

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 |
|--|--|---|
| Lodestar: A Lighthouse Community Public School | Shannon Wheatley Chief Academic Officer | shannon.wheatley@lighthousecharter.org 510-562-8801 |

2017-20 Plan Summary

The Story

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

Lodestar – A Lighthouse Community Public School is a K-12 charter school located in East Oakland. Our mission is to prepare a diverse student population for college and the career of their choice by equipping each youth with the skills, knowledge, and tools to become self-motivated, lifelong, learners. In 2018-19, Lodestar grew to serve 500 students in grades K-4 and 6-8. In 2019-20, Lodestar will offer grades K-8, with the high school starting in 2020-21.

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

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

LCAP Highlights

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

Highlights of the 2019-20 LCAP include:

- Continued roll-out of standards-aligned, grade-level curricular materials in Math and ELA, adding Foundational Skills materials for K-2 students in 2019-20. This curriculum work is supported by teacher professional development, including a Summer Curriculum Institute and interim assessments administered quarterly and analyzed for standards-mastery and re-teaching.
- Regular data review meetings with principals and teachers to monitor student progress toward grade-level standards.

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

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

Now in its third year of operation, serving grades K-4 and 6-8, Lodestar continues to develop the systems and structures that will support the building of a successful K-12 school that prepares students for college and the career of their choice. Areas of strength in 2018-19 include:

Permanent Site — In Fall 2018, Lodestar moved into its permanent facility, which will allow us to grow into a K-12 school in East Oakland. Securing a permanent facility has allowed us to enroll to our full size in grades we currently serve, assure families that Lodestar will continue to be in the same location in upcoming years, and develop systems and structures for a variety of routines with the knowledge that we will be able to continue to refine them in this same space in future years.

Maintaining ELA and Math Achievement through Size Increase — In 2018-19, Lodestar increased its size by more than 50% and added two grade levels. Through this growth, we maintained our ELA and Math achievement of SBAC, keeping achievement levels relatively static.

Growth on ELA and Math Achievement on NWEA MAP — While overall proficiency stayed relatively static on SBAC, the percentage of students who were high achieving or high growth on NWEA MAP increased significantly from the previous school year, from 50% to 57% in ELA and 41% to 55% in Math. This shows that, while overall proficiency still has much room for growth, students are showing above average growth, narrowing the gap to proficiency. In ELA, kinder experienced particularly significant growth, with 62% of students making above average growth; and in 6th grade 69% of students making above average growth. In Math, 62% of kindergarteners and 74% of 8th graders made above average growth.

Implementation of Academic Standards — In the middle of the 2018-19 school year, we made a shift to the Lodestar academic model in which we moved from giving proficiency-based instruction in math and reading to providing all students with access to Tier I grade level instruction. This was a big decision based on research regarding the importance of all students receiving grade-level instruction, along with our own internal data showing that leveled instruction was not closing gaps between student groups as quickly as needed. Early data on this shift is showing this access is supporting student achievement, and we look forward to continuing to develop this model.

Data-Driven Instruction — Teacher content teams met weekly during the 2018-19 school year to review student data from the week and revise instructional plans for the next week based on student work. This resulted in gains on internal assessments, and we believe we will continue to see the impact as external assessment results become available.

Family Engagement — In our third year of operation, families continue to be a strong part of our school culture at Lodestar. 98% of families attended each of three Student-Led Conferences during the school year, and 100% of families attended at least one of their SLCs. This involvement and connection on the part of families was reflected in our Winter Family Survey data as well. We had 155 families participate in the survey, representing 44% of students enrolled at Lodestar. On the survey, 94% of families reported feeling respected by their child’s teachers, and 88% said they trust staff. Family answers to questions in the Family Voice and Decision-Making section were 74% positive. A particular strength was 90% saying they know who to talk with if they have concerns and 76% (up 7% from Winter 2018) reporting that the school involves them in meaningful ways to improve the school, and 70% (up 6% from Winter 2018) reporting that they have opportunities to influence what happens at school.

K-4 School Climate — In the 2018-19 school year, only 1.4% of elementary students at Lodestar (5 students) had one or more suspensions, down more than 7% from last year. In terms of numbers of suspensions, only 11 suspensions were given during the year, down from 28 last year. During our Winter 2019 Student Climate Survey, taken by grades 3+, 66% of students reported that they feel they can trust most adults at the school, and an additional 31% report that they have at least a few adults they feel they can talk with. Overall on this survey, positive responses to school community questions were up 4% for elementary students, which is particularly significant given that the overall enrollment at 3rd and 4th grades more than doubled.

Suspension Rate Decrease — Our suspension rate in 2018-19 dropped from 12.2% to 6.7% across K-8. Particularly of note are the more than 10% drop in the suspension rate for Students with Disabilities, from 22.9% to 11.5%; and an almost 10% drop in the suspension rate for English Learners, from 12.2% to 3.8%. In the elementary grades in particular, only 1.4% of students (5 students) had one or more suspensions during the year, and only 11 suspensions were given throughout the year, down from 28 last year.

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

Greatest Needs

Areas of Greatest Need include:

Gaps for English Learners and Students with Disabilities — While both of these subgroups made gains over the previous school year, significant gaps remain in both ELA and Math achievement for English Learners and Students with Disabilities. 9% of English Learners and 16% of Students with Disabilities met or exceeded standards on the ELA SBAC, compared with 28% of students overall. Gaps were smaller in Math, where 11% of English Learners and 13% of Students with Disabilities met or exceeded standards on SBAC, compared to 19% of students overall.

Chronic Absenteeism — Chronic Absenteeism rose significantly, with 16.8% of students chronically absent, and 24.1% of African American students and 18.8% of low-income students chronically absent. This represents an 8.2% increase from last year.

Middle School Suspension Rate — On the Fall 2018 California School Dashboard, our suspension rate was red for all student groups, with 12.2% of students suspended at least once. In 2018-19, this rate has dropped, with only 6.7% of students have been suspended at least once. The concentration of suspensions currently is in the middle school where between 12.5% of students (6th grade) and 23.5% of students (8th grade) have at least one suspension. There is additional disproportionality for African American students, with a suspension rate of 37%, and Students with Disabilities, with a suspension rate of 24.2%.

6-8 School Climate Survey — For the Middle School Climate survey, 42% of responses were positive overall. Particular areas of needs were around student interactions, with 49% of students saying “put-downs are just part of everyday language” and only 32% of students saying most students across different groups have positive interactions.

Staff Engagement — Staff engagement, as measured by the Winter Staff Survey, dropped this year, from 54% engagement to 36% engagement. Questions with a significant drop in positive responses included: “In the last 6 months someone at work has talked to me about my progress,” which dropped 28% to 55% positive responses; “This last year, I have had the opportunity at work to learn and grow,” which dropped 19% to 66%, and “My associates or fellow employees are committed to doing quality work,” which dropped 15% to 85%.

To address these needs, our LCAP includes:

- **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.
- **Alignment of Attendance systems** — Working in conjunction with refined a refined MTSS system that includes attendance, we are aligning our attendance procedures and responses to better address chronic absenteeism. By identifying students at-risk of chronic absence early, we hope to intervene in ways that support families to better understand the impact of low attendance on student achievement and identify ways to support stronger attendance for all students.
- **Re-design of Teacher Evaluation Framework** — In 2019-20, we will engage in a redesign of the Teacher Growth and Development framework which is the basis of our teacher evaluation system. In doing this work, we hope to increase staff sense that they have opportunities to talk with others about their progress and learn and grow at work.

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.

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: Lodestar Students are academically proficient.

- Demonstrate deep conceptual understanding and fluency in academic disciplines
- Communicate ideas and produce high quality work in a range of formats
- Use and integrate multiple perspectives and sources of information
- Apply knowledge to understand unfamiliar questions and issues

State and/or Local Priorities addressed by this goal:

State Priorities: 4, 8

Annual Measurable Outcomes

Expected

The percent of students scoring level 3 or level 4 on the ELA portion of the SBAC will grow by 1% annually until the goal of 75% or greater is met, overall and in all statistically significant subgroups.

The percent of students scoring level 3 or level 4 on the Math portion of the SBAC will grow by 1% annually until the goal of 75% or greater is met, overall and in all statistically significant subgroups.

Actual

Overall — 28%
Low Income — 25%
Latino — 30%
African American — 23%
English Learners — 9%
Students with Disabilities — 16%

Overall — 19%
Low Income — 20%
Latino — 21%
African American — 13%
English Learners — 11%

Expected

Actual

| | |
|---|---|
| | Students with Disabilities — 13% |
| 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 — 57% Low Income — 54% Latino — 58% African American — 54% English Learners — 45% Students with Disabilities — 40% |
| 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 — 55% Low Income — 51% Latino — 53% African American — 56% English Learners — 44% Students with Disabilities — 41% |
| The percent of English Learners making annual progress in English Fluency will grow by 1.5% annually until the goal of 75% or higher is met. | <i>Results unavailable on submission of LCAP</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. Develop plan for high school, to launch in 2019-20, that ensures all students have access to and meet A-G requirements | Plan in development for high school, but launch has been delayed until 2020-21. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1b

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---------------------------|-------------------------------|
| 1b. Identify, develop, and/or purchase curriculum materials to ensure alignment to Common Core Standards, California ELD Standards, and Next Generation Science Standards. | Adopted EL Education Modules as ELA curriculum base K-8; Skills Block for K-2 Foundational Reading; Engage NY Math Curriculum K-8; piloted Open Up for 6-8 Math curriculum. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1c

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|-----------------------|-------------------------------|
| 1c. Align and leverage data management systems to track student progress toward proficiency in relation to growth targets. | Leveraged data management systems to track student progress toward proficiency. | \$20,747 | \$22,192 |

Action 1d

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---------------------------|-------------------------------|
| 1d. Maintain small class sizes and flexible groupings to ensure that all students are known well and are able to develop at their optimum rate. | Moved to grade-level groupings for majority of ELA and Math instruction with class sizes around 20; implemented Tier 2 ELA and math intervention groups with class sizes under 15 students. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1e

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---------------------------|-------------------------------|
| 1e. Continue to develop and utilize a learning management system to manage individual playlists, schedules, and learning | Generated individualized schedules using Google sheets. This action will not continue into 2019-20. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|------------------------------|-------------------------|-----------------------|-------------------------------|
| modalities for each student. | | | |

Action 1f

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---------------------------|-------------------------------|
| 1f. Develop and curate playlist content for Competency-based Learning ELA and Math progressions that allow students to master content at their own pace. | Mid-year moved students into grade-level groupings for the majority of Math and ELA instruction, based on research indicating the importance of giving all students access to grade-level content. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1g

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---------------------------|-------------------------------|
| 1g. Leverage technology to support a Competency-based Learning program. | Continued to leverage technology, but within a program prioritizing student access to grade-level content. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1h

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| 1h. Develop and teach learning expeditions that integrate ELA, making, and the arts with science and social studies content, allowing students to learn deeply for authentic reasons. | Developed and taught learning expeditions integrating EL Education ELA module standards-progressions, ELA instruction, making, the arts, and science and social studies content in all grade levels. | \$121,334 | \$140,296 |

Action 1i

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---------------------------|-------------------------------|
| 1i. Use a benchmark assessment system to allow students to demonstrate subject-area mastery, aligned to CCSS, at their optimal pace. | Piloted interim assessment system and progress monitoring tools and formative assessment to identify and close gaps. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1j

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---------------------------|-------------------------------|
| 1j. Assess students using performance tasks and interim assessments. | Piloted interim assessments and performance tasks. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1k

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| 1k. Implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families). | Refined RTI program to clarify distinctions between Tier 1 Grade-level instruction and Tier 2 and 3 interventions. | \$175,680 | \$214,470 |

Action 1l

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

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---------------------------|-------------------------------|
| 1l. Partner with EL Education to support teachers in implementing cross-cutting practices. | Continued partnership with EL Education to support teachers in implementing cross-cutting practices. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1m

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---------------------------|-------------------------------|
| 1m. Provide Designated ELD instruction targeted to proficiency levels, aligned to the new ELD standards, and designed to move them toward English proficiency. | Provided Designated ELD instruction to targeted students K-4. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1n

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---------------------------|-------------------------------|
| 1n. Use Spanish crew to develop Spanish literacy and academic vocabulary for native Spanish-speakers | Implemented two Spanish crews in K-2 to develop Spanish literacy and academic vocabulary for native Spanish speakers. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1o

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---------------------------|-------------------------------|
| 1o. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification. | Adopted reclassification criteria using ELPAC scores. This action will not continue into 2019-20. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1p

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---------------------------|-------------------------------|
| 1p. Provide professional development for teachers on understanding ELPAC scores. | Trained staff on administration and interpretation of ELPAC scores. This action will not continue into 2019-20. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1q

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---------------------------|-------------------------------|
| 1q. Develop and implement portfolio assessment system. | Developed and implemented portfolio assessment system across grade levels. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1r

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---------------------------|-------------------------------|
| 1r. Assess and track portfolios and passages on a High Quality Work rubric to inform student progress and instruction. | Used High-Quality Work rubric to look at work going into student portfolios; conducted two HQW protocols during the school year. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1s

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---------------------------|-------------------------------|
| 1s. Train and coach teachers in designing curriculum that includes or culminates in High Quality Work. | Trained and coached teachers in designing curriculum that includes High Quality Work. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1t

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---------------------------|-------------------------------|
| 1t. Deliver Learning Expeditions that include or culminate in authentic products delivered to authentic audiences. | Learning Expeditions culminated in authentic products shared through school-wide Exposition of Student Learning. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 1u

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| 1u. Cultivate partnerships with local organizations and individuals and connect to resources in order to support, mentorships, apprenticeships, fieldwork, and service. | Cultivated partnerships with local organizations and individuals through fieldwork, use of experts, and service projects. | \$19,239 | \$18,675 |

Goal 1 Analysis

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

Cell

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

Overall, implementation of Actions in service of Goal 1 was strong. We did adjust several aspects of our model mid-year, based on data showing that providing predominantly small group, leveled instruction for reading and math in elementary school was not having the impact on student achievement we were looking for and research supporting this finding. Instead, we moved to providing grade-level foundational reading and math instruction for all students, while identifying Tier II interventions for students needing to close the gap with grade level. While this represented a shift from the original actions outlined in our 2018-19 LCAP, it was in service of the Goal of Academic Proficiency for all students, and our early results are promising.

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:

Maintaining ELA and Math Achievement through Size Increase — In 2018-19, Lodestar increased its size by more than 50% and added two grade levels. Through this growth, we maintained our ELA and Math achievement of SBAC, keeping achievement levels relatively static.

Growth in ELA and Math on NWEA MAP — While overall proficiency stayed relatively static on SBAC, the percentage of students who were high achieving or high growth on NWEA MAP increased significantly from the previous school year, from 50% to 57% in ELA and 41% to 55% in Math. This shows that, while overall proficiency still has much room for growth, students are showing above average growth, narrowing the gap to proficiency. In ELA, kinder experienced particularly significant growth, with 62% of students making above average growth; and in 6th grade 69% of students making above average growth. In Math, 62% of kindergarteners and 74% of 8th graders made above average growth.

Implementation of Academic Standards — In the middle of the 2018-19 school year, we made a shift to the Lodestar academic model in which we moved from giving proficiency-based instruction in math and reading to providing all students with access to Tier I grade level instruction. This was a big decision based on research regarding the importance of all students receiving grade-level instruction, along with our own internal data showing that leveled instruction was not closing gaps between student groups as quickly as needed. Early data on this shift is showing this access is supporting student achievement, and we look forward to continuing to develop this model.

Data-Driven Instruction — Teacher content teams met weekly during the 2018-19 school year to review student data from the week and revise instructional plans for the next week based on student work. This resulted in gains on internal assessments, and we believe we will continue to see the impact as external assessment results become available.

Areas for growth in achievement of academic proficiency include:

Overall Academic Achievement in Math and ELA — While there are indications of student growth toward proficiency through NWEA MAP, we still are significantly short of our goal of 75% of students meeting and exceeding standards on SBAC.

Gaps for English Learners and Students with Disabilities — While both of these subgroups made gains over the previous school year, significant gaps remain in both ELA and Math achievement for English Learners and Students with Disabilities. 9% of English Learners and 16% of Students with Disabilities met or exceeded standards on the ELA SBAC, compared with 28% of students overall. Gaps were smaller in Math, where 11% of English Learners and 13% of Students with Disabilities met or exceeded standards on SBAC, compared to 19% of students overall.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

An increase in intervention services when the academic model changed mid-year lead to increased expenditures in Action 1k, related to RTI services.

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

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

- **Continued Grade-Level Math and Reading instruction for all Students** — We will continue to provide all students, regardless of current achievement levels, with grade-level instruction in Math and ELA, utilizing grade-level and CCSS-aligned base curriculum in all grade levels, with the addition of grade-level Reading Foundations curriculum in K-2 through the EL Skills Block (Action 1b).
- **Implementation of Modified 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 1k)
- **Strengthened Use of Data** — In 2018-19, we piloted the use of Interim Assessments in ELA and Math, and in 2019-20, we will expand this work to identify student progress towards standard mastery and plan for re-teaching of standards where students need more support. This will be supported by regular data meetings between teachers and principals to analyze data and plan next steps for instruction (Action 1j).

Following action does not continue:

- **1f. Develop and curate playlist content for Competency-Based learning ELA and Math progressions that allow students to master content at their own pace.** With our focus on ensuring all students have access to grade-level Math and ELA instruction, this action will not be continued. The use of technology to provide additional math and reading practice is included in Action 1g.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 6

Annual Measurable Outcomes

Expected

The percent of students absent more than 10% of the school days (chronic absence) will decrease by -1% annually until the goal of less than 5% is met.

The suspension rate will decrease by -1% annually until the goal of less than 4% is met, overall and within each significant subgroup.

The percent of favorable response on the Student Interactions and Attitude & Culture sections of the SCAI will increase by 1% annually until the goal of 70% or higher is met, overall and within each significant subgroup.

Actual

Overall — 16.4%
Low Income — 17.2%
Latino — 14.3%
African American — 22.6%
English Learners — 11.8%
Students with Disabilities — 19.1%

Overall — 6.7%
Low Income — 7.8%
Latino — 4.2%
African American — 14.3%
English Learners — 3.8%
Students with Disabilities — 11.5%

Overall — 44%
Low Income — 44%
Latino — 46%
African American — 37%
EL — 51%
SPED — 32%

Action 2a

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| 2a. Develop and provide professional development for Crew leaders in team- and relationship-building, academic progress monitoring and portfolio preparation, and character and mindset development. | Developed Crew Curriculum and provided professional development for crew leaders as part of weekly PD structure. | \$167,469 | \$174,941 |

Action 2b

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---------------------------|-------------------------------|
| 2b. Plan and execute team building trips and rituals including orientation retreats. | Planned and executed team building as a part of weekly PD and Professional Development Institutes, including an October retreat. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 2c

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---------------------------|-------------------------------|
| 2c. Develop opportunities for student leadership. | Offered opportunities for student leadership through weekly community meetings. | \$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 healthful universal breakfast. | Provided healthy universal breakfast. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 2e

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---------------------------|-------------------------------|
| 2e. Provide frequent, ongoing, and high quality physical education and health instruction. | Provided ongoing physical education through increasing amount and organization of recess in K-4 and building fitness and health into Middle School schedule. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 2f

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--|--|
| 2f. Engage outside presenters and resources to deliver high quality health and wellness education to students, families, and staff. | Outside resources supported high quality health and wellness education. | \$0; addressed through funding listed in Action 2a | \$0; addressed through funding listed in Action 2a |

Action 2g

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---------------------------|-------------------------------|
| 2g. Provide social, emotional and behavioral support utilizing the Restorative Justice model through Deans of Students at each band level. | Deans of Students used Restorative Justice framework to provide social, emotional and behavior support. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 2h

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|-----------------------|-------------------------------|
| 2h. Provide individual and group therapy through the Response to Intervention (RTI) program. | Individual and group therapy was provided through RTI program. | \$81,333 | \$90,554 |

Action 2i

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|--|--|
| 2i. Design and implement ongoing Restorative Justice training for all instructional staff to support use of RJ practices in the classroom. | Deans of Students provided Tier 1 Restorative Justice training for all staff. | \$0; addressed through funding listed in Action 2a | \$0; addressed through funding listed in Action 2a |

Action 2j

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|------------------------------|-------------------------------|
| 2j. Infuse crew curriculum and expeditions with deliberate work that fosters positive self identity and appreciation of cultures, supporting connections across cultures for students and families. | Crew curriculum and expeditions were infused with deliberate work to foster positive self-identity and appreciation of cultures, including African American history activities and a focus on forming relationships across difference during crew. | \$0; funded within Action 6a | \$0; funded within Action 6a |

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:

- **Crew Curriculum** — Crew curriculum continues to support deliberate work around student identity and relationships across difference, including specific work in targeted grade levels to support students in building positive student relationships. Weekly professional development supported staff to implement crew curriculum in an impactful manner.
- **Restorative Justice** — Continued implementation of the Restorative Justice model both within classrooms and in larger school structures.

• **Fieldwork and Service Learning** — Classrooms at all grade levels have fieldwork and service learning integrated into their core academic experiences, and crew service experiences expanded this year, with all crews participating in regular service to the school and larger community.

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** — Our suspension rate in 2018-19 dropped from 12.2% to 6.7% across K-8. Particularly of note are almost 10% drops in the suspension rate for Students with Disabilities, from 22.9% to 14.1%; and English Learners, from 12.2% to 3.8%.
- **K-4 Survey Responses** — During our Winter 2019 Student Climate Survey, taken by grades 3+, 66% of students reported that they feel they can trust most adults at the school, and an additional 31% report they have at least a few adults they feel they can talk with. Overall on this survey, positive responses to school community questions were up 4% for elementary students, which is particularly significant given that the overall enrollment at 3rd and 4th grades more than doubled.

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

- **Disproportionality in Suspension Rate** — While our overall suspension rate decreased significantly, we continue to see disproportionality in the suspension rate of African American students with a suspension rate of 14.3% compared to 6.7% overall. The suspension rate for Students with Disabilities fell from 22.9% to 11.5%, it is still almost 5% higher than the overall suspension rate.
- **Chronic Absence Rate** — The Chronic Absence rate went up significantly in 2018-19, from 8.6% to 16.4% overall.
- **Gaps for African American students** — Looking at our school culture data overall, we see gaps for African American students in both suspensions (6.7% versus 14.3%) and chronic absences (16.4% versus 22.6%). In addition, positive student survey responses for African American students were 7% lower than those of all students (37% versus 44%). This data indicates a need to specifically address ways in which we are not serving the needs of African American students as a group.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences

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

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

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5

Annual Measurable Outcomes

| Expected | Actual |
|--|--------|
| Families who actively participate in one or more of their child’s Individualized Learning Plan meetings, as measured by internal audit, will increase by 1% annually until the goal of 95% or more is met. | 98% |
| The percent of families who positively rate connection questions, as measured by the Winter Family Survey, will increase by baseline + 1% until goal of 85% or more is met. | 77% |

Action 3a

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---------------------------|-------------------------------|
| 3a. Use crew (advisory) to provide a small venue in which students are supported socially, emotionally, and academically. | Crew provided a small venue to support students socially, emotionally, and academically. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 3b

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| 3b. Teachers and Crew Leaders work with students to prepare for student led conferences and enlist family members in preparing for and participating. | Crew leaders and students met with families three times a year as a part of the Student-Led Conference structure. | \$38,201 | \$39,230 |

Action 3c

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| 3c. Provide opportunities for families to advise school through formal and informal parent leadership structures. | Crew parents provided an opportunity for families to advise school; family meetings offered opportunities to provide input on use of LCFF and Measure G funds. | \$19,074 | \$24,992 |

Action 3d

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---------------------------|-------------------------------|
| 3d. Hold twice yearly data review meetings with families around areas of school focus. | Data review meetings were held as a part of the Coffee Friday structure. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 3e

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|--|---------------------------|-------------------------------|
| 3e. Engage families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries. | Community events and learning experiences were held around African American history, math instruction, choosing a high school, and Día de los niños. | \$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. | \$6,000 | \$6,000 |

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 Lodestar. Highlights were more frequent sharing of student achievement data and high attendance at Student-Led Conference meetings, where students share their learning and progress with their families.

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

Family Partnership strengths include:

- 98% attendance at Student-Led Conferences, with all families attending at least one SLC during the year.

- Evening family events held for African American History month and Día de los Niños.
- Highest-ever participation in the Family Survey, where 94% of families reported feeling respected by their child's teachers, and 87% report knowing how their child is doing in school. In addition, the percentage of families feeling they have opportunities to influence the work of the school and that they are involved in meaningful ways went up 7% overall.

Family Partnership areas for growth include:

- While overall results on the family survey were positive, there were some drops in family experience that we noted through the survey. The total number of positive responses in relation to Family Participation question went down 7%, with the biggest drops related to staff forming trusting relationships with teachers (down 10%) and staff trying to understand family problems and concerns (down 9%).

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

No material differences

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

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

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

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Annual Measurable Outcomes

Expected

Actual

| | |
|---|-----|
| The percent of staff who are engaged as measured by the Q12 will increase by 1% annually until the goal of 75% is met. | 36% |
| The percent of staff who are satisfied with their total compensation package will increase by 1% annually until the goal of 85% is met. | 82% |

Action 4a

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|-----------------------|-------------------------------|
| 4a. Quarterly Professional Development Institutes support teachers to develop Culturally Responsive Teaching practices. | Professional Development supported teachers to develop Culturally-Responsive Teaching practices. | \$53,520 | \$60,691 |

Action 4b

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---------------------------|-------------------------------|
| 4b. Teachers are regularly observed by peers, coaching and administrators, and provided feedback to continually improve practice in the service of elevating student achievement. | Teachers were regularly observed by peers, coaches, and administrators, and provided feedback to continually improve in the service of student achievement. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 4c

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|--|---|---------------------------|-------------------------------|
| 4c. Provide Teachers with Preliminary credentials 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 had a BTSA coach to ensure they clear credential within the term of licensure. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 4d

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---------------------------|-------------------------------|
| 4d. Implement new compensation model and retention bonuses. | LCPS implemented new compensation model, including retention bonuses. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 4e

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|-----------------------|-------------------------------|
| 4e. Provide 8% matching retirement contribution | LCPS provided an 8% matching retirement contribution. | \$232,564 | \$230,499 |

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. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Goal 4 Analysis

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

Cell

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

Implementation of Goal 4 Actions was strong, with highlights including quarterly All-Staff Professional Development around Diversity, Equity and Inclusion and regular observation and feedback.

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

Strengths in Staff Engagement include:

- 85% of staff say their supervisor cares about them as a person.
- * 89% of staff say the mission of LCPS makes them feel their jobs are important.

Areas for Growth in Staff Engagement include:

- Overall drop in staff engagement to 36% from 54% last spring. Questions with a significant drop in positive responses included: “In the last 6 months someone at work has talked to me about my progress,” which dropped 28% to 55% positive responses; “This last year, I have had the opportunity at work to learn and grow,” which dropped 19% to 66%, and “My associates or fellow employees are committed to doing quality work,” which dropped 15% to 85%.

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 4g)

Goal 5

Goal 5: LCPS 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

The percent of students who positively rate their voice in school decision-making and/or opportunity for feedback, as measured by student survey, will increase by 1% each year until the target of 75% is met.

Actual

Overall — 38%
 Low Income — 39%
 EL — 49%
 Latino — 38%
 African American — 36%
 (SCAI is given to students in 3rd grade and above)

Action 5a

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---------------------------|-------------------------------|
| 5a. Set character goals with students, reflect on goals regularly, and discuss progress towards goals at Student-Led conferences. | Students set character goals related to Habits of Work and Learning Targets, reflected on them regularly, and discussed progress during Student-Led conferences. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 5b

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---------------------------|-------------------------------|
| 5b. Support students with college and career readiness via the crew curriculum grades K-12. | Crew curriculum supported students with college and career readiness, focusing on career interests in Quarter 2 and College and Career research and reflections during Quarter 3. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 5c

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

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|---------------------------|-------------------------------|
| 5c. Visit colleges in an age-based developmental progression. | Students at different grade levels visited colleges in an age-based developmental progression, including kindergarten student attendance at Cal Day as part of the K to College Oakland Promise partnership, and middle school spring visits to colleges. | \$0; funded within Goal 6 | \$0; funded within Goal 6 |

Action 5d

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|--|---------------------------|-------------------------------|
| 5d. Cultivate partnerships with local organizations and individuals and connect to resources in order to support college readiness. | K to College partnership with Oakland Promise connected students and families to resources to support college readiness. | \$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.

Implementation of Actions related to Goal 5 continued to be strong. Crew curriculum continues to attend to character development and the setting and achievement of character goals, on both a daily basis through crew and a quarterly basis at Student-Led Conferences. Students researched colleges in their crews, reporting out on careers and colleges they were interested in, and both elementary and middle school students visited colleges.

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

While the responses to Voice questions declined slightly this year, we continue to not see differences by ethnicity or family income.

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.

No changes in 2019-20.

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Annual Measurable Outcomes

Expected

Actual

Lodestar acquires and maintains a sound facility.

Met

Lodestar is fully staffed by the beginning of the 2017-18 school year.

Met

Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis.

Met

Action 6a

| 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. | Lodestar hired and developed a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP. | \$2,741,209 | \$2,628,312 |

Action 6b

| Planned Actions/Services | Actual Actions/Services | Budgeted Expenditures | Estimated Actual Expenditures |
|---|---|--------------------------|----------------------------------|
| 6b. Acquire and maintain non-classroom-based books, materials and supplies necessary to support strong school operations. | Lodestar acquired and maintained non-classroom based books, materials and supplies necessary to support strong school operations. | \$524,254 | \$472,247 |

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. | LCPS provided coherent operational services to facilitate smooth operations for the school site, including business, legal, human resources, janitorial, student safety, transportation and contract support. | \$2,292,285 | \$2,379,055 |

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 5a | \$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.

No material differences

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

No changes for 2019-20.

Stakeholder Engagement

LCAP Year: 2019-20

Involvement Process for LCAP and Annual Update

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

Staff Engagement:

- **Instructional Leadership Team** — Lodestar holds regular Instructional Leadership Team meetings that inform decision-making and processes at the school. The ILT consists of principals, Deans, and teacher leaders. Agendas are shared in advance with staff, and meetings are open for anyone to attend. The ILT examines data and gives input on school plans and processes. This year, the ILT advised school administration on shifts in program model, implementation of LCAP actions from previous years and changes for next year, and professional development needs. Meetings were held 8/27/18, 9/10/18, 10/16/18, 11/5/18, 12/3/18, 12/17/18, 1/14/19, 2/11/19, 2/25/19, 3/11/19, 3/25/19, 4/22/19, 5/6/19, 5/20/19, and 6/3/19.
- **State of the School** — Each quarter, Lodestar holds a meeting with all staff that shares current data and progress toward goals, and engages staff in thinking about next steps. This year, meetings were held 10/23/18, 1/30/19, 4/9/19.
- **CEO Office Hours** — The LCPS CEO holds office hours with staff, who can come to discuss any concerns or ideas they have related to the school. Office Hours were held at Lodestar 11/1/18, 2/20/19, and 3/28/19.

Students

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

Family Engagement:

- **Family Survey** — Our annual family survey was administered to families in January 2019. It allows parents to give feedback on their experience at the school, including questions around Connection, Culture, Voice, Family Partnership, and a comment section.
- **Family Meetings** — Two meetings were held this year around LCAP engagement. Meetings focused on how LCFF and the LCAP work, school goals and data, and input into this year's LCAP. Meetings were held 2/15/19 and 4/27/19.
- **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.

Impact on LCAP and Annual Update

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

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

- **Continuation of curriculum roll-out and professional development** — Teachers involved in the ELA curriculum work this year expressed interest in continuing the work and building toward more alignment. In addition, teachers in other subject areas expressed a desire to do the same kind of work. Families also indicated that they thought curriculum was an important aspect, along with professional development for teachers to ensure instruction is appropriately rigorous. As a result, we will be rolling out summer Curriculum Institute and quarterly course group meetings to Math and Reading teachers as well.
- **Multi-Tiered Systems of Support** — Ensuring that we are meeting the needs of all students, and providing interventions when necessary, continues to be a concern raised by staff and families. This is reflected in our restructure of MTSS, including more support for managing these systems to ensure they are effective. In particular, parents indicated a desire for interventions to support students with special needs, a component of MTSS.
- **Parent Leadership and Voice** — Families expressed appreciation for LCAP involvement, and requested more opportunities for parents to contribute to school goals. This is represented in State of the School meetings in our LCAP, as well as other parent involvement activities.

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Unchanged

Goal 1

Goal 1: Lodestar Students are academically proficient.

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

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 7

Identified Need:

In order to achieve our mission of preparing a diverse student population for college and the career of their choice, Lodestar students must meet standards of academic proficiency.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|-----------------------|--|---|--------------------|
| The percent of students scoring level 3 or level 4 on the ELA portion | 6 th Grade | 3 rd , 6 th , and 7 th grades | 3 rd , 4 th , and 6 th –8 th grades | [Add outcome here] |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|---|---|---|--------------------|
| of the SBAC will grow by 1% annually until the goal of 75% or greater is met, overall and in all statistically significant subgroups. | Overall – 30% Low Income — 23% Latino — 23% English Learners — 0% | Overall — 33% Low Income — 27% Latino — 33% African American — 34% English Learners —12% | Overall — 28% Low Income — 25% Latino — 30% African American — 23% English Learners —9% Students with Disabilities — 16% | |
| The percent of students scoring level 3 or level 4 on the Math portion of the SBAC will grow by 1% annually until the goal of 75% or greater is met, overall and in all statistically significant subgroups. | 6 th Grade Overall – 11% Low Income — 10% Latino — 11% English Learners — 0% | 3 rd , 6 th , and 7 th grades Overall — 17% Low Income — 16% Latino — 17% African American — 18% English Learners — 10% | 3 rd , 4 th , and 6 th –8 th grades Overall — 19% Low Income — 20% Latino — 21% African American — 13% English Learners —11% Students with Disabilities — 13% | [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. | 2017-18 will be baseline | Overall — 50% Low Income — 45% Latino — 50% African American — 52% English Learners — 39% Students with Disabilities — 30% | Overall — 57% Low Income — 54% Latino — 58% African American — 54% English Learners — 45% Students with Disabilities — 40% | [Add outcome here] |
| The percent of students who are | 2017-18 will be baseline | Overall — 41% Low Income — 38% | Overall — 55% Low Income — 51% | |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--|----------|--|--|---------|
| 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. | | Latino — 41% African American — 36% English Learners — 36% Students with Disabilities — 17% | Latino — 53% African American — 56% English Learners — 44% Students with Disabilities — 41% | |
| The percent of English Learners making annual progress in English Fluency will grow by 1.5% annually until the goal of 75% or higher is met. | n/a | This goal is on hold with the change to the ELPAC. | Information pending as we wait for ELPAC scores | |

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

Modified

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. Ensure all students have access to and meet A-G requirements.

2018-19 Actions/Services

1a. Develop plan for high school, to launch in 2019-20, that ensures all students have access to and meet A-g requirements

2019-20 Actions/Services

1a. Develop plan for high school, to launch in 2020-21, that ensures all students have access to and meet A-G requirements

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 1b

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, Foster Youth, 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

Modified

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

Unchanged

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

1b. Utilize grade-level and standards-aligned ELA and math curricula in all classrooms.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | \$0; funded within Goal 6 | \$0; funded within Goal 6 | \$136,680 |
| 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. Align and leverage data management systems to track student progress toward proficiency in relation to growth targets.

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

1c. 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 | 15,181 | 20,747 | 13,871 |
| 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)

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

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

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

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

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$0; funded within Goal 6 | \$0; funded within Goal 6 | \$106,000 |
| 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 |

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)

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

| | | |
|----------|----------|-----|
| Modified | Modified | n/a |
|----------|----------|-----|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|---|--|
| 1e. Identify and use a learning management system to manage individual playlists, schedules, and learning modalities for each student. | 1e. Continue to develop and utilize a learning management system to manage individual playlists, schedules, and learning modalities for each student. | 1e. Develop individual student schedules that allow for grade-level ELA and math instruction, high quality learning expeditions, and targeted 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 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 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)

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

| | | |
|----------|-----------|----------|
| Modified | Unchanged | Modified |
|----------|-----------|----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|--|--|
| 1f. Develop and curate playlist content for Competency-based Learning ELA and Math progressions that allow students to master content at their own pace. | 1f. Develop and curate playlist content for Competency-based Learning ELA and Math progressions that allow students to master content at their own pace. | 1f. Action does not continue in 2019-20. |
|--|--|--|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---------|
| Amount | \$0; funded within Goal 6 | \$0; funded within Goal 6 | n/a |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | n/a |
| Budget Reference | 4000-4999 Books & Supplies | 4000-4999 Books & Supplies | n/a |

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)

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

| | | |
|----------|-----------|----------|
| Modified | Unchanged | Modified |
|----------|-----------|----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|---|---|--|
| 1g. Leverage technology to support a Competency-based Learning program. | 1g. Leverage technology to support a Competency-based Learning program. | 1g. Leverage technology to provide additional student math and reading 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 | 4000-4999 Books & Supplies | 4000-4999 Books & Supplies | 4000-4999 Books & Supplies |

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)

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

| | | |
|----------|-----------|-----------|
| Modified | Unchanged | Unchanged |
|----------|-----------|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|---|---|
| 1h. Develop and teach learning expeditions that integrate ELA, making, and the arts with content, allowing students to learn deeply for authentic reasons. | 1h. Develop and teach learning expeditions that integrate ELA, making, and the arts with science and social studies content, allowing students to learn deeply for authentic reasons. | 1h. Develop and teach learning expeditions that integrate ELA, making, and the arts with science and social studies content, allowing students to learn deeply for authentic reasons. |
|--|---|---|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | 118,374 | 121,334 | 139,069 |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | Title IV, Part A LCFF Base, Categorical, & Other State Revenue |
| Budget Reference | 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)

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

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

2018-19 Actions/Services

1i. Use a benchmark assessment system to allow students to demonstrate subject-area mastery, aligned to CCSS, at their optimal pace.

2019-20 Actions/Services

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

Modified

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

Unchanged

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

Modified

2017-18 Actions/Services

1j. Assess students using performance tasks and interim assessments.

2018-19 Actions/Services

1j. Assess students using performance tasks and interim assessments.

2019-20 Actions/Services

1j. Implement interim assessments and biweekly data meetings to assess student mastery of CCSS in ELA and Math.

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 |
|------------------|----------------------------|----------------------------|----------------------------|
| Budget Reference | State Revenue | State Revenue | State Revenue |
| | 4000-4999 Books & Supplies | 4000-4999 Books & Supplies | 4000-4999 Books & Supplies |

Action 1k

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|--|---|--|
| 1k. Implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income | 1k. Implement and refine Response to Intervention (RTI) program to identify and serve all students with Tier 1, 2, and 3 academic and social-emotional interventions (including supporting students to close gaps with peers, services under 504 plans and IEPs, services for ELLs, services for Foster Youth, and services for students from low-income families). | 1k. Roll-out modified MTSS structures in order to identify students in need of additional academic supports. |

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

families).

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | 161,406 | 175,680 | 265,113 |
| 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 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)

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified

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

Unchanged

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

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

1I. Partner with EL Education to support teachers in implementing cross-cutting practices.

2018-19 Actions/Services

1I. Partner with EL Education to support teachers in implementing cross-cutting practices.

2019-20 Actions/Services

1I. Quarterly Professional Development Institutes support teachers to develop 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 | 5000-5999 Services & Operating Expenses | 5000-5999 Services & Operating Expenses | 5000-5999 Services & Operating Expenses |

Action 1m

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

Scope of Services:

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

Unduplicated Student Groups

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

1m. Provide Designated ELD instruction targeted to proficiency levels, aligned to the new ELD standards, and designed to move them toward English proficiency.

2019-20 Actions/Services

1m. Provide Designated ELD instruction targeted to proficiency levels, aligned to the ELD standards, and designed to move students toward English proficiency.

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 1n

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

Students to be Served:

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

English Learners

Scope of Services:

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

Unduplicated Student Groups

Location(s):

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

K-5

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

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

1n. Use Spanish crew to develop Spanish literacy and academic vocabulary for native Spanish-speakers

1n. Use Spanish crew to develop Spanish literacy and academic vocabulary for native Spanish-speakers.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | \$0; funded within Goal 6 | \$0; funded within Goal 6 | \$6,000 |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | Title III, 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 10

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

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 | Unduplicated Student Groups | 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

| | | |
|---|---|--|
| 1o. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification. | 1o. Identify, adopt, socialize and use growth targets for English Language Proficiency that lead to reclassification. | 1o. Use growth targets for English Language Proficiency that lead to reclassification. |
|---|---|--|

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 1p

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 | Unduplicated Student Groups | All Schools |

Actions/Services

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|--|---|
| 1p. Provide professional development for teachers on supporting English Learners. | 1p. Provide professional development for teachers on understanding ELPAC scores. | 1p. Provide professional development for teachers on understanding ELPAC scores and ELPAC growth. |

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 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)

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

1q. Develop and implement portfolio assessment system.

2018-19 Actions/Services

1q. Develop and implement portfolio assessment system.

2019-20 Actions/Services

1q. Develop and implement portfolio assessment system.

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 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)

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Modified

2017-18 Actions/Services

1r. Assess and track portfolios and passages on a High Quality Work rubric to inform student progress and instruction.

2018-19 Actions/Services

1r. Assess and track portfolios and passages on a High Quality Work rubric to inform student progress and instruction.

2019-20 Actions/Services

1r. Align passage structures to Graduate Profile.

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 |

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

Action 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)

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Modified

2017-18 Actions/Services

1s. Train and coach teachers in designing curriculum that includes or culminates in High Quality Work.

2018-19 Actions/Services

1s. Train and coach teachers in designing curriculum that includes or culminates in High Quality Work.

2019-20 Actions/Services

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

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 5000-5999 Professional Development | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 5000-5999 Professional Development | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 5000-5999 Professional Development |

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)

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

1t. Deliver Learning Expeditions that include or culminate in authentic products delivered to authentic audiences.

2018-19 Actions/Services

1t. Deliver Learning Expeditions that include or culminate in authentic products delivered to authentic audiences.

2019-20 Actions/Services

1t. Included in Action 1h

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 1u

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

1u. Cultivate partnerships with local organizations and individuals and connect to resources in order to support, mentorships, apprenticeships, fieldwork,

2018-19 Actions/Services

1u. Cultivate partnerships with local organizations and individuals and connect to resources in order to support, mentorships, apprenticeships, fieldwork,

2019-20 Actions/Services

1u. Cultivate partnerships with local organizations and individuals to support fieldwork, local experts, and service projects.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

and service.

and service.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | 18,217 | 19,239 | 19,000 |
| 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 |

Action 1v

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

Actions/Services

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

n/a

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

n/a

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a

n/a

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

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|--|
| Amount | N/A | N/A | \$78,631 |
| Source | N/A | N/A | Title I, Part A |
| Budget Reference | N/A | N/A | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits |

Action 1w

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

Students to be Served:

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

Students with Disabilities

Location(s):

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

All Schools

Actions/Services

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

n/a

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

n/a

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

n/a

n/a

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

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|---------|--|
| Amount | N/A | N/A | \$0; funded 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 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: 5, 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 students absent more than 10% of the school days (chronic absence) will decrease by -1% annually until the goal of less than 5% is met. | Overall – 13% Low Income – 15% EL – 13% Latino – 9% African American–23% | Overall – 8.6% Low Income – 10.4% EL – 6.3% Latino – 6.2% African American– 15.2% | Overall – 16.4% Low Income – 17.2% EL – 11.8% Latino – 14.3% African American– 22.6% SPED – 19.1% | [Add outcome here] |
| The suspension rate will decrease by -1% annually until the goal of less than 4% is met, overall and within each significant subgroup. | Overall – 3.7% Low Income – 4.3% EL – 4.2% Latino – 4% African American – 5.9% SPED – 25% | Overall – 12.2% Low Income – 12.7% EL – 12.2% Latino – 11.5% African American– 14.0% SPED – 22.9% | Overall – 6.7% Low Income – 7.8% EL – 3.8% Latino – 4.2% African American –14.3% SPED – 11.5% | [Add outcome here] |
| The percent of favorable responses on the | 6 th Grade Students: Overall – 48% | 3 rd , 6 th and 7 th Graders: Overall – 48% Low Income – 50% | 3 rd , 4 th , and 6 th –8 th : Overall — 44% Low Income — 44% | [Add outcome here] |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|---|--|---------|
| Student Interactions and Attitude & Culture sections of the SCAI will increase by 1% annually until the goal of 70% or higher is met, overall and within each significant subgroup. | Low Income – 51% Latino – 49% (SCAI is given to students in 3 rd grade and above) | EL – 49% Latino – 48% African American– 45% SPED – 45% (SCAI is given to students in 3 rd grade and above) | Latino — 46% African American — 37% EL — 51% SPED — 32% (SCAI is given to students in 3 rd grade and above) | |

Planned Actions / Services

Complete a copy of the following table for each of the LEA’s Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 2a

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

Students to be Served:

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

All

Location(s):

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

All Students

Actions/Services

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

Modified

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

Unchanged

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

Modified

2017-18 Actions/Services

2a. Develop and provide professional development for Crew leaders in team- and relationship-building, academic progress monitoring and portfolio preparation, and character and mindset development.

2018-19 Actions/Services

2a. Develop and provide professional development for Crew leaders in team- and relationship-building, academic progress monitoring and portfolio preparation, and character and mindset development.

2019-20 Actions/Services

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

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | 137,430 | 167,469 | 141,375 |
| 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 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 Students

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

Unchanged

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2b. Plan and execute team building trips and rituals including orientation retreats.

2b. Plan and execute team building trips and rituals including orientation retreats.

2b. Incorporate community fieldwork and services learning into the curriculum.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|--|--|--|
| Amount | \$0; embedded within Action 2a | \$0; embedded within Action 2a | \$0; embedded within Action 2a |
| 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 Students

Actions/Services

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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

2c. Use student government structures to support student empowerment and engagement.

2018-19 Actions/Services

2c. Develop opportunities for student leadership.

2019-20 Actions/Services

2c. Develop opportunities for student leadership.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|--|--|--|
| Amount | \$0; embedded within Action 2a | \$0; embedded within Action 2a | \$0; embedded within Action 2a |
| 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 Students

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2d. Provide healthful universal breakfast.

2018-19 Actions/Services

2d. Provide healthful universal breakfast.

2019-20 Actions/Services

2d. Provide healthful universal breakfast.

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 | National School Lunch Program; State and Federal Funding | National School Lunch Program; State and Federal Funding | National School Lunch Program; State and Federal Funding |
| 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 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 Students

Actions/Services

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

Modified

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

Unchanged

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

New

2017-18 Actions/Services

2e. Provide frequent, ongoing, and high quality physical education and health instruction.

2018-19 Actions/Services

2e. Provide frequent, ongoing, and high quality physical education and health instruction.

2019-20 Actions/Services

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

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 | 1000-1999 Certificated Staff | 1000-1999 Certificated Staff | 1000-1999 Certificated Staff |

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

Action 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 Students

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2f. Engage outside presenters and resources to deliver high quality health and wellness education to students, families, and staff.

2018-19 Actions/Services

2f. Engage outside presenters and resources to deliver high quality health and wellness education to students, families, and staff.

2019-20 Actions/Services

2f. Action does not continue.

Budgeted Expenditures

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

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---------|
| Amount | \$0; funded within Goal 6 | \$0; funded within Goal 6 | N/A |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | N/A |
| Budget Reference | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 5000-5999 External Partnerships | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 5000-5999 External Partnerships | N/A |

Action 2g

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

2g. Provide wrap-around social-emotional support to students through case managers who support relationships

2018-19 Actions/Services

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

2019-20 Actions/Services

2g. Utilize a Restorative Justice model to provide social, emotional and academic support through Deans of Students.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

among students, families, and staff.

at each band level.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|--|--|--|
| Amount | \$35,000 | \$0; addressed through funding listed in Action 2a | \$0; addressed through funding listed in Action 2a |
| 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 2h

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

2017-18 Actions/Services

2h. School Counselors provide individual and group therapy through the Response to Intervention (RTI) program.

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|---------------|---|---|---|
| Amount | 66,744 | 81,333 | 92,613 |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue |
| Budget | 5000-5999 Services & Operating | 5000-5999 Services & Operating | 5000-5999 Services & Operating |

| Year | 2017-18 | 2018-19 | 2019-20 |
|-----------|----------|----------|----------|
| Reference | Expenses | Expenses | Expenses |

Action 2i

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

| Students to be Served: | Location(s): |
|---|---|
| (Select from All, Students with Disabilities, or Specific Student Groups) | (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 |
|---|---|---|
| Modified | Modified | Modified |

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|--|--|
| 2i. Utilize a Restorative Practice for behavior management. | 2i. Design and implement ongoing Restorative Justice training for all instructional staff to support use of RJ practices in the classroom. | 2i. Train all teachers in the use of Restorative Justice practices in the classroom. |

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---------------------------------------|---------------------------------------|---------------------------------------|
| Amount | \$0; addressed through funding listed | \$0; addressed through funding listed | \$0; addressed through funding listed |

| Year | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|--|--|--|
| | in Action 2a | in Action 2a | in Action 2a |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue |
| Budget Reference | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits |

Action 2j

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

Students to be Served:

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

All

Location(s):

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

All Schools

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)

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

2j. Infuse crew curriculum and expeditions with deliberate work that fosters positive self identity and appreciation of cultures, supporting connections across cultures for students and families.

2j. Infuse crew curriculum and expeditions with deliberate work that fosters positive self identity and appreciation of cultures, supporting connections across cultures for students and families.

2j. 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 | \$0; funded within Action 6a | \$0; funded within Action 6a | \$0; funded within Action 6a |
| 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 2k

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

Students to be Served:

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

Scope of Services:

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

Location(s):

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

Students to be Served:

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

English Learners, Foster Youth, 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

Modified

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

Unchanged

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

New

2017-18 Actions/Services

2j. Infuse crew curriculum and expeditions with deliberate work that fosters positive self identity and appreciation of cultures, supporting connections across cultures for students and families.

2018-19 Actions/Services

2j. Infuse crew curriculum and expeditions with deliberate work that fosters positive self identity and appreciation of cultures, supporting connections across cultures for students and families.

2019-20 Actions/Services

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

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|-------------------------|--|--|--|
| Amount | \$0; funded within Action 6a | \$0; funded within Action 6a | \$0; funded within Action 1k |
| 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 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 4, 5

Identified Need:

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

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|----------|---------|---------|--------------------|
| Families who actively participate in one or more of their child's Individualized Learning Plan meetings, as measured by | 99.6% | 97% | 98% | [Add outcome here] |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--------------------------|---------|---------|--------------------|
| internal audit, will increase by 1% annually until the goal of 95% or more is met. | | | | |
| The percent of families who positively rate connection questions, as measured by the Winter Family Survey, will increase by baseline + 1% until goal of 85% or more is met. | 2017-18 will be baseline | 81% | 77% | [Add outcome here] |

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 3a

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

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

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

Modified

Unchanged

Unchanged

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

3a. Use crew (advisory) to provide a small venue in which students are supported socially, emotionally, and academically.

3a. Use crew (advisory) to provide a small venue in which students are supported socially, emotionally, and academically.

3a. Use crew to provide a small venue in which students are supported socially, emotionally, and academically. (same as 2a)

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 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)

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Modified

2017-18 Actions/Services

3b. Teachers and Crew Leaders work with students to prepare for student led conferences and enlist family members in preparing for and participating.

2018-19 Actions/Services

3b. Teachers and Crew Leaders work with students to prepare for student led conferences and enlist family members in preparing for and participating.

2019-20 Actions/Services

3b. 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 | 31,349 | 38,201 | 45,193 |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue |
| Budget Reference | 1000-1999 Crew Leaders 3000-3999 Benefits | 1000-1999 Crew Leaders 3000-3999 Benefits | 1000-1999 Crew Leaders 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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

3c. Provide opportunities for families to advise school through formal and informal parent leadership structures.

2018-19 Actions/Services

3c. Provide opportunities for families to advise school through formal and informal parent leadership structures.

2019-20 Actions/Services

3c. Provide opportunities for families to advise school through formal and informal parent leadership structures.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---|---|--------------------------|
| Amount | 15,653 | 19,074 | 60,671 |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | Title I, Part A |
| Budget | 2000-2999 Family Liaison | 2000-2999 Family Liaison | 2000-2999 Family Liaison |

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

Action 3d

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

| | |
|--|--|
| <u>Students to be Served:</u> (Select from All, Students with Disabilities, or Specific Student Groups) | <u>Location(s):</u> (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 |
| Modified | New | Unchanged |

| | | |
|--|--|---|
| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
| 3d. Engage families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries. | 3d. Hold twice yearly data review meetings with families around areas of school focus. | 3d. Hold twice yearly “State of the School” meetings with families around areas of school focus to share and get input. |

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 |

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

Action 3e

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

Students to be Served:

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

Location(s):

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

All

All Schools

Actions/Services

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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

3e. Host community events, including back to school nights and celebrations of learning.

2018-19 Actions/Services

3e. Engage families in community events and capacity-building learning experiences built around parent interests, assets, and inquiries.

2019-20 Actions/Services

3e. Hold parent learning events around parent interest, need, and school goals.

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 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)

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 | New | Unchanged |
|-----|-----|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|-----|---|---|
| n/a | 3f. Provide Spanish translation at all parent meetings and Student-Led conferences. | 3f. Provide Spanish translation at all parent meetings and Student-Led conferences as needed. |
|-----|---|---|

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|--|
| Amount | N/A | 6,000 | 20,000 |
| Source | N/A | LCFF Base, Categorical, & Other State Revenue | Title III, Part A |
| Budget Reference | N/A | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits |

Action 3g

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

3g. Utilize family portal to better keep families informed of student progress and

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

school events.

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 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 6

Identified Need:

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

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--------------------------|---------|---------|--------------------|
| The percent of staff who are engaged as measured by the Q12 will increase by 1% annually until the goal of 75% is met. | 2017-18 will be baseline | 71% | 36% | [Add outcome here] |
| The percent of staff who are satisfied with their total compensation package will increase by 1% annually until the goal of 85% is met. | 2017-18 will be baseline | 82% | 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 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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

4a. Support professional development through PLCs, quarterly week-long Professional Development Institutes, stipended work days, and external professional development.

2018-19 Actions/Services

4a. Quarterly Professional Development Institutes support teachers to develop Culturally Responsive Teaching practices.

2019-20 Actions/Services

4a. Quarterly Professional Development Institutes support teachers to develop EL Core Practices. (same as 1I)

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 43,920 | 53,520 | 65,661 |
| 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 Teaching Staff 3000-3999 Benefits | 1000-1999 Certificated Teaching Staff 3000-3999 Benefits | 1000-1999 Certificated Teaching 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

Modified

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

Modified

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

Modified

2017-18 Actions/Services

4b. Peers, coaches, and Assistant Principals regularly observe and coach teachers and provide feedback to continually improve practice in the service of elevating student achievement.

2018-19 Actions/Services

4b. Teachers are regularly observed by peers, coaching and administrators, and provided feedback to continually improve practice in the service of elevating student achievement.

2019-20 Actions/Services

4b. Teachers are regularly observed and provided feedback to continually improve practice.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---|---|---|
| Amount | \$0; funded within Goal 6 | \$0; funded within Goal 6 | \$0; funded within Action1k |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue |
| Budget | 1000-1999 Certificated Administrators | 1000-1999 Certificated Administrators | 1000-1999 Certificated Administrators |

| | | | |
|-----------|--------------------|--------------------|--------------------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Reference | 3000-3999 Benefits | 3000-3999 Benefits | 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)

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

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

| | | | |
|------------------|---|---|---|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue |
| Budget Reference | 5000-5999 Services & Operating Expenses | 5000-5999 Services & Operating Expenses | 5000-5999 Services & Operating Expenses |

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)

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

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

4d. Implement new compensation model and retention bonuses.

2019-20 Actions/Services

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

Budgeted Expenditures

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

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|--|
| Amount | N/A | \$0; funded within Goal 6 | \$0; funded within Goal 6 |
| Source | N/A | LCFF Base, Categorical, & Other State Revenue & Oakland Measure G1 | LCFF Base, Categorical, & Other State Revenue & Oakland Measure G1 |
| Budget Reference | N/A | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits | 1000-1999 Certificated Staff 2000-2999 Classified Staff 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

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

4e. Provide 8% matching retirement contribution

2019-20 Actions/Services

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

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---------|--|--|
| Amount | N/A | 232,564 | 273,787 |
| Source | N/A | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue |
| Budget Reference | N/A | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits | 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits |

Action 4f

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

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

4f. Seat Diversity, Equity and Inclusion Advisory Group to support DEI practices across the organization.

2019-20 Actions/Services

4f. Support Diversity, Equity and Inclusion work through quarterly Professional 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 | 5000-5999 Services & Operating Expenses | 5000-5999 Services & Operating Expenses | 5000-5999 Services & Operating Expenses |

Action 4f

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

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

n/a

2019-20 Actions/Services

4g. Review and refine Teacher Growth and Development framework.

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 G1 |
| 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

Goal 5

Goal 5: LCPS 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

Identified Need:

Success in college and career is not only a matter of academic preparation, but also developing the mindsets needed to persevere and the agency to take ownership for one’s own learning.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|--|--|---|--------------------|
| The percent of students who positively rate their voice in school decision-making and/or opportunity for feedback, as measured by student survey, will increase by 1% each year until the target of 75% is met. | Overall – 35% Low Income – 40% Latino – 36% (SCAI is given to students in 3 rd grade and above, so our baseline only included 6 th graders) | Overall – 41% Low Income – 40% EL – 36% Latino – 41% African American– 37% (SCAI is given to students in 3 rd grade and above) | Overall — 38% Low Income — 39% EL — 49% Latino — 38% African American — 36% (SCAI is given to students in 3 rd grade and above) | [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

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

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

Modified

Modified

Modified

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

5a. Develop a curriculum progression and rubrics to teach and assess performance character, relational character, and mindsets for agency.

5a. Set character goals with students, reflect on goals regularly, and discuss progress towards goals at Student-Led conferences.

5a. Use HOWL (Habits of Work and Learning) Targets to promote student 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 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)

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

| | | |
|----------|----------|-----------|
| Modified | Modified | Unchanged |
|----------|----------|-----------|

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

| | | |
|--|---|---|
| 5b. Support students with college and career readiness via the crew curriculum in grades K-12, with a focus on selecting and applying to colleges in grades 9-12 with support from a college guidance counselor. | 5b. Support students with college and career readiness via the crew curriculum grades K-12. | 5b. Support students with college and career readiness via the crew curriculum grades K-12. |
|--|---|---|

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 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

Modified

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

Modified

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

Unchanged

2017-18 Actions/Services

5c. Have students visit colleges, locally and nationwide in an age-based developmental progression.

2018-19 Actions/Services

5c. Visit colleges in an age-based developmental progression.

2019-20 Actions/Services

5c. Visit colleges in an age-based developmental progression.

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 | 5000-5999 Services & Operating Expenses | 5000-5999 Services & Operating Expenses | 5000-5999 Services & Operating Expenses |

Action 5d

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

Students to be Served:

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

All

Location(s):

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

All Schools

Actions/Services

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

Modified

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

Unchanged

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

Unchanged

2017-18 Actions/Services

5d. Cultivate partnerships with local organizations and individuals and connect to resources in order to support college readiness.

2018-19 Actions/Services

5d. Cultivate partnerships with local organizations and individuals and connect to resources in order to support college readiness.

2019-20 Actions/Services

5d. Cultivate partnerships with local organizations and individuals and connect to resources in order to support college readiness.

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 | 5000-5999 Services & Operating | 5000-5999 Services & Operating | 5000-5999 Services & Operating |

| | | | |
|-----------|----------|----------|----------|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Reference | Expenses | Expenses | Expenses |

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

Unchanged Goal

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: 1

Identified Need:

In order to serve students and families, we also need to run an operationally-sound organization with the systems and resources necessary to run a school.

Expected Annual Measurable Outcomes

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|----------|---------|---------|--------------------|
| Lodestar acquires and maintains a sound facility. | Met | Met | Met | [Add outcome here] |
| Lodestar is fully staffed by the beginning of the | Met | Met | Met | [Add outcome here] |

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|---|----------|---------|---------|--------------------|
| 2017-18 school year. | | | | |
| 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

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

6a. Hire and develop a certificated and classified staff to support implementation

2018-19 Actions/Services

6a. Hire and develop a certificated and classified staff to support implementation of

2019-20 Actions/Services

6a. Hire and develop a certificated and classified staff to support implementation

2017-18 Actions/Services

of the goals and actions as detailed in the LCAP.

2018-19 Actions/Services

the goals and actions as detailed in the LCAP.

2019-20 Actions/Services

of the goals and actions as detailed in the LCAP.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|--|--|--|
| Amount | 1,834,882 | 2,741,209 | 2,987,522 |
| 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

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

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

2018-19 Actions/Services

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

2019-20 Actions/Services

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

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|------------------|---|---|---|
| Amount | 331,668 | 524,254 | 335,431 |
| 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

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

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.

2018-19 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.

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.

Budgeted Expenditures

| Year | 2017-18 | 2018-19 | 2019-20 |
|--------|---|---|---|
| Amount | 1,213,692 | 2,292,285 | 2,747,360 |
| 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 | 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:

| <u>Students to be Served:</u> (Select from All, Students with Disabilities, or Specific Student Groups) | <u>Location(s):</u> (Select from All Schools, Specific Schools, and/or Specific Grade Spans): |
|--|--|
| All | All Schools |

Actions/Services

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

| 2017-18 Actions/Services | 2018-19 Actions/Services | 2019-20 Actions/Services |
|---|---|---|
| 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 |

| | | | |
|------------------|--|--|--|
| Year | 2017-18 | 2018-19 | 2019-20 |
| Source | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue | LCFF Base, Categorical, & Other State Revenue |
| Budget Reference | 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 Schools

Actions/Services

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

New

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

Unchanged

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

Unchanged

2017-18 Actions/Services

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

Budgeted Expenditures

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

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

\$ 191,000

20%

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, Lodestar has utilized supplemental and concentration dollars in a school-wide manner, with expenditures focused on improving instruction for all students, including student subgroups.

The majority of our increased supplemental and concentration dollars for 2019-20 are because of the increased number of students as we add a 5th grade to the school. As a result, the majority of our supplemental and concentration

In 2019-20, Lodestar will use LCFF Supplemental and Concentration grand funds in the following ways:

- **1.0 FTE Math and Reading Intervention in K-2** — A .5 Reading Interventionist and .5 Math interventionist will support students identified as needing Tier II supports through MTSS. **(Action 1d)**
- **1.0 FTE Intervention Aide for Middle School** — The Intervention Aide will provide small group instruction to support students identified as needing Tier II supports through MTSS. **(Action 1d)**
- **1.0 FTE 5th grade Math and Expedition Teachers** — As Lodestar grows into a full K-8 school, the addition of 5th grade Math and Expedition teachers will ensure that all students receive grade-level, CCSS-aligned, instruction in alignment with Goal 1. **(Action 6a)**
- **.5 FTE K-5 AP Role and .25 FTE 6-8 AP Role** — Assistant Principals will manage MTSS across academics, social-emotional, and behavioral aspects in order to provide targeted oversight and support for intervention processes to improve student access to and the

efficacy of Tier II supports. This increased capacity will help us close gaps for our unduplicated student groups in particular by closing gaps for our low income students and English Learners. **(Actions 1d, 1k, 2g, 2j)**

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

- A. Statewide assessments;
- B. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;

- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. A broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(A) enrolled less than 31 days

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

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

(i) are enrolled in a Non-Public School

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

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

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

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

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

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

(2) The total number of cohort members.

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

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

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

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

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

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

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

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

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

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

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

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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