

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)

[LCFF Evaluation Rubrics](#): 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.

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2017-20 Plan Summary

The Story

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

Introduction

The Lighthouse Charter School (“Lighthouse”) is a site-based, charter school located in West Sacramento that serves students in Transitional Kindergarten (TK) through eighth grade. It is currently in its third year of operation, serving students in TK through 3rd grade at two temporary facilities.

Mission

The Mission of Lighthouse is to provide a family-oriented, community-based, and intimate learning environment that is devoted to the academic, social, linguistic, and personal success of each child.

Vision

Lighthouse’s educational program has been developed to provide expanded educational choice and opportunities for families in West Sacramento and the surrounding community, with a particular focus on students and families currently residing in the Rivers housing development and Broderick. These communities include a rich diversity of cultures, socio-economic backgrounds, and ethnicities. Lighthouse is committed to building a collaborative learning community of parents, teachers, community members, and students, all dedicated toward the goal of increasing pupil achievement. Lighthouse offers a school setting that reflects the community’s desire to have access to a rigorous academic program that includes visual and performing arts, technology, and athletics programs. The student-centered approach at Lighthouse benefits all students, regardless of socio-economic background.

Student Enrollment

Lighthouse strives to enroll a student body that is representative of the diversity of the surrounding community. Toward that end, the school focuses on parent and community involvement to ensure all members of the community are knowledgeable about the opportunity of enrollment at Lighthouse – and

once enrolled, that all stakeholders are both informed and engaged to ensure that the educational needs of all students are met. Lighthouse's student population includes:

- 34.82 % Students from low-income families
- 3.4 % Students with Special Needs
- 3.4 % English Learners
- The following ethnic demographics:
 - 48.9% White
 - 32.2% Latino
 - 10.3% Two or More Races
 - 4.0% African American
 - 2.3% Asian
 - 1.1% Native Hawaiian or Pacific Islander
 - 0.6% Filipino
 - 0.6% American Indian or Alaskan Native

How Learning Best Occurs

Lighthouse believes that learning best occurs in a student-centered environment where the teachers involve and challenge the students with issues that the students regard as important and meaningful. Toward this end, Lighthouse provides:

- A safe and nurturing environment where diversity is celebrated (ethnic, racial, cultural, philosophical, and/or individual)
- An educational environment that builds on student strengths through enrichment activities, independent research, problem solving, critical thinking, music, art, science, and technology.
- A school that treats all youth as gifted and talented by offering an accelerated and academically rich curriculum to all students
- An educational experience that prepares pupils for successful learning opportunities and prepares them for successful college and/or careers
- A haven where students can build sustained and caring relationships with their fellow students, teachers, and community members
- An environment where all school community members (students, teachers, parents, community volunteers, and administration) collaborate to achieve their school vision by sharing the responsibility and decision making for curriculum, instructional strategies, and school organization
- Thematic programs that support tiered instruction and activities that allow for multi- disciplinary learning coupled with alternative responses and solutions.

Furthermore, Lighthouse ensures that:

- Focus is placed on individual personalized learning, which can provide flexibility for the students to pursue their intellectual interests.
- Parents are actively involved as participants in support of their child's education.
- Community volunteers are actively engaged in the education and development of youth in their community.
- Students, teachers, and families understand the metrics for success and share high expectations for success.
- Students receive tiered instruction and are involved in activities that allow for alternative solutions.
- Teaching methodologies encourage students to think creatively and critically.
- Technology is integrated into the curriculum as a tool to help students achieve academic success.

LCAP Highlights

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

In alignment with the River Charter Schools Strategic Plan, the Lighthouse Charter School LCAP focuses on four core goals:

Goal 1: Rigorous Curriculum Aligned to Standards

Lighthouse Charter School provide a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS that develops content knowledge, conceptual understanding, and critical thinking for all students – those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

Goal 2: Addressing Gaps to Ensure Equity

Lighthouse Charter School will close the achievement gap, if any, between subgroups of students and the general population, including students from low-income families, who are English Language Learners, and who are Latino.

Goal 3: Student and Family Engagement

Students and families at Lighthouse Charter School are engaged and empowered, in service of supporting students' overall development and well-being.

Goal 4: Authentic Connections to Community [New in 2019-20]

The school program leverages authentic connections to the local community that develop awareness of career and college opportunities for students.

In additional, River Charter Schools and Lighthouse Charter School hold a fourth foundational Goal as follows:

Goal 5: Strong and Sound Organization

Lighthouse Charter School is a sound organization with the staff, curriculum, and capital in place to support and advance the goals, actions, and measures as detailed in the LCAP.

Review of Performance

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

Greatest Progress

Lighthouse made significant progress in its Goal areas as follows:

Goal 1: Rigorous Curriculum Aligned to Standards

- **Professional Development (PD)** - The school nearly doubled in student enrollment (204 to 346), resulting in the need to onboard a significant cohort of new teachers. All new staff participated in two days on onboarding PD, prior to whole staff summer retreat. BTSA was provided for all teachers requiring it to clear their credentials, with a focus on ensuring the success of all students. Training was held to support teachers in understanding and implementing the McGraw Hill curriculum, both in terms of deeply understanding standards and implementing differentiated supports to reach all learners.
- **Academic Achievement** - Academic growth and achievement was regularly reviewed using the NWEA Measures of Academic Progress (MPA) data, with twice annual reports to the Board and SSCs to build transparency and engagement with stakeholders. Teachers worked with data to identify gaps for learners and plans for addressing, using the Continuum of Learning reports which allow them to pinpoint the “next step” a student needs to move toward proficiency.
- **Project Based Learning (PBL)** - The Project Based Learning practice took off this year, with teachers meeting together to review unit plans using a Critical Friends protocol prior to implementing. These inquiry cycles helped to refine units, increasing standards alignment, depth of learning, and equity in learning.

There was a decline in the percent of students who met their projected growth target in ELA and Math as measured by the NWEA MAP, which is attributed to a mid-year leadership transition and a doubling of the student body. Results of this work will be further evaluated through SBAC results, which will be available Fall 2019.

Goal 2: Addressing Gaps to Ensure Equity

- **What I Need Now (WINN)** - A team of Instructional Aides pushed into classrooms on a rotating basis three days per week, providing targeted support to students in flexible groupings by level. Teachers meet regularly to review formative data to inform groupings, with students able to move up or down in ability level. Every group is run by a credentialed teacher or instructional aide.
- **English Learners** - GLAD training was provided for all new staff not previously trained, to support English Learners (ELs). GLAD was leveraged across classrooms to provide Integrated ELD supports and in WINN to provide Designated ELD support for the growing EL population. A significant percent of students are close to reclassification.
- **Trauma-Informed Model** - A partnership with Sacramento State continued, with professional development supporting all staff (Teachers, Aides, Support Staff) in knowledge and implementation of a trauma-informed model to help students who are at high risk.

- **Multi-Tiered Support Systems (MTSS)** - Transitioned to the EDCOE SELPA, to bring more support services in house and increase quality and consistency of service (School Psychologist, Speech Pathologist, Ed Specialist, Counselor).

Results of this work will be evaluated through disaggregation of SBAC results, which will be available Fall 2019.

Goal 3: Student and Family Engagement

- **New Site** - Managed transition to the new long-term facility, with strong integration into the community.
- **Positive School Culture** - Increased consistency in social-emotional and behavioral supports in the classroom, including classroom meetings and a “Paradise Area” in each classroom where students can take a breath when needed. Reflection on choices and how to make different ones when need is a shared practice, both with students and their families. Increased accessibility of the counseling room during day, with the wellness counselor able to help with intervention for high risk students.
- **Counseling** - The new partnership and facility were well received, resulting in 120 families requesting services (approximately 1/3 of student enrollment). As demand exceeded supply, connections to outside mental health services were made for students not able to be served at the school.
- **Family Engagement** - Communication between school and the home has increased through the use of social media, phone calls, flyers, marquee sign updates, and mass emails generated through the Illuminate SIS.

This has resulted in family and student satisfaction ratings of between 73% and 98% in terms of safety, being expected and supported to do their best, being able to approach teachers with problems, and being involved in decision-making.

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

Greatest Needs

Lighthouse Charter School has no performance indicators that are “Red” or “Orange” overall, nor any that have a “Not Met” rating.

To promote continuous improvement, Lighthouse Charter School will continue to work on growth in its Goal areas as follows:

Goal 1: Rigorous Curriculum Aligned to Standards

- **Professional Development** – BTSA and GLAD training will continue to be provided, to ensure new teachers develop their craft with a focus on serving student subgroups well.
- **Academic Achievement** – During the Summer Retreat, teachers will develop backwards mapping from all core standards to develop their unit plans.

- **Project Based Learning** - Field trips will be thoughtfully integrated into the curriculum, to connect classroom based learning with authentic experiences in the community and standards.

Goal 2: Addressing Gaps to Ensure Equity

- **What I Need Now (WINN)** – Continue to develop consistency in implementation, with uniform procedures and guidelines in place next year for data analysis, informing instruction, and grouping structures. In the ideal, increase frequency to four days per week if funding allows for an additional Instructional Aide hire.
- **Multi-Tiered Support Systems (MTSS)** - Provide professional development in Universal Design to increase differentiation and supports at the Tier 1 level for students, as well as Tier 2 interventions for small groups and individuals.

Goal 3: Student and Family Engagement

- **Counseling** - As the student enrollment is rapidly growing, the mental health and wellness program will need to continue to be refined to meet this need. This includes increased Tier 1 and 2 services, through Positive Behavior Intervention Systems (PBIS) that promote a healthy school climate and culture.
- **Student Leadership** - Develop student government and PBIS-based student leadership on campus, as the school grows into the upper grades. Mobilize and empower the student body in the selection of a school mascot.

Goal 4: Authentic Connections to Community

- This goal will be added to address student and family expressed desire for authentic connections in community.

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

Performance Gaps

Lighthouse Charter School has no student group at two or more performance levels below the “all student” performance.

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

Increased or Improved services

Increased and improved services for students from low-income families and English Language Learners will be provided as follows:

- Regular benchmark assessments using NWEA and STAR Reading to monitor student subgroup data, identifying needs and adjusting resources accordingly
- A differentiated learning block model, with a group of 5 Instructional Aides circulating through the school and pushing into one classroom at a time to provide centers-based small group instruction

(5 students per group). Groups include those who require intervention (are not meeting status or growth targets) as well as those requiring Designated ELD.

- Increased teacher expertise in serving English Language Learners, through targeted professional development, observation, and coaching on ELD strategies including but not limited to Guided Language Acquisition Design (GLAD) by GLAD trained staff, the Principal, and an Instructional Coach.
- Increased mental health services within a trauma-informed practice, with professional development to support implementation of restorative practices.

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.

Not Applicable

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.

Not Applicable

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.

Not Applicable

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: Rigorous Curriculum Aligned to Standards

Provide a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS that develops concept knowledge, conceptual understanding, and critical thinking for all students – those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: n/a

Annual Measureable Outcomes

Expected

Percent of students who meet or exceed standard in ELA as measured by the SBAC will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.

Percent of students who meet or exceed standard in Math as measured by the SBAC will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.

Percent of students who meet projected growth target in ELA as measured by the NWEA MAP will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.

Percent of students who meet projected growth target in Math as measured by the NWEA MAP will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.

Percent of teachers who agree or strongly agree that the school supports their professional development as measured by annual survey will grow by +1% annually until goal of 80% is met.

Actual

Percent of students who met or exceeded standard in ELA as measured by the SBAC was:

- Baseline – Overall - TBD
 - FRL - TBD
 - EL - TBD
 - Latino - TBD

Percent of students who meet or exceed standard in Math as measured by the SBAC was:

- Baseline – Overall - TBD
 - FRL - TBD
 - EL - TBD
 - Latino - TBD

Percent of students who meet projected growth target in ELA as measured by the NWEA MAP was:

- Overall – 43%, a decrease of -11%, not meeting the goal

[Sub-group reports not available for NWEA MAP in 2018-19]

Percent of students who meet projected growth target in Math as measured by the NWEA MAP was:

- Overall – 43%, a decrease of -1%, not meeting the goal

[Sub-group reports not available for NWEA MAP in 2018-19]

Percent of teachers who agree or strongly agree that the school supports their professional development as measured by annual survey was:

- 89%, an increase of 55%, meeting the goal

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

Action 1a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1a. Acquire and implement rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS).</p>	<p>1a. Continued implementation of rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS). The Project Based Learning practice took off this year, with teachers meeting together to review unit plans using a Critical Friends protocol prior to implementing. These inquiry cycles helped to refine units, increasing standards alignment, depth of learning, and equity in learning.</p>	<p>\$7000 LCFF Supplemental 431000 Curriculum Materials</p>	<p>\$26893 LCFF Supplemental 431000 Curriculum Materials</p>

Action 1b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1b. Provide ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS.</p>	<p>1b. Provided ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS. As the school nearly doubled in student enrollment (204 to 346), there was a need to onboard a significant cohort of new teachers. All new staff participated in two days on onboarding PD, prior to whole staff summer retreat. BTSA was provided for all teachers requiring it to clear their credentials, with a focus on ensuring the success of all students. Training was held to support teachers in understanding and implementing the McGraw Hill curriculum, both in terms of deeply understanding the CCSS and implementing differentiated supports to reach all learners.</p>	<p>\$20000 LCFF Supplemental 588000 Professional Development</p>	<p>\$10000 \$30000 \$9000 LCFF Supplemental 588000 Professional Development 210000 Instructional Coach 300000 Associated Benefits</p>

Action 1c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1c. Provide training in Guided Language Acquisition Design (GLAD) for teachers new to LCS and/or previously untrained, as a framework for instruction in Science and Social Studies that supports all students and in particular ELLs in accessing content and articulating their understanding. Provide ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.</p>	<p>1c. Provided training in Guided Language Acquisition Design (GLAD) for all teachers not previously trained, as a framework for instruction in Science and Social Studies that supports all students and in particular ELLs in accessing content and articulating their understanding. Provided ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers. GLAD was leveraged across classrooms to provide Integrated ELD supports and in WINN to provide Design.</p>	<p>\$4000 LCFF Supplemental 588000 Professional Development (GLAD Training)</p>	<p>\$0 LCFF Supplemental 588000 Professional Development (GLAD Training)</p>

Action 1d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1d. Provide Beginning Teacher Support and Assessment (BTSA) to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure.</p>	<p>1d. Teachers that hold a preliminary credential were provided Beginning Teacher Support and Assessment (BTSA) to keep them on course to clear their credential during the term of their licensure.</p>	<p>\$3600 LCFF Supplemental 588000 Professional Development (GLAD Training)</p>	<p>\$10800 LCFF Supplemental 588000 Professional Development (GLAD Training)</p>

Action 1e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1e. Increase and improve technology resources - including hardware, software, bandwidth, and support staff - to enhance instruction, support differentiation, promote optimal student development, and build home to school connections.</p>	<p>1e. Increased and improved technology resources - including hardware, software, bandwidth, and support staff - to enhance instruction, support differentiation, promote optimal student development, and build home to school connections. With enrollment nearly doubling, this was a significant investment and will continue to be.</p>	<p>\$15000 \$10000 \$3000 LCFF Supplemental 440000 Technology Hardware 240000 Data Manger 300000 Associated Benefits</p>	<p>\$15000 \$10000 \$3000 LCFF Supplemental 440000 Technology Hardware 240000 Data Manger 300000 Associated Benefits</p>

Action 1f

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1f. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.</p>	<p>1f. Monitored student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS. Academic growth and achievement was regularly reviewed using the NWEA Measures of Academic Progress (MPA) data, with twice annual reports to the Board and SSCs to build transparency and engagement with stakeholders. Teachers worked with data to identify gaps for learners and plans for addressing, using the Continuum of Learning reports which allow them to pinpoint the “next step.”</p>	<p>\$2300 \$3150 \$1350 LCFF Supplemental 431100 Software (NWEA) 110000 Leadership Team Stipend 300000 Associated Benefits</p>	<p>\$3950 \$4500 \$945 LCFF Supplemental 431100 Software (NWEA) 110000 Leadership Team Stipend 300000 Associated Benefits</p>

Action 1g

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>1g. Differentiate instruction through Centers to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.</p>	<p>1g. Instruction was differentiated during the "What I Need Now" (WINN) Time in each classroom to ensure that all students accelerated at their optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole. A team of Instructional Aides pushed into classrooms on a rotating basis three days per week, providing targeted support to students in flexible groupings by level. Teachers meet regularly to review formative data to inform groupings, with students able to move up or down in ability level. Every group is run by a credentialed teacher or instructional aide.</p>	<p>\$55092 \$16528 LCFF Supplemental 210000 Instructional Aides 300000 Associated Benefits</p>	<p>\$55092 \$16528 LCFF Supplemental 210000 Instructional Aides 300000 Associated Benefits</p>

Analysis

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

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

Highlights of the implementation in **Goal 1** are as follows:

- **What I Need Now (WINN)** - A team of Instructional Aides pushed into classrooms on a rotating basis three days per week, providing targeted support to students in flexible groupings by level. Teachers meet regularly to review formative data to inform groupings, with students able to move up or down in ability level. Every group is run by a credentialed teacher or instructional aide,
- **English Learners** - GLAD training was provided for all new staff not previously trained, to support English Learners (ELs). GLAD was leveraged across classrooms to provide Integrated ELD supports and in WINN to provide Designated ELD support for the growing EL population. A significant percent of students are close to reclassification.
- **Trauma-Informed Model** - A partnership with Sacramento State continued, with professional development supporting all staff (Teachers, Aides, Support Staff) in knowledge and implementation of a trauma-informed model to help students who are at high risk.
- **Multi-Tiered Support Systems (MTSS)** - Transitioned to the EDCOE SELPA, to bring more support services in house and increase quality and consistency of service (School Psychologist, Speech Pathologist, Ed Specialist, Counselor).

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

Highlights of the effectiveness in **Goal 1** are as follows:

- **Academic Achievement** – The percent of students who met their projected growth target on the NWEA MAP decreased in both ELA and Math overall, as a result of a mid-year leadership transition and a large influx of new students (near doubling of enrollment).
- **Professional Development** – The Instructional Coach stepped into the Principal role mid-year, resulting in a 55% increase in the percent of teachers who felt their professional development was supported (34% to 89%)

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Enrollment nearly doubled in size, as the school moved into its long-term facility. In addition, the Unduplicated Pupil Count increased significantly. This increased the revenue – and then the outgo – toward purchase in terms of curriculum (Action 1a) and technology (Action 1e) that supports all

learners, as well as Instructional Coaching for the new staff to ensure strong instructional practice that accelerates all students' mastery (Actions 1b).

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.

The Goal, Actions, and Measures will continue as written in 2019-20. The Instructional Coach and Instructional Aide positions will expand and an Intervention Coordinator will be added, increasing expenditures to support the work in this Goal Area.

Goal 2

Goal 2: Addressing Gaps to Ensure Equity

Close the achievement gap, if any, between students who are from low-income families, are English Language Learners, and who are Latino and the general population.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: n/a

Annual Measureable Outcomes

Expected

The achievement gap between subgroups and the general population of students who meet or exceed in ELA as measured by the SBAC will decrease by -1% until the goal of 0% is met.

The achievement gap between subgroups and the general population of students who meet or exceed in Math as measured by the SBAC will decrease by -1% until the goal of 0% is met.

The achievement gap between subgroups and the general population of students who meet projected growth target in ELA as measured by the NWEA will decrease by -1% until the goal of 0% is met.

The achievement gap between subgroups and the general population of students who meet projected growth target in Math as measured by the NWEA will decrease by -1% until the goal of 0% is met. Latino

The percent of English Learners making annual progress will increase by 1.5% annually until the goal of 85% is met.

- n/a (population is not numerically significant)

100% of 4th, 5th and 6th grade students will participate in project based learning that promotes college awareness, readiness, and the development of a college-going identity as measured by annual curriculum audit.

- n/a (there are no 4th, 5th, or 6th grade students)

Actual

The achievement gap between subgroups and the general population of students who meet or exceed in ELA as measured by the SBAC was:

- FRL – TBD
- ELL – TBD
- Latino – TBD

The achievement gap between subgroups and the general population of students who meet or exceed in Math as measured by the SBAC was:

- FRL – TBD
- ELL – TBD
- Latino – TBD

Sub-group reports were not available for NWEA MAP in 2018-19. As such, the achievement gap cannot be analyzed for NWEA MAP.

Sub-group reports were not available for NWEA MAP in 2018-19. As such, the achievement gap cannot be analyzed for NWEA MAP.

The percent of English Learners making annual progress was:

- TBD

The percent of 4th, 5th and 6th grade students who participated in project based learning that promotes college awareness, readiness, and the development of a college-going identity as measured by annual curriculum audit was:

- 100%

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 2a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2a. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f).</p>	<p>2a. Monitored student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f). Academic growth and achievement was regularly reviewed using the NWEA Measures of Academic Progress (MPA) data, with twice annual reports to the Board and SSCs to build transparency and engagement with stakeholders. Teachers worked with data to identify gaps for learners and plans for addressing, using the Continuum of Learning reports which allow them to pinpoint the “next step” a student needs to move toward proficiency.</p>	<p>Funded in Action 1f LCFF Supplemental 431100 Software (NWEA) 110000 Lead Teacher Stipend 300000 Associated Benefits</p>	<p>Funded in Action 1f LCFF Supplemental 431100 Software (NWEA) 110000 Lead Teacher Stipend 300000 Associated Benefits</p>

Action 2b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2b. Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:</p> <ul style="list-style-type: none"> ○ Coaching classroom teachers on appropriate accommodations (Tier 1) ○ Coordinating push-in support for small groups and individual students (Tier 2) ○ Coordinating pull out services for small groups and individual students (Tier 3) 	<p>2b. Academic and social-emotional data was monitored within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population. Differentiated supports were provided during the "What I Need Now" (WINN) time in each classroom, in which students received small group instruction within a flexible grouping based on their need. A partnership with Sacramento State continued, with professional development supporting all staff (Teachers, Aides, Support Staff) in knowledge and implementation of a trauma-informed model to help students who are at high risk. Transitioned to the EDCOE SELPA, to bring more support services in house and increase quality and consistency of service (School Psychologist, Speech Pathologist, Ed Specialist, Counselor).</p>	<p>Funded in Action 1g LCFF Supplemental 110000 Intervention Coordinator 300000 Benefits</p>	<p>Funded in Action 1g LCFF Supplemental 110000 Intervention Coordinator 300000 Benefits</p>

Action 2c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2c. Monitor language development of ELLs using disaggregated data from English Language Proficiency Assessments (CELDT, transitioning to ELPAC), adjusting supports as needed to achieve optimal trajectory.</p>	<p>2c. The language development of ELs was monitored using data from the ELPAC. GLAD training was provided for all new staff not previously trained, to support English Learners (ELs). GLAD was leveraged across classrooms to provide Integrated ELD supports and in WINN to provide Designated ELD support for the growing EL population. A significant percent of students are close to reclassification.</p>	<p>Funded in Action 1b LCFF Supplemental 210000 EL Coordinator 300000 Associated Benefits</p>	<p>Funded in Action 1b LCFF Supplemental 210000 EL Coordinator 300000 Associated Benefits</p>

Action 2d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2d. Differentiate instruction through Centers to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.</p>	<p>2d. Instruction was differentiated during "What I Need Now" (WINN) Time in each classroom to ensure that all students accelerated at their optimal pace. A team of Instructional Aides pushed into classrooms on a rotating basis three days per week, providing targeted support to students in flexible groupings by level. Teachers meet regularly to review formative data to inform groupings, with students able to move up or down in ability level. Every group is run by a credentialed teacher or instructional aide.</p>	<p>Funded in Action 1g LCFF Supplemental 210000 Instructional Aides</p>	<p>Funded in Action 1g LCFF Supplemental 210000 Instructional Aides</p>

Action 2e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>2e. Engage 4th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity</p>	<p>2e. The Project Based Learning practice took off this year, with teachers meeting together to review unit plans using a Critical Friends protocol prior to implementing. These inquiry cycles helped to refine units, increasing standards alignment, depth of learning, and equity in learning.</p>	<p>Funded in Action 5c LCFF Base & Categorical 432504 Transportation (College Visits)</p>	<p>Funded in Action 5c LCFF Base & Categorical 432504 Transportation (College Visits)</p>

Analysis

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

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

Highlights of the implementation in **Goal 2** are as follows:

- **What I Need Now (WINN)** - A team of Instructional Aides pushed into classrooms on a rotating basis three days per week, providing targeted support to students in flexible groupings by level. Teachers meet regularly to review formative data to inform groupings, with students able to move up or down in ability level. Every group is run by a credentialed teacher or instructional aide.
- **English Learners** - GLAD training was provided for all new staff not previously trained, to support English Learners (ELs). GLAD was leveraged across classrooms to provide Integrated ELD supports and in WINN to provide Designated ELD support for the growing EL population. A significant percent of students are close to reclassification.
- **Trauma-Informed Model** - A partnership with Sacramento State continued, with professional development supporting all staff (Teachers, Aides, Support Staff) in knowledge and implementation of a trauma-informed model to help students who are at high risk.
- **Multi-Tiered Support Systems (MTSS)** - Transitioned to the EDCOE SELPA, to bring more support services in house and increase quality and consistency of service (School Psychologist, Speech Pathologist, Ed Specialist, Counselor).

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

Highlights of the effectiveness in **Goal 2** are as follows:

- **Achievement Gap** – This will be measured by looking at disaggregated SBAC ELA and Math data in Fall 2019. While NWEA MAP data has been used in some previous years, the disaggregated data was not available for 2018-19.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The Goal, Actions, and Measures will continue as written in 2017-18. The Director of Instruction will be an additional Expenditure tied to these actions.

Goal 3

Goal 3: Student and Family Engagement

Students and families feel safe, engaged, and empowered, in service of supporting students' overall development and well-being.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: n/a

Annual Measureable Outcomes

Expected

Percent of students who feel socially and emotionally safe, engaged, and empowered at school as measured by annual survey will increase by +1% until goal of 90% is met.

Percent of families who feel their students are socially and emotionally safe, engaged, and empowered at school as measured by annual survey will increase by +1% until goal of 90% is met.

Percent of families who feel actively engaged in the school as measured by annual survey will increase by +1% until goal of 90% is met.

Student attendance rate will increase by +1% until goal of 95% or higher is met.

Student chronic truancy rate will decrease by -1% until goal of 5% or less is met.

Actual

Percent of students who feel socially and emotionally safe, engaged, and empowered at school as measured by annual survey was:

- Safe – 80%, no growth, not meeting goal
- Expected to do their best – 89%, a decrease of -1%, not meeting goal
- Can go to teacher with a problem – 73%, a decrease of -10%, not meeting goal

Percent of families who feel their students are socially and emotionally safe, engaged, and empowered at school as measured by annual survey was:

- Safe – 98%, increase of +1%, meeting goal
- Environment where children can succeed – 94%, a decrease of -2%, meeting goal

Percent of families who feel actively engaged in the school as measured by annual survey was:

- 91%, a decrease of -4%, meeting goal

Student attendance rate was:

- 95.4%, meeting goal

Student chronic truancy rate was:

- 4.4%, meeting goal

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 3a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3a. Teach and coach students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done.</p>	<p>3a. Taught and coached students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done. Increased consistency in social-emotional and behavioral supports in the classroom, including classroom meetings and a “Paradise Area” in each classroom where students can take a breath when needed. Reflection on choices and how to make different ones when need is a shared practice, both with students and their families. Increased accessibility of the counseling room during day, with the wellness counselor able to help with intervention for high risk students.</p>	<p>Funded in Action 5a LCFF Base & Categorical 110000 Teachers</p>	<p>Funded in Action 5a LCFF Base & Categorical 110000 Teachers</p>

Action 3b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3b. Facilitate the use of counseling Interns, to increase access to social and emotional therapy for small groups and individual students</p>	<p>3b. Facilitated the use of counseling Interns, to increase access to social and emotional therapy for small groups and individual students. The new partnership and facility were well received, resulting in 120 families requesting services (approximately 1/3 of student enrollment). As demand exceeded supply, connections to outside mental health services were made for students not able to be served at the school.</p>	<p>Funded in Action 5c LCFF Base & Categorical 5800 Sac State Partnership</p>	<p>Funded in Action 5c LCFF Base & Categorical 5800 Sac State Partnership</p>

Action 3c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3c. Conduct weekly class meetings, to actively solicit student input on strengths and challenges in the daily life of the school</p>	<p>3c. Class meetings were held in all classrooms on at least a weekly basis, to actively solicit student input on strengths and challenges in the daily life of the school.</p>	<p>Funded in Action 5a LCFF Base & Categorical 110000 Teachers</p>	<p>Funded in Action 5a LCFF Base & Categorical 110000 Teachers</p>

Action 3d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
3d. Facilitate a Student Council, to leverage student voice and empowerment in planning and decision-making	3d. The school currently has K - 6th grade, with a very small 5 th and 6th grade class. In 2019-20, the aim is to develop student government and PBIS-based student leadership on campus, as the school grows into the upper grades. One goal will be to mobilize and empower the student body in the selection of a school mascot.	Funded in Action 5a LCFF Base & Categorical 110000 Principal	Funded in Action 5a LCFF Base & Categorical 110000 Principal

Action 3e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>3e. Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning Nights</p>	<p>3e. Multiple access points and a range of meaningful opportunities to volunteer throughout the year were provided to support family involvement. This included two Project Based Learning Nights, a Math Family Learning Night, Parent-Teacher Conferences, Parent Teacher Committee (PTC), School Site Council (SSC), Board Meetings, and the regular opportunity to volunteer as chaperones on field trips. Communication between school and the home has increased through the use of social media, phone calls, flyers, marque sign updates, and mass emails generated through the Illuminate SIS.</p>	<p>Funded in Action 5b LCFF Base & Categorical 435000 Materials and Supplies</p>	<p>Funded in Action 5b LCFF Base & Categorical 435000 Materials and Supplies</p>

Analysis

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

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

Highlights of the implementation in **Goal 3** are as follows:

- **New Site** - Managed transition to the new long-term facility, with strong integration into the community.
- **Positive School Culture** - Increased consistency in social-emotional and behavioral supports in the classroom, including classroom meetings and a "Paradise Area" in each classroom where students can take a breath when needed. Reflection on choices and how to make different ones when need is a shared practice, both with students and their families. Increased accessibility of the counseling room during day, with the wellness counselor able to help with intervention for high risk students.
- **Counseling** - The new partnership and facility were well received, resulting in 120 families requesting services (approximately 1/3 of student enrollment). As demand exceeded supply, connections to outside mental health services were made for students not able to be served at the school
- **Family Engagement** - Communication between school and the home has increased through the use of social media, phone calls, flyers, marquee sign updates, and mass emails generated through the Illuminate SIS.

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

Highlights of the implementation in **Goal 3** are as follows:

- **Stakeholder Satisfaction** - High levels of student and family satisfaction were achieved, including feeling safe, being expected to do their best, and having a staff that is approachable if they have a problem.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The Goal, Actions, and Measures will continue as written in 2019-20.

Goal 4

Goal 4: Sound Organization

Lighthouse Charter School is a sound organization with the staff, curriculum, and facility in place to support and advance the goals, actions, and measures as detailed in the LCAP.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities: n/a

Annual Measureable Outcomes

Expected

Annual budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update.

Actual

Annual budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update.

- Met

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 4a

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.	4a. Hired and developed a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.	\$901850 \$173913 \$408485 LCFF Base & Categorical 1000 Certificated Staff 2000 Classified Staff 3000 Benefits	\$906409 \$148795 \$377331 LCFF Base & Categorical 1000 Certificated Staff 2000 Classified Staff 3000 Benefits

Action 4b

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4b. Acquire and maintain non-classroom based books, materials, and supplies necessary to support strong school operations.	4b. Acquired and maintained non-classroom based books, materials, and supplies necessary to support strong school operations.	\$133159 LCFF Base & Categorical 4000 Books, Supplies, and Materials	\$188616 LCFF Base & Categorical 4000 Books, Supplies, and Materials

Action 4c

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4c. 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.	4c. Provided coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	\$614038 LCFF Base & Categorical 5000 Operating Expenses	\$741679 LCFF Base & Categorical 5000 Operating Expenses

Action 4d

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4d. Maintain depreciating capital as necessary to support strong school operations.	4d. Maintained depreciating capital as necessary to support strong school operations.	\$62816 LCFF Base & Categorical 6000 Capital Outlay	\$60000 LCFF Base & Categorical 6000 Capital Outlay

Action 4e

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
4e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	4e. Funded district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	\$479046 LCFF Base & Categorical 7000 Other Outgo	\$475689 LCFF Base & Categorical 7000 Other Outgo

Analysis

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

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

Highlights of the implementation in **Goal 4** are as follows:

- **Facility** – Lighthouse moved into its permanent facility.

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

Highlights of the effectiveness in **Goal 4** are as follows:

- **Organizational Strength** - Lighthouse was a sound organization with the staff, curriculum, and facility in place to support and advance the goals, actions, and measures as detailed in the LCAP.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There are no material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

The Goal, Actions, and Measures will continue as written in 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?

Lighthouse Charter School regularly engaged stakeholders in the LCAP Process over the 2018-19 School Year. The school conducted needs assessments, as well established a calendar for stakeholder reporting aligned to when key benchmark dates for academic and school culture data.

- Board Meetings were held monthly, with Delta Elementary reporting to the Board twice on the actions and measures to date in pursuit of the goals set forth in the LCAP. The 2018-19 LCAP Annual Update and 2019-20 LCAP was reviewed in public hearing on **May 20, 2019** and approved in public hearing on **June 10, 2019**.
- School Site Council Meetings were held throughout the school year to assess needs, review progress toward actions including measures and expenditures, and provide input to inform the 2018-19 LCAP. On **April 30, 2019** the SSC reviewed and provided input on the 2018-19 LCAP Annual Update and 2019-20 LCAP, prior to it's first review by the Board.
- The nationally normed Teacher's College Staff, Family, and Student Surveys were administered to gather data across indicators from each of the stakeholder groups from **February 4th – 28th, 2019**ege Staff, Family, and Student Surveys were administered to gather data across indicators from each of the stakeholder groups.

Impact on LCAP and Annual Update

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

Lighthouse Charter School will continue its focus across goal areas, based on stakeholders priorities to:

- **Goal 1: Rigorous Curriculum Aligned to Standards**
 - **Project-Based Learning (PBL)** - Backwards mapping from standards to increase consistency in academic expectations in PBL units.
 - **Professional Development (PD)** - Training for teachers in effective management techniques.
- **Goal 2: Addressing Gaps to Ensure Equity**
 - **Mental Health** - Continuing to increase supports for socio-emotional learning for students at LCS, as well as the build out of a trauma-informed model that explicitly teaches and fosters the development of students' social emotional learning skills (i.e. self-awareness, self-management, growth mindset, responsible decision making, social awareness, and relationship skills) and provides teachers with professional development to implement these practices.
 - **Data-Driven Practice** - Differentiated reporting on MAP data to hone in on the needs of students who are ELs or FRL.
- **Goal 3: Student and Family Engagement**
 - **Family Engagement** - Supporting families in their understanding of socio-emotional skills and how to support their children in development at home, as well as increasing overall family engagement levels.
 - **Student Engagement** - Implement student leadership and expand extracurricular clubs.
- **Goal 4: Authentic Connections to Community**
 - Add a Goal, Actions, and Measures in this area with a focus on integrating the experiences into project-based learning units. Consider ways to conduct service learning events, such as park and neighborhood beautification initiatives and interactions and involvement with the city or state government.

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

Goal 1

Goal 1: Rigorous Curriculum Aligned to Standards

Provide a broad and rigorous course of study in alignment with the CCSS, NGSS, ELDS, and CSS that develops concept knowledge, conceptual understanding, and critical thinking for all students – those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: n/a

Identified Need:

To lay the foundation for college and career success, students must have mastery of core content knowledge, conceptual understanding across disciplines, and the ability to think critically.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students who meet or exceed standard in ELA as measured by the SBAC will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.	Overall – 32% FRL – n/a Latino – n/a	Overall – 46.2% FRL – 43.8% ELL – n/a Latino – 37.5% White – 36.4%	Overall – TBD FRL – TBD ELL – TBD Latino – TBD White – TBD	2018-19 +1%, or goal met
Percent of students who meet or exceed standard in Math as measured by the SBAC will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.	Overall – 27% FRL – n/a Latino – n/a	Overall – 56.4% FRL – 56.3% ELL – n/a Latino – 50.0% White – 54.5%	Overall – TBD FRL – TBD ELL – TBD Latino – TBD White – TBD	2018-19 +1%, or goal met
Percent of students who meet projected growth target in ELA as measured by the NWEA MAP will grow by +1% annually until goal of 80% is met, overall and for all	Overall – 44.4% FRL – n/a	Overall – 54% FRL – 38%	Overall – 43% FRL – Not available Latino – Not available	2018-19 +1%, or goal met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
numerically significant subgroups.				
Percent of students who meet projected growth target in Math as measured by the NWEA MAP will grow by +1% annually until goal of 80% is met, overall and for all numerically significant subgroups.	Overall – 49.2% FRL – n/a	Overall – 44% FRL – 50%	Overall – 43% FRL – Not available Latino – Not available	2018-19 +1%, or goal met
Percent of teachers who agree or strongly agree that the school supports their professional development has supported their development as measured by annual survey will grow by +1% annually until goal of 80% is met.	88%	34%	89%	2018-19 +1%, or goal met

Planned Actions / Services

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

Action 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)

[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]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

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

1a. Acquire and implement rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS).

2018-19 Actions/Services

1a. Acquire and implement rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS).

2019-20 Actions/Services

1a. Acquire and implement rigorous curriculum and instructional materials aligned to the Common Core State Standards (CCSS), Next Generation Science Standards (NGSS), California State Standards (CSS), and English Language Development Standards (ELDS).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$7000	\$10000	\$0
Source	LCFF Supplemental	LCFF Supplemental	LCFF Base & Categorical
Budget Reference	431000 Curriculum Materials	431000 Curriculum Materials	Funded in Action 5b

Action 1b

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

Students to be Served:

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

[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]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

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

1b. Provide ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS.

2018-19 Actions/Services

1b. Provide ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS.

2019-20 Actions/Services

1b. Provide ongoing professional development, observation, feedback, and coaching to support continued implementation and refinement of practice in alignment with the CCSS, NGSS, State Standards, and ELDS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$17000	\$20000	\$57186 \$2015
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	588000 Professional Development	588000 Professional Development	210000 Instructional Coach 300000 Associated Benefits

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)

[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]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

1c. Provide training in Guided Language Acquisition Design (GLAD) for teachers new to LCS and/or previously untrained, as a framework for instruction in Science and Social Studies that supports all students and in particular ELLs in accessing content and articulating their understanding. Provide ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.

2018-19 Actions/Services

1c. Provide training in Guided Language Acquisition Design (GLAD) for teachers new to LCS and/or previously untrained, as a framework for instruction in Science and Social Studies that supports all students and in particular ELLs in accessing content and articulating their understanding. Provide ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.

2019-20 Actions/Services

1c. Provide training in Guided Language Acquisition Design (GLAD) for teachers new to LCS and/or previously untrained, as a framework for instruction in Science and Social Studies that supports all students and in particular ELLs in accessing content and articulating their understanding. Provide ongoing professional development, observation, feedback, and coaching on implementation and refinement of GLAD practices for all teachers.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$4000	\$4000	\$8000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	588000 Professional Development (GLAD Training)	588000 Professional Development (GLAD Training)	588000 Professional Development (GLAD Training)

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)

[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]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

1d. Provide Beginning Teacher Support and Assessment (BTSA) to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure.

2018-19 Actions/Services

1d. Provide Beginning Teacher Support and Assessment (BTSA) to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure.

2019-20 Actions/Services

1d. Provide Beginning Teacher Support and Assessment (BTSA) to all teachers holding a preliminary credential as needed to keep them on course to clear their credential during the term of their licensure.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3600	\$3600	\$0
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	588000 Professional Development (BTSA Training)	588000 Professional Development (BTSA Training)	588000 Professional Development (BTSA Training)

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)

[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]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

1e. Increase and improve technology resources - including hardware, software, bandwidth, and support staff - to enhance instruction, support differentiation, promote optimal student development, and build home to school connections.

2018-19 Actions/Services

1e. Increase and improve technology resources - including hardware, software, bandwidth, and support staff - to enhance instruction, support differentiation, promote optimal student development, and build home to school connections.

2019-20 Actions/Services

1e. Increase and improve technology resources - including hardware, software, bandwidth, and support staff - to enhance instruction, support differentiation, promote optimal student development, and build home to school connections.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$15000 \$10000 \$3000	\$5000 \$12000 \$4200
Source	LCFF Base & Categorical	LCFF Supplemental	LCFF Supplemental
Budget Reference	Funded in Action 5b	440000 Technology (Differentiation) 240000 Data Manager 300000 Associated Benefits	440000 Technology (Differentiation) 240000 Data Manager 300000 Associated Benefits

Action 1f

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

Students to be Served:

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

[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]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

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

1f. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.

2018-19 Actions/Services

1f. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.

2019-20 Actions/Services

1f. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2300 \$3150 \$1350	\$2300 \$3150 \$945	\$5200 \$3150 \$1103
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	431100 Software (NWEA) 110000 Leadership Team Stipend 300000 Associated Benefits	431100 Software (NWEA) 110000 Leadership Team Stipend 300000 Associated Benefits	431100 Software (NWEA) 110000 Leadership Team Stipend 300000 Associated Benefits

Action 1g

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

Students to be Served:

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

[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]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

1g. Differentiate instruction through Centers to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

2018-19 Actions/Services

1g. Differentiate instruction through Individualized Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

2019-20 Actions/Services

1g. Differentiate instruction through Individualized Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$33093 \$14183	\$55092 \$16528	\$70000 \$24500 \$40000 \$14000
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	210000 Instructional Aides 300000 Associated Benefits	210000 Instructional Aides 300000 Associated Benefits	210000 Instructional Aides 300000 Associated Benefits 110000 Intervention Coordinator 300000 Associated Benefits

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

Unchanged Goal

Goal 2

Goal 2: Addressing Gaps to Ensure Equity

Close the achievement gap, if any, between students who are from low-income families, are English Language Learners, and who are Latino and the general population.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4

Local Priorities: n/a

Identified Need:

Strategies to support specific subgroups of students must be employed to ensure all are progressing at their optimal pace, with achievement actively monitored and interventions deployed to address achievement gaps. Currently, there is a gap in math achievement and a gap in annual growth in ELA.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
The achievement gap between subgroups and the general population of students who meet or exceed in ELA as measured by the SBAC will decrease by -1% until the goal of 0% is met.	2017-18 will be baseline year	FRL – (-2.4%) ELL – n/a Latino – (-8.7%)	FRL – TBD ELL – TBD Latino – TBD	2018-19 -1%, or goal met
The achievement gap between subgroups and the general population of students who meet or exceed in Math as measured by the SBAC will decrease by -1% until the goal of 0% is met.	2017-18 will be baseline year	FRL – (-0.2%) ELL – n/a Latino – (-6.4%)	FRL – TBD ELL – TBD Latino – TBD	2018-19 -1%, or goal met
The achievement gap between subgroups and the general population of students who meet projected growth target in ELA as measured by the NWEA will decrease by -1%	2017-18 will be baseline year	FRL – (-16%) Latino – Not available	Subgroup data not available in 2018-19	2018-19 -1%, or goal met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
until the goal of 0% is met.				
The achievement gap between subgroups and the general population of students who meet projected growth target in Math as measured by the NWEA will decrease by -1% until the goal of 0% is met.	2017-18 will be baseline year	FRL – +6% Latino – Not available	Subgroup data not available in 2018-19	2018-19 -1%, or goal met
The percent of English Learners making annual progress will increase by 1.5% annually until the goal of 85% is met.	Not applicable (20% reclassified, cohort size is not numerically significant)	TBD [Not yet reported on CA Dashboard]	TBD [Not yet reported on CA Dashboard]	2018-19 +1.5%, or goal met
100% of 4th, 5th and 6th grade students will participate in project based learning that promotes college awareness, readiness, and the development of a college-going identity as measured by	2017-18 will be baseline year	100%	89%	2018-19 +1%, or goal met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
annual curriculum audit.				

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)

[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]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

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

2a. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f).

2018-19 Actions/Services

2a. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f).

2019-20 Actions/Services

2a. Monitor student proficiency data on an ongoing basis in School Leadership Team, adjusting actions and distribution of resources as needed to ensure optimal growth of all students toward proficiency in CCSS, NGSS, CSS, and ELDS (also 1f).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 1f	Funded in Action 1f	Funded in Action 1f
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	431100 Software (NWEA) 110000 Lead Teacher Stipend	431100 Software (NWEA) 110000 Lead Teacher Stipend 300000 Associated Benefits	431100 Software (NWEA) 110000 Lead Teacher Stipend 300000 Associated 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)

[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]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

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

2b. Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:

- Coaching classroom teachers on appropriate accommodations (Tier 1)
- Coordinating push-in support for small groups and individual students (Tier 2)
- Coordinating pull out services for small groups and individual students (Tier 3)

2018-19 Actions/Services

2b. Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:

- Coaching classroom teachers on appropriate accommodations (Tier 1)
- Coordinating push-in support for small groups and individual students (Tier 2)
- Coordinating pull out services for small groups and individual students (Tier 3)

2019-20 Actions/Services

2b. Monitor academic and social-emotional data within a Response to Intervention (RTI) model to coordinate services for all students as needed, with a focus on students within each applicable subgroup to ensure progress of these subgroups at or above the pace of the general population and adjusting resources as needed to meet this goal. Service coordination includes but is not limited to:

- Coaching classroom teachers on appropriate accommodations (Tier 1)
- Coordinating push-in support for small groups and individual students (Tier 2)
- Coordinating pull out services for small groups and individual students (Tier 3)

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in 5a	Funded in 5a	Funded in 1g
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Supplemental
Budget Reference	100000 Certificated Staff 200000 Classified Staff 300000 Associated Benefits	100000 Certificated Staff 200000 Classified Staff 300000 Associated Benefits	110000 Intervention Coordinator 300000 Associated 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)

[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]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2c. Monitor language development of ELLs using disaggregated data from English Language Proficiency Assessments (CELDT, transitioning to ELPAC), adjusting supports as needed to achieve optimal trajectory.

2018-19 Actions/Services

2c. Monitor language development of ELLs using disaggregated data from English Language Proficiency Assessments (CELDT, transitioning to ELPAC), adjusting supports as needed to achieve optimal trajectory.

2019-20 Actions/Services

2c. Monitor language development of ELLs using disaggregated data from English Language Proficiency Assessments (CELDT, transitioning to ELPAC), adjusting supports as needed to achieve optimal trajectory.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in 5a	Funded in 5a	Funded in 5a
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	100000 Certificated Staff 200000 Classified Staff 300000 Associated Benefits	100000 Certificated Staff 200000 Classified Staff 300000 Associated Benefits	100000 Certificated Staff 200000 Classified Staff 300000 Associated 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)

[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]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All schools

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

2d. Differentiate instruction through Individualized Learning Block (DECS) and Centers (Lighthouse) to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole (also 1g).

2018-19 Actions/Services

2d. Differentiate instruction through Individualized Learning Block (DECS) and Centers (Lighthouse) to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole (also 1g).

2019-20 Actions/Services

2d. Differentiate instruction through "What I Need Now" WINN Individualized Learning Block to ensure that all students are accelerating at optimal pace - those who struggle, those who are high-achieving, those in applicable subgroups, and the general population as a whole (also 1g).

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 1g	Funded in Action 1g	Funded in Action 1g
Source	LCFF Supplemental	LCFF Supplemental	LCFF Supplemental
Budget Reference	210000 Instructional Aides	210000 Instructional Aides	210000 Instructional Aides 300000 Associated 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)

[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]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

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

2e. Engage 4th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity

2018-19 Actions/Services

2e. Engage 4th and 5th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity

2019-20 Actions/Services

2e. Engage 4th, 5th, and 6th grade students in Project Based Learning Units designed to build College Awareness, Readiness, and the development of a College-going Identity

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5c	Funded in Action 5c	Funded in Action 5c
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	432504 Transportation (College Visits)	432504 Transportation (College Visits)	432504 Transportation (Field Work and College Visits)

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

Unchanged Goal

Goal 3

Goal 3: Student and Family Engagement

Students and families feel safe, engaged, and empowered, in service of supporting students' overall development and well-being.

State and/or Local Priorities addressed by this goal:

State Priorities: 3, 5, 6

Local Priorities: n/a

Identified Need:

When students and families feel safe, engaged, and empowered they are able to be partners in supporting students' overall development and well-being. There is currently a high level of safety, engagement and empowerment which needs to continue as we advance our mission.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Percent of students who feel socially and emotionally safe, engaged, and empowered at school as measured by annual survey will increase by +1% until goal of 90% is met.	<p>Students who feel:</p> <ul style="list-style-type: none"> • Safe – 80% • Their teacher expects them to do their best – 92% • They can go to their teacher when they have a problem – 83% 	<p>Students who feel:</p> <ul style="list-style-type: none"> • Safe – 80% • Their teacher expects them to do their best – 90% • They can go to their teacher when they have a problem – 83% 	<p>Students who feel:</p> <ul style="list-style-type: none"> • Safe – 80% • Their teacher expects them to do their best – 89% • They can go to their teacher when they have a problem – 73% 	2018-19 +1%, or goal met
Percent of families who feel their students are socially and emotionally safe, engaged, and empowered at school as measured by annual survey will increase by +1% until goal of 90% is met.	<p>Families who feel the school:</p> <ul style="list-style-type: none"> • Helps ensure their child is safe – 88% • Creates and environment where children can succeed – 90% 	<p>Families who feel the school:</p> <ul style="list-style-type: none"> • Helps ensure their child is safe – 97% • Creates and environment where children can succeed – 99% 	<p>Families who feel the school:</p> <ul style="list-style-type: none"> • Helps ensure their child is safe – 98% • Creates and environment where children can succeed – 940% 	2018-19 +1%, or goal met
Percent of families who feel actively engaged in the school as measured by annual survey will increase by +1% until goal of 90% is met.	<p>Families who feel the school:</p> <ul style="list-style-type: none"> • Involves families in important decision-making – 96% 	<p>Families who feel the school:</p> <ul style="list-style-type: none"> • Involves families in important decision-making – 95% 	<p>Families who feel the school:</p> <ul style="list-style-type: none"> • Involves families in important decision-making – 91% 	2018-19 +1%, or goal met
Student attendance rate will increase by	94.6%	92%	TBD	2018-19 +1%, or goal met

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
+1% until goal of 95% or higher is met				
Student chronic truancy rate will decrease by -1% until goal of 5% or less is met	10.0%	1%	TBD	2018-19 -1%, or goal met

Planned Actions / Services

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

Action 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 Students

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)

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)

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

3a. Teach and coach students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done.

2018-19 Actions/Services

3a. Teach and coach students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done.

2019-20 Actions/Services

3a. Teach and coach students in the use of shared conflict resolution processes and restorative practices, to empower students to resolve challenges as they arise and repair harm when done.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	110000 Teachers	110000 Teachers	110000 Teachers 220000 Support Staff 300000 Associated 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)

[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]

OR

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

Students to be Served:

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

English Learners, Foster Youth, and/or Low Income

Scope of Services:

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

LEA-wide

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. Facilitate the use of counseling Interns, to increase access to social and emotional therapy for small groups and individual students

2018-19 Actions/Services

3b. Facilitate the use of counseling Interns, to increase access to social and emotional therapy for small groups and individual students

2019-20 Actions/Services

3b. Facilitate the use of counseling Interns, to increase access to social and emotional therapy for small groups and individual students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5c	\$15000	\$30000
Source	LCFF Base & Categorical	LCFF Supplemental	LCFF Supplemental
Budget Reference	580000 Sac State Partnership	580000 Sac State Partnership	580000 Wellness Together Partnership

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 Students

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)

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)

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

3c. Conduct weekly class meetings, to actively solicit student input on strengths and challenges in the daily life of the school

2018-19 Actions/Services

3c. Conduct weekly class meetings, to actively solicit student input on strengths and challenges in the daily life of the school

2019-20 Actions/Services

3c. Conduct weekly class meetings, to actively solicit student input on strengths and challenges in the daily life of the school

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	110000 Teachers	110000 Teachers	110000 Teachers 200000 Support Staff 300000 Associated benefits

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 Students

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)

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)

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

3d. Facilitate a Student Council, to leverage student voice and empowerment in planning and decision-making

2018-19 Actions/Services

3d. Facilitate a Student Council, to leverage student voice and empowerment in planning and decision-making

2019-20 Actions/Services

3d. Facilitate a Student Council, to leverage student voice and empowerment in planning and decision-making

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5a	Funded in Action 5a	Funded in Action 5a
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	110000 Principal	110000 Principal	110000 Principal 300000 Associated Benefits

Action 3e

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

Students to be Served:

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

All Students

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)

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)

Actions/Services

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

Unchanged

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

Unchanged

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

Unchanged

2017-18 Actions/Services

3e. Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning Nights

2018-19 Actions/Services

3e. Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning Nights

2019-20 Actions/Services

3e. Maintain multiple access points and a range of meaningful opportunities to volunteer throughout the year to support family involvement, including but not limited to Annual Open House, Parent-Teacher Conferences, Parent Teacher Committee (PTC), English Learner Advisory Committee (ELAC), School Site Council (SSC), Board Meetings, and Family Learning Nights

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Funded in Action 5b	Funded in Action 5b	Funded in Action 5b
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Categorical
Budget Reference	435000 Materials and Supplies	435000 Materials and Supplies	435000 Materials and Supplies

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

New Goal

Goal 4

Goal 4: Authentic Connections to Community

Develop authentic connections to the local community that develop awareness of career and college opportunities for students

State and/or Local Priorities addressed by this goal:

State Priorities: 7

Local Priorities: n/a

Identified Need:

Students benefit from experiences that make their learning authentic and relevant, and in turn support career and college knowledge.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
100% of grade levels have at least one project-based learning unit or enrichment project that provided authentic connections to the community, as measured by annual curriculum audit.	100%	100%	100%	100%

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 Students

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)

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)

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4a. Conduct outreach into community to identify authentic opportunities to extend learning beyond the classroom.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Funded in Action 5c
Source			LCFF Base & Categorical
Budget Reference			432504 Transportation

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 Students

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)

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)

Actions/Services

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

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

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

New

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

4b. Backwards map units to integrate opportunities into the curriculum, with a focus on authentic opportunities.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount			Funded in Action 4a
Source			LCFF Supplemental
Budget Reference			110000 Teachers 300000 Associated Benefits

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

Modified Goal (Changed to #5 from #4)

Goal 5

Goal 5: Sound Organization

Lighthouse Charter School is a sound organization with the staff, curriculum, and facility in place to support and advance the goals, actions, and measures as detailed in the LCAP.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 7

Local Priorities: n/a

Identified Need:

To achieve Goals 1 – 4, Lighthouse must be a sound organization.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Annual budget revenue and expenses are aligned and accounted for on an annual basis, as measured through annual submission of the LCAP Annual Update	Met	Meet	Meet	Meet

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

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)

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)

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

4a. Hire and develop a certificated and classified staff to support implementation of

2018-19 Actions/Services

4a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.

2019-20 Actions/Services

5a. Hire and develop a certificated and classified staff to support implementation of

2017-18 Actions/Services

the goals and actions as detailed in the LCAP.

2018-19 Actions/Services

2019-20 Actions/Services

the goals and actions as detailed in the LCAP.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$598200 \$182798 \$273955	\$901850 \$173913 \$408485	\$1161882 \$263126 \$506017
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Other Revenue
Budget Reference	100000 Certificated Staff 200000 Classified Staff 300000 Benefits	100000 Certificated Staff 200000 Classified Staff 300000 Benefits	100000 Certificated Staff 200000 Classified Staff 300000 Benefits

Action 5b

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

Students to be Served:

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

All

Location(s):

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

All Schools

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)

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)

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

4b. Acquire and maintain non-classroom based books, materials, and supplies necessary to support strong school operations.

2018-19 Actions/Services

4b. Acquire and maintain non-classroom based books, materials, and supplies necessary to support strong school operations.

2019-20 Actions/Services

5b. 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	\$153664	\$133159	\$252152
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Other Revenue
Budget Reference	400000 Books, Supplies, and Materials	400000 Books, Supplies, and Materials	400000 Books, Supplies, and Materials

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

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)

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)

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

4c. 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

4c. 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

5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$363051	\$614038	\$1259983
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Other Revenue
Budget Reference	500000 Operating Expenses	500000 Operating Expenses	500000 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

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)

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)

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

4d. Maintain depreciating capital as necessary to support strong school operations.

2018-19 Actions/Services

4d. Maintain depreciating capital as necessary to support strong school operations.

2019-20 Actions/Services

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48530	\$62816	\$77000
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Other Revenue
Budget Reference	600000 Capital Outlay	600000 Capital Outlay	600000 Capital Outlay

Action 5e

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

Students to be Served:

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

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)

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)

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

4e. 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

4e. 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

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

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$258690	\$479046	\$552641
Source	LCFF Base & Categorical	LCFF Base & Categorical	LCFF Base & Other Revenue
Budget Reference	700000 Other Outgo	700000 Other Outgo	700000 Other Outgo

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

\$ 294,353

8.85 %

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).

Lighthouse Charter School will utilize all LCAP funds to support each of the eight state priorities. Supplemental and concentration dollars will be used to support subgroups of students at the school to ensure they achieve at the level of their peers, including students who are from low-income families, are English Language Learners (ELLs), and are Latino. As DECS is a small school, expenditures are made in a combination of both targeted and school-wide manners. Schoolwide expenditures are focused on improving instruction for all students, including student subgroups.

Targeted expenditures are focused on unique services and supports for the student subgroups. These expenditures include the following:

- Acquisition of additional curriculum and instructional materials to support alignment with the CCSS, NGSS, CSS, and ELDS and that provide systematic supports and differentiation for subgroups as enrollment significantly expands
- Professional development for teachers, specific to supporting the language development and proficiency of ELLs, utilizing Project Based Learning, Common Core instruction, and developing new teachers' practice.
- Ongoing Professional Development, Observation, and Coaching for teachers, including strategies for differentiation and acceleration of learning for all students
- Increased technology, to support assessment, data-based instruction, and personalized learning paths

- Targeted support services, via small group instruction during WINN Block

Increased and improved services for students from low-income families and English Language Learners will be provided as follows:

- Increased teacher expertise in serving English Language Learners, through targeted professional development, observation, and coaching on ELD strategies including but not limited to Guided Language Acquisition Design (GLAD) by GLAD trained staff.
- Monitoring of student subgroup data, identifying needs and adjusting resources accordingly using an RTI process and trauma-informed model
- Dedicated small group instruction during WINN Block, to provide intervention supports and scaffolds as needed
- Increased mental health services within a trauma-informed model

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 LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow

the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; 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 LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

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

Stakeholder Engagement

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

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

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, 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 LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

For each action/service, the LEA must complete either the section “For Actions/Services not 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 Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

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

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

E. High school graduation rates;

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

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

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

- A. 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 pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in 5 *CCR* Section 1039.1.

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) “Suspension rate” shall be calculated as follows:

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

(f) “Expulsion rate” shall be calculated as follows:

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Guiding Questions: Goals, Actions, and Services

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