

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
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2017-20 Plan Summary

The Story

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

Lighthouse Community Charter High School is a 9-12 charter school located in East Oakland. It is co-located with and runs a coherent academic program with Lighthouse Community Charter School, its K-8 feeder 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 serving a student population that has been historically underserved by the school system, the majority of Lighthouse students will be the first in their families to attend college.

The Lighthouse program is designed to support students in getting to and through college with a college-preparation curriculum, small class sizes, crew to provide a sense of belonging and support with socio-emotional issues, and strong family involvement to support students throughout their academic careers.

Approximately 84% of our 9th grade class also attended our K-8 school, Lighthouse Community Charter School, with the remaining 16% new to Lighthouse Community Public Schools in 9th grade. At the entire high school, 78% attended LCCS during their K-8 school career.

LCAP Highlights

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

Highlights of the 2019-20 LCAP include:

- **Continued Adoption and Roll-out of CCSS-aligned Instructional Materials** — Continued roll-out of standards-aligned, grade-level curricular materials in Math and the adoption of standards-aligned curriculum in ELA. 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.

- **Redesign of the High School Schedule and Course Offerings** — In order to incorporate more course offerings, including AP classes and academic support classes, and ensure all students can complete A-G requirements, we will be introducing a revised schedule in the 2019-20 school year. Family, student, and staff input influenced the changes.
- **Increased Supports for Data Analysis** — Regular data review meetings with principals and teachers to monitor student progress toward grade-level standards using classroom-based formative assessments.
- **Redesigned MTSS** — 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 in academic, behavioral, and social-emotional areas; and the addition of math intervention support for students identified as having this need.
- **Lighthouse Product Innovation and Design Pathway** — The continued implementation and improvement of our Lighthouse Product Innovation and Design Pathway program, including the articulation of the course sequence to Laney Community College courses. Pathway implementation is additionally supported by Strong Workforce Grant Funding.
- **Teacher Growth and Development Systems** — Regular Professional Development for teachers, along with a robust teacher growth and development system that includes regular observations of teachers, a student experience survey to collect student perspective, and a portfolio option for experienced and high-performing teachers.
- **Structures for Increased Family Voice** — 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

ELA Growth — While the percentage of students who met or exceeded standards in 11th grade as measured by SBAC declined this year, from 60% to 41%, this represents two different cohorts of students. Looking at NWEA MAP data on this same cohort of 11th graders, 42% met the standard on MAP, roughly the same as on SBAC, but more than 70% of students either met the standard or met or exceeded the growth target, indicating that many of the students who didn't meet the target had made at least a year's worth of growth.

Math Achievement — While the percentage of students who met or exceeded standards in 11th grade as measured by SBAC declined this year, from 36% to 21%, this represents two different cohorts of students. Looking at NWEA MAP data on this same cohort of 11th graders, 37% met the standard on MAP, but more than 70% of students either met the standard or met or exceeded the growth target, indicating that many of the students who didn't meet the target had made at least a year's worth of growth.

Steadily Increasing 4-year Graduation Rate — Over the last few years, we have seen our 4-year graduation rate increase significantly. Because of a CALPADS reporting error, our graduation rate was reported as 0% on the California Schools Dashboard, with a dropout rate of 100%. Our actual graduation rate for the cohort graduating in Spring 2018 was 82.8%, with an additional 9.4% of students still enrolled and expected to graduate in 5 years. This was up from 75% in 2017.

CTE Pathway Development — In 2019-20, we rolled out two new courses in the Lighthouse Product Innovation and Design Pathway, 2-D and 3-D design. Integrated projects in the core course sequence further supported this work, and we achieved Silver Status on our Linked Learning Certification. We are excited to continue this work next 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

ELA Achievement — On the SBAC ELA portion, 41% of our students met or exceeded standards, a decline from previous years. While the number of English Learners and Students with Disabilities in 11th grade is not high enough to count as a significant subgroup for SBAC, on MAP 8% of English Learners and 4% of Students with Disabilities met the grade level target, compared to 39% overall. While English Learners made above average growth, Students with Disabilities did not make as much growth as students as a whole.

Math Achievement — On the SBAC Math portion, 21% of students met or exceeded standards, a decline from previous years. While the number of English Learners in 11th grade is not high enough to count as a significant subgroup for SBAC, on MAP 6% of English Learners, compared to 28% overall.

School Culture — Our suspension rate in 2018-19 was 13.2%, up from 8.3% from the previous year. In particular, we see disproportionality in our suspension rates for English Learners (20.8%) and African American students (17.6%). We further see these school culture needs reflected in our Student Survey results, where our overall percentage of positive responses dropped from 43% to 36%.

Family Engagement — We saw drops in two areas related to Family Engagement this year. Family attendance at Student-Led Conferences was at 85%, which while relatively high is a drop from last year’s 95%. On the family survey, 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.”

Staff and Leadership Turnover — Over the last few years, we have had a high turnover among our high school staff. Over the last 3 years we have had a change in principal and dean and turnover of two-thirds of our core teaching staff. This staff turnover has made it challenging to maintain a consistent program, given that much of our curriculum was teacher-created. In addition, there has been an impact on students’ achievement and connection to the school. This is a priority area for our work in the upcoming year.

Intervention Supports for Students who Struggle — We were unable to hire qualified interventionists this year, which impacted our ability to provide additional supports for students.

To address these areas of need, our LCAP includes:

Master Schedule and Course Offering Re-Design — In order to incorporate more course offerings, including AP classes and academic support classes, and ensure all students can complete A-G requirements, we will be introducing a revised schedule in the 2019-20 school year. In particular, this will support academic achievement through more opportunities for intervention courses, including Math Intervention.

Addition of Math Intervention Supports — In response to the decline of math achievement this year, we will be adding a math interventionist in 2019-20. With the redesign of the master schedule, students will be able to access this support while still completing their A-G coursework.

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 to use, 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.

Focus on Quality Curriculum and Teacher Training — In response to high levels of core teacher turnover and a drop in student achievement, we have adopted new Common Core-aligned curriculum for our ELA and math program. This work will be supported by teacher training in the use of curriculum, including a Summer Curriculum Institute and quarterly Course Groups; interim assessments to determine student standards-mastery; and external training for teachers adopting new curriculum.

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.

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.

Lighthouse Community Charter High School

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.

As part of our annual data review and planning, LCCHS reviewed disaggregated student progress data and saw evidence that students were not making progress toward graduation requirements due to challenges in completing the math sequence, particularly for our students in Special Education. The team made a recommendation to the staff that we increase math intervention support for students, and shared that plan with the community for input as part of our LCAP engagement process. In addition, the team identified the need to increase professional development for teachers on quality mathematics instruction and invest in additional math intervention curricula.

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.

The LEA will examine the impact of professional development via observations and teacher surveys. In addition, the LEA will examine the impact of math intervention through monitoring student growth and achievement data on the NWEA MAP.

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: 1, 2, 4

Annual Measurable Outcomes

Expected

Actual

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.

Overall — 41%
Low Income — 41%
Latino — 41%

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.

Overall — 21%
Low Income — 16%
Latino — 20%

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.

Overall — 61%
Low Income — 62%
Latino — 61%
African American — 58%

Expected

Actual

	English Learners — 53% Students with Disabilities — 24%
The percent of students who are high achieving or high growth on the Math portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.	Overall — 52% Low Income — 52% Latino — 53% African American — 48% English Learners — 31% Students with Disabilities — 12%
75% percent of English Learners meet the English Learner progress indicator criteria as defined by the California state dashboard.	<i>As of LCAP submission, our ELPAC data is not available.</i>

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
1a. Student reading levels are assessed three times a year, to inform small group reading instruction by classroom teachers and reading interventions.	Student reading levels were assessed 3 times using NWEA MAP.	\$7,995	\$5,500

Action 1b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1b. Student math achievement is assessed three times a year to measure student growth.	Student math achievement was assessed 3 times using NWEA MAP.	\$7,995	\$5,500

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.	A 9-12 Student Data Dashboard was used to track student academic, attendance, and behavior data.	\$4,100	\$5,500

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.	We were unable to hire this position for the 2018-19 school year.	\$93,788	\$0

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 was held around Culturally Responsive Teaching practices, focused on feedback, the warm demander stance, and developing strong classroom communities.	\$12,505	\$14,625

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	Teachers were observed at least every other week and provided with feedback during coaching meetings.	\$50,020	\$57,250

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
practice in service of elevating student achievement.			

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 BTSA coaching.	\$0; funded within Goal 6	\$0; funded within Goal 6

Action 1h

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1h. Long-Term English Learners receive a block of Designated ELD instruction that is targeted to their proficiency level, aligned to ELD Standards, and designed to move them toward English proficiency.	We were unable to hire this position for the 2018-19 school year.	\$18,776	\$0

Action 1i

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1i. Newcomer English Learners receive Designated ELD instruction that is targeted to their proficiency level, aligned to the new ELD standards, and designed to support their content-area achievement.	Newcomer English Learners received a block of Designated ELD instruction.	\$0; funded within Goal 6	\$0; funded within Goal 6

Action 1j

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1j. Math teachers receive training in CPM Integrated Math curriculum.	Math teachers received training in the CPM Integrated Math curriculum.	\$22,550	\$24,000

Action 1k

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1k. Continue rollout of new CCSS-aligned math curriculum to 10 th grade.	CCSS-Aligned CPM Integrated Math curriculum was rolled out to 10 th grade.	\$0; funded within Goal 6	\$0; funded within Goal 6

Action 1l

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1l. Develop teacher practice around Student-Engaged Assessment practices during quarterly Professional Development Institutes.	Teacher practices were developed related to Student-Engaged Assessment, including Checks for Understanding and systems for student reflection on progress toward Learning Target mastery.	\$15,006	\$18,750

Action 1m

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
1m. Re-design RTI system to better support all students in achieving academic standards.	RTI system was re-designed, with roll-out in the 2019-20 school year.	\$0; funded within Goal 6	\$0; funded within Goal 6

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.

Implementation Highlights:

- **Data and Assessment Structures** — Use of a Student Data Dashboard enabled more continuous tracking of student performance in courses as well as assessment measures. The first year of implementation of the NWEA MAP in Math and Reading across grade levels provided achievement and growth data.
- **Curriculum Adoption and Implementation** — Adoption of CPM Integrated Math curriculum to support CCSS-aligned instruction rolled out to 10th grade, with the roll-out continuing in 2019-20. ELA curriculum materials were adopted to support CCSS-aligned instruction with implementation beginning in 2019-20.
- **Observation and Coaching** — Multiple observations and feedback for all teachers, including BTSA induction for all new teachers and data meetings with the principal to look at student progress toward CCSS-aligned learning targets.

Implementation Challenges:

- **High Turnover** — The high turnover we have had in both core teaching and leadership positions has meant that the implementation of actions associated with this goal has not had the consistency we would hope.
- **Challenges Filling Intervention Positions** — An administrative vacancy late in the summer necessitated us moving our part-time Reading Intervention/ELD teacher to an AP position. We have already hired a strong Reading Interventionist for next year, and are excited to be able to have strong Reading Intervention services next year.

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:

ELA Growth — While the percentage of students who met or exceeded standards in 11th grade as measured by SBAC declined this year, from 60% to 41%, this represents two different cohorts of students. Looking at NWEA MAP data on this same cohort of 11th graders, 42% met the standard on MAP, roughly the same as on SBAC, but more than 70% of students either met the standard or met or exceeded the growth target, indicating that many of the students who didn't meet the target had made at least a year's worth of growth.

Math Achievement — While the percentage of students who met or exceeded standards in 11th grade as measured by SBAC declined this year, from 36% to 21%, this represents two different cohorts of students. Looking at NWEA MAP data on this same cohort of 11th graders, 37% met the standard on MAP, but more than 70% of students either met the standard or met or exceeded the growth target, indicating that many of the students who didn't meet the target had made at least a year's worth of growth

Steadily Increasing 4-year Graduation Rate — Over the last few years, we have seen our 4-year graduation rate significantly increase. Because of a CALPADS reporting error, our graduation rate was reported as 0% on the California Schools Dashboard in 2017-18. Our actual graduation rate for the cohort graduating in June 2018 was 82.8%, with an additional 9.4% of students still enrolled and expected to graduate in 5 years. This was up from 75% in 2017, and we anticipate our 2018-19 graduation rate to go up as well.

Areas for growth in achievement of academic proficiency include:

ELA Achievement — On the SBAC ELA portion, 41% of our students met or exceeded standards, a decline from previous years. While the number of English Learners and Students with Disabilities in 11th grade is not high enough to count as a significant subgroup for SBAC, on MAP 8% of English Learners and 4% of Students with Disabilities met the grade level target, compared to 39% overall. While English Learners made above average growth, Students with Disabilities did not make as much growth as students as a whole.

Math Achievement — On the SBAC Math portion, 21% of students met or exceeded standards, a decline from previous years. While the number of English Learners in 11th grade is not high enough to count as a significant subgroup for SBAC, on MAP 6% of English Learners, compared to 28% overall.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We were unable to fill our Reading Interventionist position in 2018-19, meaning that no money was spent on Actions 1d and 1h.

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:

- **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 1m)
- **Addition of Math Intervention** — We will be adding math intervention courses in 2019-20 to support students identified as needing additional math support. (Action 1n)

- **Curriculum Adoption for ELA** — In 2019-20, we will be implementing a new ELA curriculum across the high school. Instead of rolling it out over time as we did with the math curriculum, we will be implementing it at all grade levels next year. (Action 1k)

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

The percent of students who have a suspension will decrease by a minimum of 2016-17 baseline -.6% until the goal of 4% or fewer is met, overall and within each of the significant 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.

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.

Actual

Overall — 13.2%
Low Income — 14.3%
Latino — 12.2%
African American — 17.6%
English Learners — 20.8%
Students with Disabilities — 15.6%

Overall — 15.9%
Low Income — 14.4%
Latino — 15.7%
African American — 18.2%
English Learners — 23.5%
Students with Disabilities — 15.6%

Overall — 36%
Low Income — 35%
Latino — 35%
African American — 44%
English Learners — 36%
Students with Disabilities — 32%

Action 2a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2a. Utilize crew (advisory) to provide a small venue in which students are supported socially, emotionally, and academically.	Crew provided a small venue in which students were supported socially, emotionally, and academically.	\$0; funded within Goal 6	\$0; funded within Goal 6

Action 2b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2b. Utilize Leadership Team structures to support student empowerment and engagement.	Student council was launched to support student empowerment and engagement.	\$0; funded within Goal 6	\$0; funded within Goal 6

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 social-emotional interventions (including services under 504 plans and IEPs, services for ELs, services for Foster Youth, and services for students from low-income families).	The RTI program provided services to students needing academic and social-emotional interventions.	\$0; funded within Goal 6	\$0; funded within Goal 6

Action 2d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2d. Provide social, emotional and behavior	Dean of Students used Restorative Justice		

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
support utilizing the Restorative Justice model through Deans of Students.	practices along with accountability measures.	\$81,283	\$85,875

Action 2e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2e. Provide individual and group therapy through the Response to Intervention program.	Individual and group therapy was provided through the Response to Intervention program.	\$106,293	\$114,501

Action 2f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2f. Incorporate community fieldwork and service learning into curriculum.	Community fieldwork and service learning were incorporated into the curriculum, including fieldwork to the Oakland Zoo, Exploratorium, and manufacturing industry partners.	\$8,200	\$7,973

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 Restorative Justice training related to affirmative statements, positive redirection, and circles.	\$0; funded within Goal 6	\$0; funded within Goal 6

Action 2h

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2h. Revise Habits of Work and Learning (HOWL) Learning Targets to align to the Graduate Profile and promote classroom character development.	HOWL Targets were aligned across classrooms to promote classroom character development.	\$0; funded within Goal 6	\$0; funded within Goal 6

Action 2i

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
2i. Seat School Culture team to examine culture data and implement school-wide interventions	School Culture team met to examine school culture data and implement school-wide interventions.	\$0; funded within Goal 6	\$0; funded within Goal 6

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 an increasing number of students.
- **Restorative Justice** — Continued implementation of the Restorative Justice model.
- **Fieldwork and Service Learning** — Fieldwork and/or Service Learning experiences at all grade levels, including college visits at targeted points in students' high school career.
- **Redesign of MTSS** — Our MTSS structures were redesigned this year to better look at social-emotional and discipline needs. The roll-out will occur next year.

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:

- Suspension rate for Students with Disabilities dropped from last year to below the overall rate.
- There are no significant subgroup gaps on the SCAI survey around school culture.

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

- Decrease in positive responses to the SCAI survey around school culture. In particular, questions related to student sense of belonging had fewer positive responses.
- The suspension rate increased to 13.2% from 7.7% last year, with significantly higher rates for African American students (17.6%), and English Learners (20.8%).
- Chronic absences increased to 15.9% of all students. English Learners have a particularly high Chronic Absence rate, with 23.5% of English Learners Chronically Absent in 2018-19.

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. (Action 2c)
- **Alignment of discipline procedures** — In 2019-20, we will roll-out an aligned system of responses and consequences for different student behaviors (Action 2l), supported by data management systems to better track and respond to student cultural and behavioral data (Action 2k).
- **Alignment of attendance procedures and responses** — In 2019-20, we will use data management systems to identify students at risk of chronic absence and establish a series of tiered responses to attendance challenges. (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, 6

Annual Measurable Outcomes

Expected

Actual

The percent of families that attend Individualized Learning Plan meetings will continue to maintain a minimum of 95%.

85%

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 Conference progress.

Teachers and Crew Leaders met three times per year with families as part of Student-Led Conferences.

\$12,505

\$14,625

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.	Learning events were held based on parent interest and need, including grade-level parent meetings, new parent orientations, and college application and financial aid application workshops.	\$22,759	\$25,047

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.	Family Liaison worked with Crew Parents through monthly meetings.	\$0; funded within Goal 6	\$0; funded within Goal 6

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 within Goal 6	\$0; funded within Goal 6

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.	Principal met with parents to review data during Coffee Tuesday sessions.	\$0; funded within Goal 6	\$0; funded within Goal 6

Action 3f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3f. Provide Spanish translation at all parent meetings and Student-Led conferences.	Spanish translation was provided at all parent meetings and Student-Led conferences as needed.	\$8,000	\$9,233

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 touch-points with families around college and career readiness, including College Application and Financial Aid workshops to support families in this process.

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

Family Partnership strengths include:

- 85% attendance at Student-Led Conferences.
- 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.

[Add text here]

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 3e)**

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: 3, 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.

30%

Percent of staff who are neutral or satisfied with their total compensation package will increase by a minimum of 2016-17 baseline +1% until goal of 85% is met.

76%

Action 4a

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

4a (same as 1e) Quarterly Professional Development Institutes support teachers to develop Culturally Responsive Teaching practices.

(Same as 1e) Professional Development was held around Culturally Responsive Teaching practices, focused on feedback, the warm demander stance, and developing strong classroom communities.

\$0; funded within Goal 6

\$0; funded within Goal 6

Action 4b

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4b. (same as 1f) 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) Teachers were observed at least every other week and provided with feedback during coaching meetings.	\$0; funded within Goal 6	\$0; funded within Goal 6

Action 4c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4c. Implement new compensation model and retention bonuses.	New compensation model and retention bonuses were implemented.	\$0; funded within Goal 6	\$0; funded within Goal 6

Action 4d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4d. Provide 8% matching retirement contribution.	All staff received 8% matching retirement contribution	\$173,561	\$160,770

Action 4e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4e. Develop Teacher Leadership Pathways program to encourage teacher development, growth, and engagement.	Teacher Leadership Pathways encouraged teacher development, growth and engagement through grade-level leads, department leads, and an Instructional Leadership Team.	\$18,758	\$30,468

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 across the organization.	DEI Advisory Group was put on hold, in favor of Racial Affinity Groups which met three times this year, and training for Affinity Group Facilitators.	\$3,000	\$6,000

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.

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.

High teacher and administrative turnover during the last few years has impacted staff engagement as well. Next year we will have a fully returning administrative team, and anticipate a positive impact on staff culture.

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

Strengths in Staff Engagement include:

- 58% of staff satisfied with their health and retirement benefits.

Areas for Growth in Staff Engagement include:

- Decreased engagement among staff, with a drop to 30% engagement.

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 4e)

While not specifically included as part of our Goal 4 actions, we anticipate that the curriculum adoption and professional development associated with it will positively impact our teacher engagement as well. (Actions 1j, 1k, 1n)

Goal 5

Goal 5: Lighthouse students develop the mindsets to be successful in college and the career or their choice.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 8

Annual Measurable Outcomes

Expected

Actual

The 4-year cohort graduation rate will increase by a minimum of 2016-17 baseline +1% until the goal of 85% is met, overall and in each of the significant subgroups.

2017-18 4-year Cohort Graduation Rate — 82.8%

A 4-year cohort dropout rate under 10% will be maintained, overall and in each of the significant subgroups.

2017-18 4-year Cohort Dropout Rate — 7.8%

Lighthouse will maintain an a-g completion rate of 90% or higher, overall and in each of the significant subgroups.

Class of 2019 A-G Completion Rate — 93%

Action 5a

Planned Actions/Services

Actual Actions/Services

Budgeted Expenditures

Estimated Actual Expenditures

5a. All juniors and seniors are enrolled in college and career preparation classes.

All juniors and seniors took a College/Career class and Senior Seminar to prepare them for college which included college application and scholarship applications and tracking.

\$0; funded within Goal 6

\$0; funded within Goal 6

Action 5b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5b. Crew leaders oversee and monitor the college and scholarship application processes for their cohort.	Crew leaders oversaw and monitored the college and scholarship application process for their crew members.	\$25,010	\$55,389

Action 5c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5c. All high school students participate in college visits, with additional small group and individual tours facilitated as needed.	High school students participated in college visits.	\$13,325	\$16,173

Action 5d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5d. Continue partnerships to provide additional support in academic and financial preparation for college.	Partnerships provided support in academic and financial preparation for college.	\$11,275	\$19,722

Action 5e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5e. Offer free SAT preparation classes to all students.	SAT preparation was included in English and Math coursework.	\$2,460	\$2,367

Action 5f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5f. All students take A-G approved course series.	All students took A-G approved courses.	\$0; funded within Goal 6	\$0; funded within Goal 6

Action 5g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5g. Implement integrated projects as part of Lighthouse Design Pathway.	Two integrated projects were implemented as a part of the Lighthouse Design Pathway.	\$0; funded within Goal 6	\$0; funded within Goal 6

Action 5h

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
5h. Implement and evaluate new design courses as part of Lighthouse Design Pathway.	2-D and 3-D design courses were added as a part of the Lighthouse Design Pathway.	\$0; funded within Goal 6	\$0; funded within Goal 6

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.

Student preparation for college continues to be a strength of Lighthouse Community Charter High School. All juniors and seniors engage in college and career prep classes that support them through the process of selecting, applying to, and deciding on colleges,

and partnerships support them in thinking about the financial process. In addition, college visits encourage students to begin thinking about the college experience early in their high school career.

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

Strengths in College-Readiness include:

For the Class of 2019:

- 93% A-G completion rate
- 79% acceptance rate at 4-year colleges and universities
- 100% applied to colleges and scholarships.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We spent more funds than originally anticipated on Action 5c, the oversight and monitoring of college and scholarship applications for our high school seniors. Our originally budgeted amount underestimated the time and resources this would take, and we have made adjustments for future years.

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 2018-19.

Goal 6

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 2017-18 school year.	Met
Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis.	Met

Action 6a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.	Lighthouse hired and developed a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.	\$2,018,375	\$1,820,673

Action 6b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6b. Acquire and maintain non-classroom-based books, materials and supplies	Lighthouse acquired and maintained non-classroom based books, materials and	\$240,537	\$470,013

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

Action 6c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	Coherent operational services facilitated smooth operations for the school site, including business, legal, human resources, janitorial, student safety, transportation and contract support.	\$1,080,747	\$1,190,014

Action 6d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6d. 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 6e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
6e. 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 6c	\$0; funded in Action 5a

Goal 6 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.

Due to the receipt of an un-budgeted grant, we were able to allocate more resources to materials and supplies.

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.
- **Staff Input During PD** — Throughout the 2018-19 school year, staff were regularly engaged during weekly PD time in order to inform priorities and actions. In particular, staff gave input related to changes made to high school course sequence, course offerings, and master schedule; professional development needs, and curriculum adoptions and implementation.

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, and 4/23/19.
- **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.
- **Principal Updates** — Principal Updates include data updates, upcoming action steps, and seeking feedback on changes. High School Principal’s Reports were held: 9/4/18, 4/30/19.
- **High School Program Update** — A specific meeting about changes to the high school program for 2019-20 was held 5/16/19.

- **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?

Impact of Stakeholder Engagements:

- **Schedule Re-design** — Staff engagement around the Master Schedule impacted the schedule.
- **Expanded Course Offerings** — Family and student engagement raised interest in additional course offerings to allow students more choice in how they meet their graduation and A-G requirements. In particular, parents expressed the desire for more AP and honors coursework.
- **Math Interventions** — The desire for more math supports and course offerings were raised in both parent and staff engagements.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

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: 1, 2, 4

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 in order to ensure they are prepared to be successful in college.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of students who meet grade level proficiency in ELA				[Add outcome here]

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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.	Overall — 90% Low Income — 91% Latino — 88%	Overall — 61% Low Income — 64 % Latino — 65%	Overall — 41% Low Income — 41 % Latino — 41%	
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.	Overall — 47% Low Income — 44% Latino — 43%	Overall — 35% Low Income — 36% Latino — 38%	Overall — 21% Low Income — 16% Latino — 20%	[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.	New Measure to be added in 2018-19	New Measure to be added in 2018-19	Overall — 61% Low Income — 62% Latino — 61% African American — 58% English Learners — 53% SPED — 24%	[Add outcome here]

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The percent of students who are high achieving or high growth on the Math portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.	New Measure to be added in 2018-19	New Measure to be added in 2018-19	Overall — 52% Low Income — 52% Latino — 53% African American — 48% English Learners — 31% SPED — 12%	
75% percent of English Learners meet the English Learner progress indicator criteria as defined by the California state dashboard.	n/a	Baseline for English Learner progress will be set in 2018-19, based on implementation timeline of ELPAC.	<i>2018-19 data not available as of LCAP submission date.</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

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

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

2018-19 Actions/Services

1a. Student reading levels are assessed three times a year, to inform small group reading instruction by classroom teachers and reading interventions.

2019-20 Actions/Services

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	7,800	7,995	3,385
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 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 three times a year 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	7,800	7,995	3,385
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 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

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

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

Modified

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

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	4,000	4,100	3,385
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 1d

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]

OR

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

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 support through MTSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	91,500	93,788	119,529
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 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
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Year	2017-18	2018-19	2019-20
Amount	12,200	12,505	17,358
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	Title II, Part A 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 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 service of elevating student

2018-19 Actions/Services

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

2019-20 Actions/Services

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

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

achievement.

achievement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	48,800	50,020	59,765
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

2018-19 Actions/Services

2019-20 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.

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.

1g. Provide all teachers with Preliminary credentials are provided 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 within Goal 6	\$0; funded within Goal 6	\$0; funded within Goal 6
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)

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

1h. All English Learners will receive designated ELD Instruction that is targeted to their proficiency level, aligned to the new ELD standards, and designed to move them toward proficiency.

1h. Long-Term English Learners receive a block of Designated ELD instruction that is targeted to their proficiency level, aligned to ELD Standards, and designed to move them toward English proficiency.

1h. Reading interventionist works with long-term English Learner students. High school schedule redesign will allow students to take reading support courses while still completing A-G course sequence.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	18,318	18,776	23,906
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)

Location(s):

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

English Learners	All Schools
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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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded within Goal 6	\$0; funded within Goal 6	\$0; funded within Goal 6
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)

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

Modified

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

Unchanged

2017-18 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.

2018-19 Actions/Services

1j. Math teachers receive training in CPM Integrated Math curriculum.

2019-20 Actions/Services

1j. Math teachers receive training in CPM Integrated Math curriculum.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	22,000	22,550	8,771
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	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. Continue rollout of new CCSS-aligned math curriculum to 10th grade.

2019-20 Actions/Services

1k. Adopt and utilize standards-aligned ELA curriculum in all grade levels, and continue roll-out of CCSS-aligned math curriculum to 11th grade.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded within Goal 6	\$0; funded within Goal 6	\$0; funded within Goal 6
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

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

2018-19 Actions/Services

11. Develop teacher practice around Student-Engaged Assessment practices during quarterly Professional Development Institutes.

2019-20 Actions/Services

11. Review student progress toward standards mastery and plan next steps for student growth through bi-weekly data meetings.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

Standards.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	14,640	15,006	\$0; funded within Goal 6
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 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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a	1m. Re-design RTI system to better support all students in achieving academic standards.	1m. 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	N/A	\$0; funded within Goal 6	\$0; funded within Goal 6
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 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

n/a

n/a

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a

n/a

1n. Support teacher knowledge of CCSS-aligned curriculum through week-long summer Curriculum Institute and quarterly Professional Development in course groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0; funded within Goal 6
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 10

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

n/a

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a

n/a

1o. Increase math intervention supports for students identified as needing additional support through MTSS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$83,916
Source	N/A	N/A	ESSA: Comprehensive Support and Improvement
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)

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	n/a	Modified
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a	n/a	1p. Adopt and utilize curricular materials in math intervention classes and provide appropriate training for instruction.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	76,084
Source	N/A	N/A	ESSA: Comprehensive Support and Improvement
Budget Reference	N/A	N/A	4000-4999 Books & Supplies 5000-5999 Services & Operating Expenses

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)

Location(s):

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

English Learners	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	n/a	New
-----	-----	-----

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a	n/a	1q. Hire EL coordinator to oversee the assessment, placement, and support of English Learners.
-----	-----	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0; funded within Goal 6
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 1r

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	n/a	New
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a	n/a	1r. Continue alignment of 10 th and 12 th grade passage structures to the Graduate Profile.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0; funded within Goal 6
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 1s

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

n/a

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a

n/a

1s. Articulate Lighthouse Product Innovation and Design Pathway course sequence to Laney Community College Courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0; funded within Goal 6
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 1t

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	n/a	New
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a	n/a	1t. Continue Pathway improvement work with Strong Workforce Grant Funding.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$173,018
Source	N/A	N/A	Strong Workforce Grant
Budget Reference	N/A	N/A	1000-1999 Certificated Staff 3000-3999 Benefits 4000-4999 Books & Supplies 5000-5999 Services & Operating Expenses

(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 and in order to achieve academic proficiency, 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 -.6% until the goal of 4% or fewer is met, overall and within each of the significant	Overall — 6.8% Low Income — 6.4% Latino — 6.9% English Learners— 2.8%	Overall — 8.3% Low Income — 7.8% Latino — 7.4% English Learner— 12.8% SPED — 13.9%	Overall — 13.2% Low Income — 14.3% Latino — 12.2% African American—17.6% English Learners—20.8% SPED — 15.6%	[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 — 11% Low Income — 10% Latino — 11% English Learner— 19.4%	Overall — 20% Low Income — 20% Latino — 21% English Learner — 26% SPED — 21%	Overall — 15.9% Low Income — 14.4% Latino — 15.7% African American— 18.2% English Learner — 23.5% SPED — 15.6%	[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 — 46% Low Income — 48% Latino — 47%	Overall — 43% Low Income — 42% Latino — 44% English Learners — 47% SPED — 45%	Overall — 36% Low Income — 35% Latino — 35% African American — 44% English Learners — 36% SPED — 32%	[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)

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2a. Crew (advisory) is utilized to provide a small venue in which students are supported socially, emotionally, and academically.

2a. Utilize crew (advisory) to provide a small venue in which students are supported socially, emotionally, and academically.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded within Goal 6	\$0; funded within Goal 6	\$0; funded within Goal 6
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 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)

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

2b. Leadership Team structures are utilized to support student empowerment and engagement.

2018-19 Actions/Services

2b. Utilize Leadership Team structures to support student empowerment and engagement.

2019-20 Actions/Services

2b. Increase student leadership opportunities to support student empowerment and engagement.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	\$0; funded within Goal 6	\$0; funded within Goal 6	\$0; funded within Goal 6
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 2c

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

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 social-emotional interventions (including services under 504

2018-19 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 social-emotional interventions (including services under 504

2019-20 Actions/Services

2c. Roll out modified MTSS structures in order to identify students in need of additional behavioral and social-emotional supports.

2017-18 Actions/Services

plans and IEPs, services for ELs, services for Foster Youth, and services for students from low-income families).

2018-19 Actions/Services

plans and IEPs, services for ELs, services for Foster Youth, and services for students from low-income families).

2019-20 Actions/Services

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded within Goal 6	\$0; funded within Goal 6	\$0; funded within Goal 6
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

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

Modified

Modified

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2d. Hire Deans of Students to provide social, emotional and behavioral support utilizing the Restorative Justice model.

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

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	79,300	81,283	89,647
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)

Scope of Services:

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

Location(s):

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

English Learners, Foster Youth, Low Income

Schoolwide

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

2e. School counselors provide individual and group therapy through the Response to Intervention program.

2018-19 Actions/Services

2e. Provide individual and group therapy through the Response to Intervention program.

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	103,700	106,293	107,576
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue	Title I, Part A 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)

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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

2f. Increase work-based learning experiences for students aligned to Pathway.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	8,000	8,200	8,250
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 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

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

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	N/A	\$0; funded within Goal 6	\$0; funded within Goal 6
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

Modified

2017-18 Actions/Services

n/a

2018-19 Actions/Services

2h. Revise Habits of Work and Learning (HOWL) Learning Targets to align to the Graduate Profile and promote classroom character development.

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded within Goal 6	\$0; funded within Goal 6	\$0; funded within Goal 6
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 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
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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
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a	2i. Seat School Culture team to examine culture data and implement school-wide interventions	2i. Examine school culture data in School Culture Teams and implement school-wide interventions.
-----	--	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded within Goal 6	\$0; funded within Goal 6	\$0; funded within Goal 6
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 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)

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

2j. 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 within Goal 6
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 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

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

2k. Refine and utilize data management systems to track student culture and behavioral data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0; funded within Goal 6
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. Align discipline procedures to ensure consistent application of restorative actions and consequences.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0; funded within Goal 6
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, 6

Identified Need:

In order to prepare students for college and career, all stakeholders must be partners in ensuring students are prepared for college and career. By engaging families fully in their children's education, 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%.	98%	97%	85%	[Add outcome here]
Percent of positive responses to	76%	74%	77%	[Add outcome here]

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Winter Family Survey Connection 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.	84%	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

Unchanged

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 Conference progress.

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	12,200	12,505	17,358
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
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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
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3b. Family Liaison works with families to identify areas of interest and need, then organize programming to support family learning.	3b. Family Liaison organizes learning events based on parent interest and need.	3b. Hold parent learning events based on parent interest, need, and school goals.
--	---	---

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	22,204	22,759	26,147
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 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)

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

3c. Parent Leader works with Crew Parents to engage and involve families in the life of the school.

2018-19 Actions/Services

3c. Family Liaison works with Crew Parents to engage and involve families in the life of the school.

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded within Goal 6	\$0; funded within Goal 6	\$0; funded within Goal 6
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 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

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

3d. 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 in how to have direct conversations, etc.

2018-19 Actions/Services

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

2019-20 Actions/Services

3d. Provide family education related to the college application and scholarship process.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded within Goal 6	\$0; funded within Goal 6	\$0; funded within Goal 6
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 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)

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

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

2019-20 Actions/Services

3e. 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
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Year	2017-18	2018-19	2019-20
Amount	N/A	\$0; funded within Goal 6	\$0; funded within Goal 6
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 3f

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

2f. Provide Spanish translation at all parent meetings and Student-Led conferences.

2019-20 Actions/Services

2f. Provide Spanish translation at all parent meetings and Student-Led conferences as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	8,000	10,958
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

(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: 3, 6

Identified Need:

We believe that 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.	58%	53%	30%	[Add outcome here]
Percent of staff who are neutral or	80%	78%	76%	[Add outcome here]

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

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

Unchanged

2017-18 Actions/Services

4a (Professional development supports practice through weekly Inquiry Groups)

2018-19 Actions/Services

4a (same as 1e) Quarterly Professional Development Institutes support teachers to

2019-20 Actions/Services

4a (same as 1e) Quarterly Professional Development Institutes support teachers to

2017-18 Actions/Services

and quarterly week-long Professional Development Institutes.

2018-19 Actions/Services

develop Culturally Responsive Teaching practices.

2019-20 Actions/Services

develop the EL Core Practices.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded within Goal 6	\$0; funded within Goal 6	\$0; funded within Goal 6
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. (same as 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

4b. (same as 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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded within Goal 6	\$0; funded within Goal 6	\$0; funded within Goal 6
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 within Goal 6	\$0; funded within Goal 6	\$0; funded within Goal 6
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. Maintain 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	158,185	173,561	185,030
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

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

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

New

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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

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

4e. Review and refine teacher evaluation framework.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	18,300	18,758	36,162
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)

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
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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 PD.
-----	---	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	3,000	6,000
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 graduates are prepared to be successful in college and the career of their choice.

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 5, 8

Identified Need:

Our mission is to prepare students to be successful in college and the career of their choice, and this goal highlights that for our students as they prepare to graduate from high school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The 4-year cohort graduation rate will increase by a minimum of 2016-17 baseline +1% until the goal of 85% is met, overall and in each of the significant subgroups.	All — 60.7% Low Income — 62.1% Latino — 60.2% (2015-16 grad rates)	Overall — 75% Low Income — 76.9% Latino — 75.6% (2016-17 grad rates)	Overall — 82.8% Low Income — 79.6% Latino — 83.3% (2017-18 grad rates)	[Add outcome here]
A 4-year cohort dropout rate under	All — 9%	Overall — 8.9% Low Income — 7.7%	Overall — 7.8% Low Income — 9.3%	[Add outcome here]

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
10% will be maintained, overall and in each of the significant subgroups.	Latino — 9% FRL — 9% (2015-16 dropout rates)	Latino — 6.7% (2016-17 dropout rates)	Latino — 7.4% (2017-18 dropout rates)	
Lighthouse will maintain an a-g completion rate of 90% or higher, overall and in each of the significant subgroups.	Overall — 100% Latino — 100% Low Income — 100%	Overall — 95% Low Income — 93% Latino — 94%	Overall — 93% Low Income — 91% Latino — 91%	[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 **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)

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

5a. All juniors and seniors are enrolled in college and career preparation classes.

2018-19 Actions/Services

5a. All juniors and seniors are enrolled in college and career preparation classes.

2019-20 Actions/Services

5a. All juniors and seniors are enrolled in college and career preparation classes.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded within Goal 6	\$0; funded within Goal 6	\$0; funded within Goal 6
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

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

5b. Crew leaders (advisors) oversee and monitor the college and scholarship application processes for their cohort.

2018-19 Actions/Services

5b. Crew leaders oversee and monitor the college and scholarship application processes for their cohort.

2019-20 Actions/Services

5b. Crew leaders oversee and monitor the college and scholarship application processes for their cohort.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	24,400	25,010	41,638
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 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

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

5c. All high school students participate in college visits, with additional small group and individual tours facilitated as needed.

5c. All high school students participate in college visits, with additional small group and individual tours facilitated as needed.

5c. All high school students participate in college visits, with additional small group and individual tours facilitated as needed.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	13,000	13,325	15,650
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)

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

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

5d. Partnerships are forged to provide additional support in academic and financial preparation, for example the GLOW program for college budgeting, Beyond 12 for data tracking and coaching, and College Track.

5d. Continue partnerships to provide additional support in academic and financial preparation for college.

5d. Continue partnerships to provide additional support in academic and financial preparation for college.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	11,000	11,275	16,500
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 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
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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	Unchanged
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

5e. All students take SAT preparation classes.	5e. Offer free SAT preparation classes to all students.	5e. Embed SAT preparation into Math and English classes.
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,400	2,460	1,980
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 5f

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
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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
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2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a	5f. All students take A-G approved course series.	5f. All students take A-G approved course series, unless an alternative course series is identified within an IEP.
-----	---	--

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded within Goal 6	\$0; funded within Goal 6	\$0; funded within Goal 6
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 5g

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

5g. Implement integrated projects as part of Lighthouse Design Pathway.

5g. Continue build out of integrated projects as a part of the Lighthouse Product Innovation and Design Pathway.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	\$0; funded within Goal 6	\$0; funded within Goal 6
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue + Oakland Measure N	LCFF Base, Categorical, & Other State Revenue + Oakland Measure N
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 5h

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

Modified

2017-18 Actions/Services

n/a

2018-19 Actions/Services

5h. Implement and evaluate new design courses as part of Lighthouse Design Pathway.

2019-20 Actions/Services

5h. Implement and evaluate new courses as part of master schedule redesign.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0; funded within Goal 6	\$0; funded within Goal 6	\$31,264
Source	LCFF Base, Categorical, & Other State Revenue	LCFF Base, Categorical, & Other State Revenue + Oakland Measure N	Title IV, Part A LCFF Base, Categorical, & Other State Revenue + Oakland Measure N
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 5i

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

5i. Implement new master schedule to increase access to college prep courses and intervention supports.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0; funded within Goal 6
Source	N/A	N/A	LCFF Base, Categorical, & Other State Revenue + Oakland Measure N

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

Action 5j

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

5j. Articulate Lighthouse Product Innovation and Design Pathway course sequence to Laney Community College courses. (same as 1s)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
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Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$0; funded within Goal 6
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 6

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

Identified Need:

In order to carry out all of our other goals, Lighthouse must be an operationally-sound organization, managing its budget well, hiring and retaining a high-quality staff, maintaining a quality facility, and with the materials and supplies necessary to operate a school.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
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Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Lighthouse maintains a sound facility.	Met	Met	Met	[Add outcome here]
Lighthouse is fully staffed by the beginning of the school year.	95% staffed	Met	95% staffed	[Add outcome here]
Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis.	Met	Met	Met	[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 6a

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

6a. Hire and develop a certificated and classified staff to support implementation of the goals and action as detailed in the LCAP.

6a. Hire and develop a certificated and classified staff to support implementation of the goals and action as detailed in the LCAP.

6a. Hire and develop a certificated and classified staff to support implementation of the goals and action as detailed in the LCAP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,439,547	2,018,375	2,077,369
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 6b

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

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

6b. Acquire and maintain non-classroom-based books, materials and supplies necessary to support strong school operations.

6b. Acquire and maintain non-classroom-based books, materials and supplies necessary to support strong school operations.

6b. Acquire and maintain books, materials and supplies necessary to support strong school operations.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	303,213	240,537	735,195
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 6C

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

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

6c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

6c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

6c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	1,143,656	1,080,747	1,265,614
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 6d

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

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

6d. Maintain depreciating capital as necessary to support strong school operations.

6d. Maintain depreciating capital as necessary to support strong school operations.

6d. Maintain depreciating capital as necessary to support strong school operations.

Budgeted Expenditures

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 6e

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

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

6e. Fund oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

2018-19 Actions/Services

6e. Fund oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.

2019-20 Actions/Services

6e. Fund 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	N/A; funded within 6c	N/A; funded within 6c	N/A; funded within 6c
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

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

\$ 41,000

6%

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).

Given the high percentage of unduplicated pupils, Lighthouse Community Charter High School 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, LCCHS will use LCFF Supplemental and Concentration grand funds in the following ways:

- **.25 Dean Role** — We are adding a Dean role in 2019-20, with a portion of this role focused on supporting students at-risk of being Chronically Absent through aligned attendance procedures and interventions (**Actions 2c, 2d, and 2j**)
- **Broader Course Offerings** — As part of our 2019-20 Master Schedule re-design, there will be broader course offerings available to students across the high school, focused on college and career readiness. The Master Schedule revision particularly ensure that English Learners and students with interrupted schooling will still have access to broad course offerings and choice, while still meeting their academic needs (**Actions 5h and 5i**)

