — 5.2% SPED — 10.9%	Overall — 12.2% Low Income — 14.0% Latino — 8.6% African American— 23.4% ELs — 12.7% SPED — 27.3%	[Add outcome here]

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
subgroups.				
The percent of students who are chronically absent will decrease by a minimum of 2016-17 baseline -1% until the goal of 5% or fewer is met, overall and within each of the significant subgroups.	Overall — 8.2% FRL — 8.6% Latino — 7.6% African American— 10.2% EL — 10.1% SPED — 11.8%	Overall — 8% FRL — 8.9% Latino — 8.2% African American — 9.1% EL — 9.4% SPED — 4.7%	Overall — 10.4% Low Income — 9.6% Latino — 9.9% African American-15.9% EL — 9.5% SPED — 15.3%	[Add outcome here]
The percent of positive responses on the Student Interactions and Attitude & Culture dimensions of the SCAI will increase by a minimum of 2016-17 baseline +1% until the goal of 70% or higher is met, overall and within each of the significant subgroups.	Overall — 51% FRL — 53% EL — 55% Latino — 54% African American — 43% SPED — 56%	Overall — 50% FRL — 51% EL — 51% Latino — 52% African American — 51% SPED — 63%	Overall — 66% FRL — 66% EL — 62% Latino — 66% African American — 61% SPED — 64%	[Add outcome here]

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 2a

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

Students to be Served:

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

All

Location(s):

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

Grades 5-8

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2a. Crew is utilized in Grades 5-8 to provide a small venue in which students are supported socially, emotionally, and academically.

2018-19 Actions/Services

2a. Crew is utilized in Grades 5-8 to provide a small venue in which students are supported socially, emotionally, and academically.

2019-20 Actions/Services

2a. Utilize crew as a venue in which students are supported socially, emotionally, and academically.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$0; funded in Action 5a
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff	1000-1999 Certificated Staff 2000-2999 Classified Staff	1000-1999 Certificated Staff 2000-2999 Classified Staff

Year	2017-18	2018-19	2019-20
	3000-3999 Benefits	3000-3999 Benefits	3000-3999 Benefits

Action 2b

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

Students to be Served:

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

Location(s):

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

All	5 th -8 th grades
-----	---

Actions/Services

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

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

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

Unchanged	Unchanged	Unchanged
-----------	-----------	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2b. Utilize Leadership Team (5 th -8 th) structures to support student empowerment and engagement.	2b. Utilize Leadership Team (5 th -8 th) structures to support student empowerment and engagement.	2b. Utilize Leadership Team structures to support student empowerment and engagement.
---	---	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$0; funded in Action 5a
Source	LCFF Base, Categorical, & Other	LCFF Base, Categorical, & Other	LCFF Base, Categorical, & Other

Year	2017-18	2018-19	2019-20
	State Revenue	State Revenue	State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 2c

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

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

Actions/Services

Select from New, Modified, or Unchanged for 2017-18	Select from New, Modified, or Unchanged for 2018-19	Select from New, Modified, or Unchanged for 2019-20
Unchanged	Unchanged	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
2c. Continue to implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and socio-emotional interventions (including services under 504 plans and IEPs, services for ELs, services for Foster Youth, and services for students	2c. Continue to implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and socio-emotional interventions (including services under 504 plans and IEPs, services for ELs, services for Foster Youth, and services for students	2c. Roll-out modified MTSS structures in order to identify students in need of additional behavioral and social-emotional supports.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

from low-income families.

from low-income families.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$0; funded in Action 5a
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 2d

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

2d. Hire Deans of Students at each band level (K-4, 5-8) to provide social, emotional and behavioral support utilizing the Restorative Justice model.

2018-19 Actions/Services

2d. Provide social, emotional and behavior support utilizing the Restorative Justice model through Deans of Students at each band level.

2019-20 Actions/Services

2d. Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	158,600	162,565	187,854
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 2e

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

Students to be Served:

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

Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

All Schools

Actions/Services

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

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

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

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2e. Provide individual and group therapy, through the Response to Intervention (RTI) program.

2e. Provide individual and group therapy, through the Response to Intervention (RTI) program.

2e. Provide targeted interventions, including individual and group therapy, for students identified as needing additional behavioral and social-emotional support through MTSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	77,775	79,719	78,147
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 2f

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

Students to be Served:

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

Location(s):

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

[Add Students to be Served selection here]

[Add Location(s) selection here]

Actions/Services

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

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

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

Unchanged

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2f. Incorporate community fieldwork and service learning into the curriculum.

2f. Incorporate community fieldwork and service learning into the curriculum.

2f. Incorporate community fieldwork, service learning and Making, Arts and Design into the curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12,000	12,300	68,224
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	Title IV, Part A LCFF Base, Categorical, & Other State Revenue
Budget Reference	5000-5999 Services & Operating Expenses	5000-5999 Services & Operating Expenses	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 5000-5999 Services & Operating Expenses

Action 2g

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

n/a

2018-19 Actions/Services

2g. Design and implement ongoing Restorative Justice training for all teachers to support use of RJ practices in the classroom.

2019-20 Actions/Services

2g. Design and implement Restorative Justice training to support use of RJ practices in the classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$0; funded in Action 5a
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	5000-5999 Services & Operating Expenses	5000-5999 Services & Operating Expenses	5000-5999 Services & Operating Expenses

Action 2h

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

n/a

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

New

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

Unchanged

2017-18 Actions/Services

n/a

2018-19 Actions/Services

2h. Use Habits of Work and Learning (HOWL) Learning Targets to promote classroom character development

2019-20 Actions/Services

2h. Use Habits of Work and Learning (HOWL) Learning Targets to promote classroom character development.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$0; funded in Action 5a
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget	1000-1999 Certificated Staff	1000-1999 Certificated Staff	1000-1999 Certificated Staff

Year	2017-18	2018-19	2019-20
Reference	2000-2999 Classified Staff 3000-3999 Benefits	2000-2999 Classified Staff 3000-3999 Benefits	2000-2999 Classified Staff 3000-3999 Benefits

Action 2i

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

Actions/Services

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

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

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

	New	Modified
--	-----	----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a	2i. Seat School Culture teams to examine culture data and implement schoolwide interventions	2i. Examine school culture data in School Culture Team and implement school-wide interventions to address identified needs.
-----	--	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$0; funded in Action 5a

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

Action 2j

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

Students to be Served:

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

Location(s):

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

All

All Schools

Actions/Services

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

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

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

New

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a

2j. Hire School Culture leader to support development of positive academic culture across Middle School.

2j. Hire School Culture leader to support development of positive academic culture across Middle School.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	61,000	68,755
Source	Oakland Measure G1	Oakland Measure G1	Oakland Measure G1
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 2k

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

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

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

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

n/a

2019-20 Actions/Services

2k. Align attendance procedures to support the identification of students at risk of chronic absence and implement identified interventions.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$0; funded in Action 5a
Source	n/a	n/a	LCFF Base, Categorical, & Other State Revenue
Budget Reference	n/a	n/a	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 2I

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

n/a

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

n/a

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

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

n/a

2019-20 Actions/Services

2I. Adopt new data management systems to track student cultural and behavioral data and train staff in their use.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$0; funded in Action 5a
Source	n/a	n/a	LCFF Base, Categorical, & Other State Revenue
Budget Reference	n/a	n/a	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 2m

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

n/a

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

n/a

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

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

n/a

2019-20 Actions/Services

2m. Align discipline procedures to support consistent application of restorative actions and consequences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$0; funded in Action 5a
Source	n/a	n/a	LCFF Base, Categorical, & Other State Revenue
Budget Reference	n/a	n/a	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 2n

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

n/a

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

n/a

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

New

2017-18 Actions/Services

n/a

2018-19 Actions/Services

n/a

2019-20 Actions/Services

2n. Articulate and launch pilot shared Tier 1 practices around Social-Emotional Learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	n/a	n/a	\$0; funded in Action 5a
Source	n/a	n/a	LCFF Base, Categorical, & Other State Revenue
Budget Reference	n/a	n/a	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

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

Unchanged

Goal 3

Goal 3: Lighthouse 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 Priorities: 3, 4, 5

Identified Need:

In order to prepare students for college and career, all stakeholders must be partners in students' education. By engaging families fully in their children's schooling, we align all our resources to support students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of families that attend Individualized Learning Plan meetings will continue to maintain a minimum of 95%.	99%	96%	88%	[Add outcome here]
Percent of positive responses to Winter Family Survey Connection	80%	74%	77%	[Add outcome here]

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
questions will increase by a minimum of 2016-17 baseline +1% until goal of 85% is met.				
Percent of positive response to Winter Family Survey Partnership questions will increase by a minimum of 2016-17 baseline +1% until goal of 90% is met.	87%	78%	82%	[Add outcome here]

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:

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

All

Location(s):

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

All Schools

Actions/Services

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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3a. Teachers and Crew Leaders work with students to prepare for ILP meetings and enlist family members in participating.

3a. Teachers and Crew Leaders support student preparation and meet three times per year with families as part of the Student-Led Conferences process.

3a. Hold Student-Led Conferences three times per year with families and crew leaders to monitor progress toward Graduate Profile and set goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12,200	12,505	28,587
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 3b

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

Students to be Served:

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

Location(s):

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

All

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

3b. Family Liaison works with families to identify areas of interest and need, then organize programming to support family learning.

2018-19 Actions/Services

3b. Family liaison organizes learning events based on parent interest and need.

2019-20 Actions/Services

3b. Hold family learning events based on parent interest, need, and school goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	41,236	42,267	43,958
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 3C

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3c. Family learning events are held in increased frequency on targeted areas of need, for example Common Core standards, family empowerment through the Padres Comprometidos program, training on how to have direct conversations, etc.

3c. Family learning events held in targeted areas of need.

3c. Utilize Family Portal in SIS to better keep families informed of student progress and school events.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$5,786
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	4000-4999 Books & Supplies

Action 3d

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

n/a

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

New

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

Unchanged

2017-18 Actions/Services

n/a

2018-19 Actions/Services

3d. Principals hold twice yearly data review meetings with families around areas of school focus.

2019-20 Actions/Services

3d. Principals hold twice yearly “State of the School” meetings with families around areas of school focus to share data and get input.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$0; funded in Action 5a
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff	1000-1999 Certificated Staff 2000-2999 Classified Staff	1000-1999 Certificated Staff 2000-2999 Classified Staff

Year	2017-18	2018-19	2019-20
	3000-3999 Benefits	3000-3999 Benefits	3000-3999 Benefits

Action 3e

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

Students to be Served:

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

Location(s):

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

All	All Schools
-----	-------------

Actions/Services

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

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

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

n/a	New	Unchanged
-----	-----	-----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a	3e. Provide Spanish translation at all parent meetings and Student-Led Conferences as needed.	3e. Provide Spanish translation at all parent meetings and Student-Led Conferences as needed.
-----	---	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	15,000	17,325
Source	LCFF Base, Categorical, & Other	LCFF Base, Categorical, & Other	LCFF Base, Categorical, & Other

Year	2017-18	2018-19	2019-20
	State Revenue	State Revenue	State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

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

Unchanged

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Identified Need:

We believe the quality of our program will only be as good as the quality of our staff. To that end, we need a staff that is fully engaged in achieving our mission of preparing students for college and the career of their choice.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of staff who are engaged on the Q12 engagement survey will increase by a minimum of 2016-17 baseline +1% until goal of 75% is met.	52%	34%	55%	[Add outcome here]
Percent of staff not dissatisfied with				[Add outcome here]

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
their total compensation package will increase by a minimum of 2016-17 baseline +1% until goal of 85% is met.	77%	78%	78%	

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 4a

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

4a. Professional development supports practice through weekly Inquiry Groups

2018-19 Actions/Services

4a. Quarterly Professional Development Institutes support teachers to develop

2019-20 Actions/Services

4a. Support teacher knowledge of CCSS-aligned curriculum through weeklong summer Curriculum Institute and quarterly

2017-18 Actions/Services

and quarterly week-long Professional Development Institutes. (same as 1e)

2018-19 Actions/Services

Culturally Responsive Teaching practices.

2019-20 Actions/Services

Professional Development course groups. (Same as 1l)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$0; funded in Action 5a
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 4b

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

4b. Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement. (same as 1f)

2018-19 Actions/Services

4b. Teachers are regularly observed by peers, coaches, and administrators and provided feedback to continually improve practice in the service of elevating student achievement. (same as 1f)

2019-20 Actions/Services

4b. Regularly observe and provide feedback to teachers to continually improve their practice. (same as 1f)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$0; funded in Action 5a
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 4c

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

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

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

Unchanged

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4c. The compensation model continues to evolve in a way that supports growth, rewards effective effort and satisfies basic needs of faculty and staff.

4c. Implement new compensation model and retention bonuses.

4c. Continue to implement new compensation model, including retention bonuses, for staff at key retention points.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$19,837
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 4d

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Unchanged

2017-18 Actions/Services

4d. Increase from 4% to 8% matching for retirement contribution, returning to pre-recessions rates.

2018-19 Actions/Services

4d. Provide 8% matching retirement contribution.

2019-20 Actions/Services

4d. Provide 8% matching retirement contribution for all staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	258,091	298,171	283,891
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	3000-3999 Benefits	3000-3999 Benefits	3000-3999 Benefits

Action 4e

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Unchanged

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

Modified

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

Modified

2017-18 Actions/Services

4e. Develop Teacher Leadership Pathways program to encourage teacher development, growth, and engagement.

2018-19 Actions/Services

4e. Pilot Professional Growth portfolio option for the evaluation of experienced teachers.

2019-20 Actions/Services

4e. Review and revise teacher evaluation framework.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	36,600	37,515	44,071
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 4f

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

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

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

n/a	New	Modified
-----	-----	----------

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a	4f. Seat Diversity, Equity and Inclusion Advisory Group to support DEI practices across the organization.	4f. Support Diversity, Equity and Inclusion work through quarterly professional development.
-----	---	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	5,000	5,000
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

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

Unchanged

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Identified Need:

In order to prepare students for college and the career of their choice, the organization must be operationally and fiscally sound.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Lighthouse acquires and maintains a sound facility.	Met	Met	Met	[Add outcome here]
Lighthouse is fully staffed by the beginning of the school year.	98% staffed	100% staffed	100% staffed	[Add outcome here]
Annual LCFF budget revenue and expenses are aligned and	Met	Met	Met	[Add outcome here]

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
accounted for on an annual basis.				

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 5a

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

Students to be Served:

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

Location(s):

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

All

All Schools

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

5a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.

2018-19 Actions/Services

5a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.

2019-20 Actions/Services

5a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3,052,317	3,632,971	3,163,690
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Action 5b

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

5b. Acquire and maintain non-classroom-based books, materials and supplies necessary to support strong school

2018-19 Actions/Services

5b. Acquire and maintain non-classroom-based books, materials and supplies necessary to support strong school

2019-20 Actions/Services

5b. Acquire and maintain books, materials and supplies necessary to support strong school operations.

2017-18 Actions/Services

operations.

2018-19 Actions/Services

operations.

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	396,106	389,065	393,904
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	4000-4999 Books & Supplies	4000-4999 Books & Supplies	4000-4999 Books & Supplies

Action 5c

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

5c. Provide coherent operational services

2018-19 Actions/Services

5c. Provide coherent operational services

2019-20 Actions/Services

5c. Provide coherent operational services

2017-18 Actions/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.

2018-19 Actions/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.

2019-20 Actions/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

Year	2017-18	2018-19	2019-20
Amount	1,854,062	1,983,961	2,084,602
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	5000-5999 Services & Operating Expenses	5000-5999 Services & Operating Expenses	5000-5999 Services & Operating Expenses

Action 5d

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

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

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

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

5d. Maintain depreciating capital as necessary to support strong school operations.

5d. Maintain depreciating capital as necessary to support strong school operations.

5d. Maintain depreciating capital as necessary to support strong school operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded in Action 5a	\$0; funded in Action 5a	\$0; funded in Action 5a
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	6000-6999 Capital Outlay; no current capital outlay is planned	6000-6999 Capital Outlay; no current capital outlay is planned	6000-6999 Capital Outlay; no current capital outlay is planned

Action 5e

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

Students to be Served:

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

Location(s):

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

All

All Schools

Actions/Services

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

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

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

New

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

5e. 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

Year	2017-18	2018-19	2019-20
Amount	\$0; funded within Action 5c	\$0; funded within Action 5c	\$0; funded within Action 5c
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue
Budget Reference	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: 2019-20

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$ 65,000

5.5%

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).

LCCS will utilize all LCAP funds to support each of the eight state priorities. Given the high percentage of unduplicated pupils, LCCS has utilized supplemental and concentration dollars in a school-wide manner, with expenditures focused on improving instruction for all students, including student subgroups.

In 2019-20, LCCS will use LCFF Supplemental and Concentration grand funds to fund a .5 FTE increase in positions that manage the RTI process. This .5 FTE goes to the .25 FTE of our assistant principals, who will manage MTSS across academics, social-emotional, and behavioral aspects in order to provide targeted oversight and support for intervention processes to improve student access to and the efficacy of Tier II supports. This increased capacity will help us close gaps for our unduplicated student groups in particular by closing gaps for our low income students and English Learners.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may

be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

- A. Statewide assessments;
- B. The 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. 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. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

(a) “Chronic absenteeism rate” shall be calculated as follows:

(1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

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

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

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

(2) The total number of cohort members.

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

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

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "Suspension rate" shall be calculated as follows:

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

(e) "Expulsion rate" shall be calculated as follows:

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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