

[Enter LCAP Year]

Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

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

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

LEA Name	Contact Name and Title	Email and Phone
Woodland Star Charter School	James Lloyd, Administrator	jlloyd@woodlandstarschool.org 707 996 3849

2019-20 Plan Summary

The Story

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

Woodland Star is a Waldorf inspired public charter school with 250 students. The school has three kindergartens and grades one through eight. Our community is a diverse population consisting of people who come to the school for Waldorf education and numerous children from the surrounding neighborhoods. The school's population of low income families is approximately 47 percent. The school's ELL population consists of 15 thirty active students and 30 reclassified. Parents are involved with the school through parent association which is responsible for most of the school festivals, ELAC, Charter Council (our school board), Library Committee, and Gardening Committee.

The school has a before school care program and an after school care to help serve the needs of many working families. We have a protocol to identify students with academic needs and serve them with our own independent resource program (SELPA), intervention program, and Schools of Hope. For the EL population we offer designated ELD throughout the grades

LCAP Highlights

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

This year's LCAP consisted of five goals:

1. To develop and articulate a common core aligned reading curriculum for grades K through 8.
2. To increase English Learner achievement and motivation in all academic areas.
3. Supply students and staff with instructional technology to successfully implement the Common Core and SBAC and to educate students regarding media literacy and media interface skills
4. To develop a comprehensive CCSS aligned Waldorf aligned benchmark assessment systems across all grade levels 1 – 8 in mathematics and English language arts.

5. To articulate a comprehensive professional development plan for teachers regarding how to incorporate CCSS and ELD standards into the Waldorf curriculum, the needs of EL students, and appropriate and effective interventions for struggling students in addition to therapeutic education practices.

Review of Performance

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

Greatest Progress

Working in a way to improve our SBAC tests results in language arts and math was part of our LCAP this year. In analyzing the test results from 2018 we noticed satisfactory improvement, particularly in the 3rd grade and in other grades that were struggling. The trend at this time shows that as a school we are becoming academically as reflected in the smarter balance measurement especially when comparing our school to other schools in our district area.

In comparison to the other schools in our area we saw that nearly every ranked at the upper levels with those schools. In particular, the scores for the 7th and 8th grade math were significantly higher than the Sonoma area schools. Although Woodland Star's lower grades have tended to show a slight performance lag in lower grades, our third grade in 2018 appears to have overcome this trend with a more rigorous approach while keeping with the Waldorf curriculum our school prioritizes throughout the year. We expect this general lower grade trend to continue as shifted our focus on reading and writing development in the early grades.

The improvement reflected in this goal is related to the progress we are making in improving the reading level throughout the school. We know that our students can do not do well on the SBAC unless they can read well. Our emphasis for three years has been on creating independent readers who love to read as well as on efficient assessments that enable us to identify and help emerging readers.

This year we were able to reclassify one student from the ELD designated program, and add new students later in the year. Through our RTI protocol the school identified two ELD students who are at risk for becoming Long Term English Learners (LTEL). One student was identified as having a learning disability, which was preventing him from achieving success in his ELD goal.

Additionally, we have engaged our Intervention teacher, classroom assistants, and student services departments to more assertively identify students that have not performed satisfactorily using our Core Reading assessments, Dibbles, classroom assessments, and especially SBAC. We established a clear Response to Intervention (RTI) Protocol when teachers or parents raise a concern about academic performance. SMART goals were written, action plans were recorded, and progress was more carefully monitored by our Student Study Teams throughout the year. Every student who was identified for RTI support showed measurable progress.

Student engagement is now one of the key measures of school success under the California School Dashboard. One of the key ways a Waldorf School works with this is through the integration of the arts throughout the curriculum. The teachers showed much creativity throughout the year integrating drawing, painting, modeling, singing, music, movement, and theatre with academic content thus cultivating enthusiasm for learning.

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

Greatest Needs

1. California school dashboard identified chronic absenteeism with the color orange, which increased by 1% from the previous year. We are also noticing chronic tardiness in our attendance records.
2. Continued work to improve the academic progress of our lowest performing students.
3. While the standard was met last year in relation to Basics, our annual surveys indicate that more attention to needs to be paid to our campus and facility.
4. While we are pleased with our progress our annual survey indicates moderate satisfaction with respect to English Language Development.
5. The school has also determined the need to address social and emotional needs of our students

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

Performance Gaps

There were no student groups performing two or more levels below “all students” on our 2018 California School Dashboard.

Attendance

English Language Development

Reading Fluency

Math performance

English performance

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.

We are a single school LEA, and are not identified for CSI.

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

We are a single school LEA, and are not identified for CSI.

Annual Update

LCAP Year Reviewed: 2018-19

Goal 1

To develop an articulated, Common Core aligned reading curriculum for grades K-8

State and/or Local Priorities addressed by this goal:

State Priorities: Implementation of State Standards

Local Priorities: On going priority

Annual Measurable Outcomes

Expected

1. Continued growth in student reading fluency and comprehension measures as measured by school-created benchmark assessments to give us student achievement data related to reading.

2. Have 90% of students reading at or above grade level by the end of 4th grade

3. Maintenance of student reading proficiency throughout middle school years.

Both outcomes to be measured periodically, depending on the reading level of the student, by:

*Core Phonics Survey

* Reading fluency measures

* Reading comprehension measures

* Grade level reading benchmark assessments

Actual

We are seeing strong growth in grades 2 and 3 based on 3 Dibbles assessment, CORE Reading Assessment, and teacher chosen assessments (ex. San Diego Quick, and running records). SBAC performance in 2018 indicated a significant jump over previous years for our current 4th grade. Our mid-year assessment indicates approximately 80% are reading at or above grade level based on CORE. While this does not quite meet our goal at the time of this writing, we are please with the progress and confident that we will be close to achieving the goal by the end of the year.

In grades 5 – 8, we have seen consistent, but slower progress which is in line with previous years. We are tracking reclassified English Language Learners more closely as we are concerned with their continuing progress. More professional development for our upper grade teachers may be needed.

[Add expected outcome here]

[Add actual outcome here]

[Add expected outcome here]

[Add actual outcome here]

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 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Continued development of articulated reading curriculum to match CCSS and Waldorf timeline, including curricular pacing and standards to be taught each trimester.</p> <p>B. Identification and purchase of resources for teaching reading in grades K-8 to help integrate Common Core aligned instructional practices with the Waldorf curriculum</p> <p>C. Increase professional development for teachers related to reading instruction and implementation of the Common Core Standards for ELA and the ELD standards to take place during weekly faculty meetings and in-service days. Additionally, teachers will be encouraged to seek out training in teaching reading from SCOE and other sources of quality workshops.</p> <p>D. Work as a school community to create a culture of reading enjoyment at all levels. Continue afterschool Book Clubs for grades 3-5 and 6-8. Start parent/ staff Book Clubs to meet monthly. Continue to supplement classroom libraries with attention-grabbing books for children at each grade level. Media Free Week Campaign to encourage parents to read with their children rather than watching movies and television.</p> <p>F. Develop early intervention programs for struggling students.</p>	<p>A. The development of a Waldorf aligned quickened reading curriculum has been brought to each of the lower grades teachers, and they are working with it. The teachers have access to the Waldorf aligned common core standards and the Waldorf curriculum that articulates that quickened approach. The scope and sequence has articulated and continues to be refined. The curricular pacing and standards to be taught during the year is left up to the individual teacher in consultation with administration as they plan out their year in what are called block rotations.</p> <p>B. In order to help the teachers address the differences between the Waldorf curriculum and the Common Core Standards, Curriculum Associates READY common core reading instruction and practice books were purchased and passed out to each grade teacher. Individual teachers have also researched and purchased resources to help with teaching the common core standards. The Road Map to Literacy curriculum and teacher guide was purchased and distributed to teachers in grades 1-3 midyear and will be fully implemented in 2019. These resources are shared at faculty meetings so other teachers can learn of them.</p> <p>C. The school's EL teacher has been the main person to seek out training from SCOE and during faculty meetings she has reported on these trainings as well as helping the faculty be aware of possible relevant trainings. Professional development for teachers has been ongoing in weekly two hour faculty</p>	<p>4,727</p>	<p>[Add estimated actual expenditures here]</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
	<p>meetings.</p> <p>D. A library committee of dedicated parents and volunteers that was formed previously has continued to help with bringing engaging literature to the school. Along with our intervention program we are working on the maintenance and renewal of each grade's class library. They are also working on purchasing and creating sets of leveled books to help emerging readers in grades 1-5.</p> <p>E. The early intervention program for struggling students was further defined this year in our Response to Intervention Protocol. Our intervention worked directly with teachers and the administrator to identify and keep track of struggling students. Student study teams established SMART goals and track progress in 6-8 week intervals. Combined 2nd and 3rd grade reading groups were run by a reading development team of staff, faculty and administrators to rigorously 3 times per week in addition to regular general education and instruction and reading practice.</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.

Implementation of goal 1: We have articulated our language arts curriculum well, especially for grades 1-5. We have purchased sufficient general education readers to support practice toward achievement, particularly for reading development, and have observed measurable growth overall. Now that we have this in place, we have turned our attention to expanding our reading library to bringing in more literature into our classrooms to better align with Waldorf grade specific curriculum so that teachers can better integrate the state priorities while

working with our school's Waldorf framework. We are the beginning stages of working with a revision to this goal to actualize this local priority.

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

Our chosen assessments including SBAC, CORE, DIBELS are demonstrating that we are achieving our articulated goal. Nearly every grade is showing improvement, particularly in grades 3-5. While our middle school grades perform well when compared to the other schools in our district, we feel we need to improve in this area, especially with respect to our reclassified English language learners.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our budget for Low Performing Students especially in our efforts to grow and refine our intervention approach with staff, the purchase of intervention assessments, and intervention tools has been necessary to address state and local priorities.

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.

Other than our Response to Intervention Protocol as seen in Action 1 E has been fully implemented to support all struggling students, especially struggling readers. Intervention services are being administered through out all grades to supplement the increase in classroom assistants in grades k-7. We believe this is what accounts for our performance as reflected in our SBAC scores and California School Dashboard.

Goal 2

To increase English Learner achievement and motivation in all academic areas

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 3, 4, 5,

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

- 1. Increase student achievement on reading, writing and math benchmark assessments.
- 2. Increase number of students attaining annual ELPAC growth.
- 3. Reclassification of all EL students by middle school.
- 4. Increase EL students receiving more targeted intervention and extended learning time as part of their school day.
- 5. Deepen cross-cultural understanding at all levels of the community: between students and families, among staff and faculty, and at the board level.

- 1. We have been working with our RTI team to help at risk students to reach learning targets in our assessments.
- 2. As part of the designated ELD program students are receiving required support and attaining annual growth. Students that are still struggling have been receiving school intervention and student services support.
- 3. All but one 5th grade students have been reclassified according to ELPAC results from the fall of 2018. We currently have one 7th grader in the ELD program, but the student has only been in the United States for 3 years.
- 4. Yes, kindergarten students currently receive 45 minutes of targeted academic instruction, and all students needing extra academic support are receiving it.
- 5. Cultural festivals and celebrations we held throughout the year to celebrate the diversity of the school community.

Teresita Salary

[Add expected outcome here]

[Add actual outcome here]

[Add expected outcome here]

[Add actual outcome here]

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>A. Free aftercare for English Learners to extend their school day from 12:30 to 2:30. Provide after-school support i.e. homework club.</p> <p>B. Provide a lending library with books in Spanish and English for parents to take home and read with their children. Purchase of student reading materials for classroom libraries relevant to EL students i.e. culturally relevant books featuring Latino protagonists.</p> <p>C. Purchase ELD curricular materials for teachers. Provide professional development for teachers around the implementation of the CCSS for English Learners, and how to align these with the ELD standards. Also dispel stereotypes about academic potential of EL students and encourage creativity in engaging Latino parents</p> <p>D. Provide parent empowerment, advocacy and family literacy programs through ELAC group and “Padres Unidos”, and broaden the school communications representation of EL parents in school</p>	<p>A. The school implemented a reduced or subsidized care for EL families that required after school care support, so that more families could receive the same equitable support.</p> <p>B. This action was implemented completely.</p> <p>C. The school purchased academic curricular materials for all teachers and extra materials with an emphasis on English language development for all students.</p> <p>D. In an effort to meet this goal, the school provided information and parent education meetings.</p> <p>E. Chromebooks were purchased to support ELD in all classrooms and support programs</p>	<p>18,658</p>	<p>[Add estimated actual expenditures here]</p> <p>A. Aftercare subsidies</p> <p>B. RTI Budget, textbook budget</p> <p>C. RS Curriculum for Steiner Waldorf Schools. The Roadmap to Literacy.</p> <p>D. Teacher salary</p> <p>E. Chromebooks</p>

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>decision-making. Spanish translation of all schools communications, and during class and school meetings.</p> <p>E. Ensure EL students have full access to rigorous academic content in all core content areas and enrichment courses. Provide three laptop computers for the EL classroom. Also, provide ongoing monitoring of academic progress, attendance, etc. of reclassified students.</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.

The school implemented a reduced or subsidized care for EL families that required after school care support, so that more families could receive the same equitable support. This action was implemented completely and had the effect of reaching providing more after school support time for EL's particularly in supporting homework completion and time to practice reading. The school purchased academic curricular materials for all teachers and extra materials with an emphasis on English language development for all students. Further internet connectivity equipment was purchased and installed and Chromebooks were purchased to support ELD in all classrooms and support programs.

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

At the end of the year we saw significant improvement in reading achievement using local assessments (DIBILs and Fountas and Pinnell). Although it is difficult to know at the time of this writing, we are expecting moderate improvement on SBAC and ELPAC scores in grades 3-8th.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We were not anticipating the need to purchase another classroom set of Chromebooks at the time of the 2018 LCAP.

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

No major changes to goal was made.

Goal 3

Technology Goal for Common Core Readiness. Supply students and staff with instructional technology to successfully implement the Common Core state standards and SBAC and to educate students regarding media literacy and media interface skills

State and/or Local Priorities addressed by this goal:

State Priorities: 2

Local Priorities: Technology infrastructure

Annual Measurable Outcomes

Expected

Actual

Teachers will be supplied with laptop computers for their professional use.

WSCS will maintain enough laptop computers to be shared between middle school classes.

Middle school students will improve their computerized test-taking skills for SBAC and WSCS benchmark assessments.

Upon further analysis of needs, and the revised requirement to provide the infrastructure need to administer the SBAC online to grades 3-5 (6-8 were already outfitted), the school had to purchase 30 additional Chromebooks and secure Wifi access to prepare and administer the SBAC safely and securely. Funds were diverted to address this immediate need in time.

This purchase supplied sufficient access for teacher needs in addition to Teacher desktop computers were upgraded in the faculty room to meet their needs.

Current paper pencil benchmark assessments were not used, as the faculty and administration worked to find appropriate preparation tools to help with student performance on the SBAC. Result will be determined next year.

[Add expected outcome here]

[Add actual outcome here]

[Add expected outcome here]

[Add actual outcome here]

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 1

Planned
Actions/Services

Actual
Actions/Services

Budgeted
Expenditures

Estimated Actual
Expenditures

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>PLANNED</p> <p>Maintain operable computers for student and teacher use.</p> <p>Continue offering keyboarding and media literacy classes to middle school students.</p> <p>Purchase of on line remedial programs and adaptive technology to support students needing intervention level academic support and to prepare them for SBAC.</p>	<p>Our current bank of 30 Chromebooks were maintained for student and teacher use.</p> <p>An Additional 30 Chromebooks were purchased along with secure Wifi infrastructure to reach classrooms 3rd – 5th grade</p> <p>Key boarding and media literacy lessons and practice were administered by Middle School Staff</p> <p>On line premedial programs were procured or maintained for intervention and student services students and staff.</p>	<p>3,287</p>	<p>[Add estimated actual expenditures here]</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.

Upon further analysis of needs, and the revised requirement to provide the infrastructure need to administer the SBAC online to grades 3-5 (6-8 were already outfitted), the school had to purchase 30 additional Chromebooks and secure Wifi access to prepare and administer the SBAC safely and securely. Funds were diverted to address this immediate need in time. Results will be measured by this year’s SBAC results and end of year teacher feedback.

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

The actions taken were not expected at the time of writing this goal. Therefore the effectiveness will be determined next year.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Our original budget did not account for the amendment of our Chromebook bank.

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.

We will need to revisit this goal for next year to address the needs for grades 3-8.

Goal 4

To develop a comprehensive, CCSS aligned/ Waldorf-aligned, benchmark assessment system across all grade levels 1-8 in mathematics and English language arts.

State and/or Local Priorities addressed by this goal:

State Priorities: 2 and 4

Local Priorities: Strategic Plan: Faculty goals - Identify and support students not meeting standards in SBAC in math and reading

Annual Measurable Outcomes

Expected	Actual
Creation of CCSS aligned student writing benchmark assessments (math and reading assessments completed in 2015-16)	In the interest of using a better approach to assessing the needs of our students we piloted Fountas BAS Screener grades 2 nd and 3 rd , to explore a more comprehensive picture of our students capacities and growth.
Student benchmark schedule and protocols will be developed	A screening team worked together to assess targeted grades in the fall and spring.
Benchmark assessments will be finalized during the 2017-18 school year	Completed in 2017-18. After reviewing the 2018 SBAC scores we decided to explore other measures to identify students needing intervention support.

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Benchmark assessment system will be updated based on teacher feedback and testing instruments finalized.</p> <p>School administration will hire a learning strategist/intervention coordinator who will oversee and analyze benchmark assessments; report scores to</p>	<p>Teacher feedback indicated that the previous system was cumbersome and time consuming. We decided to stick with our California Core System, and research and pilot bench mark assessment screeners particularly in ELA in grades 2 and 3.</p> <p>A trained RTI coordinator and</p>	28,584	[Add estimated actual expenditures here]

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
teachers and administration and begin intervention services for students in need of further academic support.	teacher was hired in the 2018-19 school year. Her expertise expanded our ability to test pilot BAS and DIBELS assessments.		

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.

As our school matures and becomes accustomed to using a variety of standardized assessments we are finding that we are identifying low performing students sooner, and bringing them to the attention of our Intervention Team.

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

Trying different benchmark assessments has allowed us to explore methods of administering them. We are finding that we have sufficient trained staff to develop a team to administer by including intervention, student services, administrators, and others to work together quickly with minimal classroom interruption.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

While some expenditures were used to purchase assessments, re-allocating certificated staff time temporarily proved to be effective in gathering the data needed to identify low performing students.

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.

We have eliminated the original assessment used through 2017-18 school year, and have adopted an updated Waldorf curriculum standards resources to amend our adopted Common Core Standards Placement Tables.

Goal 5

To articulate a comprehensive, professional development plan for teachers regarding how to incorporate CCSS and ELD standards into the Waldorf curriculum, the needs of English Learners, appropriate and effective interventions for struggling students in addition to curative education practices.

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5

Local Priorities: Identify and support students not meeting standards in SBAC in math and reading. Social/Emotional goal in Charter Council and Faculty Council strategic plans

Annual Measureable Outcomes

Expected

Actual

WSCS will create and implement a professional development calendar for the school year that will include the topic to be covered, the presenter, and the date of each training.

A mentoring schedule was established in the fall for alternative approaches to meeting the needs students. These included classroom observations and mentoring meeting with individual teachers with outside consultants. Our intervention team also structured a protocol for identifying students who struggle academically, socially, behavior, and other ways. The faculty was trained on the process and reviewed periodically in mentoring sessions with on-site experienced teachers and staff. Faculty training on ELD occurred regularly in the faculty meetings as well as one to one meetings with our ELD teacher a core subject teachers.

Professional Development will directly target areas of most need schoolwide, and, as a result, student achievement will increase as measured by the WSCS relevant assessments and other assessments.

31 students were identified as being low performing early in the year and tracked by classroom teachers, ELD coordinator, student services, administration, and intervention team. Our intervention team also structured a protocol for identifying students who struggle academically, socially, behavior, and other ways. The faculty was trained on the process and reviewed periodically in mentoring sessions with on-site experienced teachers and staff. Faculty training on ELD occurred regularly in the faculty meetings as well as one to one meetings with our ELD teacher a core subject teachers.

[Add expected outcome here]

[Add actual outcome here]

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 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>School administration will conduct a needs assessment of teachers to determine the areas most in need of professional development</p> <p>School administration will use data from the needs assessment as well as other evaluations to establish a calendar of professional development activities for the school year. Calendar to be established by September 2018 and will be implemented throughout the school year.</p> <p>In June 2019, administration will conduct a teacher survey to review the professional development trainings carried out during the school year and elicit suggestions for further development in the future.</p>	<p>School administration will conducted a needs assessment of teachers and determined: 1 - ELD in the classroom needs further development. 2 – improved intervention support services tracking via the RTI process with SST meeting happening at 6-8 week intervals was effective in bringing support where needed.</p> <p>We decided that tracking schedule and mentoring teachers met the needs of our students and teachers this year than establishing a fixed PD calendar for the year.</p> <p>A survey was conducted at the end of the year for teachers and staff. 56% of respondent agreed that the school offered adequate professional development opportunities to meet the needs of their position. We would like to improve this number into the future.</p>	<p>4,003</p>	<p>[Add estimated actual expenditures here]</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.

While we are pleased with our performance in identifying students that struggle and bringing appropriate support, we would like to see more of our faculty taking advantage of professional development opportunities to support their roles in the school.

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

The most effective actions that we took this year related to our intervention efforts. The faculty followed the new protocol and the intervention team responded in a variety of way based on the actual needs of our struggling students. We used a newly acquired assessments to measure progress which were reported to teachers and parents in accordance with our protocol.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

TBA

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.

We revised our professional development plan for teachers regarding how to incorporate CCSS and ELD standards into the Waldorf curriculum, the needs of English Learners, appropriate and effective interventions for struggling students in addition to curative education practices. As articulated in the analysis, the plan emphasized our efforts with respect to intervention services and our new RTI protocol.

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?

Our LCAP goals have been monitored throughout the year with faculty, Parent Association, EL Coordinator, Pedagogical Director, Charter Council Board, staff, and students. This spring we conducted surveys for all stake holders to inquire levels of understand and satisfaction with respect to all major areas of the organization.

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?

The school community was consulted through a school wide survey and time set aside to meet with any parents who wished to ask questions or give feedback.

The education director and administrator met weekly with the EL supervisor/teacher. The education director and the EL supervisor/teacher met with the ELD coordinator to present the LCAP and listen to feedback.

The administrator met with the charter council to present updates and drafts of the LCAP and listen to feedback

The administrator met with the parent association to present the LCAP goals for 2019-20 to answer questions and listen to feedback.

The education director met with the faculty to check in with them regarding the LCAP and met with the middle school teachers who were involved with the media literacy program.

A faculty and staff survey was administered to collect input and data for analysis in developing this year's LCAP

Analysis of the California School Dashboard was used to identify any areas of need that we had not previously identified

Impact on LCAP and Annual Update

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

There were several ways that this input shaped our goals for this year.

In analyzing our California school dashboard data and SBAC results, there is still more work that we to do to meet the needs of our lowest performing students, English language learners (even reclassified EIs) particularly in math and language arts. Goal #2 of the 2018-19 LCAP will be correspondingly revised for the 2019-20 LCAP incorporating aspects of Goal #5 in from our 2018-19 LCAP.

We noticed that as an organization we need to more assertively address our attendance issue, which we have discovered is rampant in our local area including and beyond our school. This will result in a new goal in the 2019-20 LCAP

Further emphasis on addressing the social and emotional needs of our student body needs more attention. Faculty and parent input also indicated that more attention needs to be paid to our campus and facility. As it aligns with our school strategic plan, we will include a new goal to address this in our 2019-20 LCAP

We are retiring goals three goals from prior years:

1. Goal 1 – We feel we have met the principal spirit of this goal sufficiently resulting in new approaches to adapting our Waldorf reading curriculum with Common Core demands.
2. Goal 3 – Sufficient progress has been made with our Technology Goal. We will address remaining actions in future school strategic planning.
3. Goal 4 - Sufficient progress has been made with our assessment system. We are satisfied with what we have in grades 1-4, and will continue to develop our approach in grades 5-8 in future strategic planning, and incorporate related actions in Goal 2 for the 2019-20 LCAP.
4. Goal 5 – Professional development actions will be incorporated in our revision of goal #2 of our action planning to address further ELD training for core subject teachers.

Finally, being a small and dynamic charter school, we decided to exercise our option to layout goals that coincide with our budget year rather than three year's out.

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)

NEW GOAL

Goal 1

Attendance: Improve our average daily attendance by 20% overall.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 5, and 7

Local Priorities:

Identified Need:

Our 2018 California School Dashboard data indicates that 11.1% of all students being chronically absent from school. This significantly affects access to adequate time working with course work and curriculum.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
California School Dashboard	All Students 11.1% Chronically Absent	All Students 8.88% Chronically Absent

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 1

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):

Woodland Star Charter School.

Actions/Services

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

New for 2018-19

2019-20 Actions/Services

1. Careful investigation of the root causes for attendance concerns and the scope of the issues.
2. Update the school's attendance policy
3. Design a new protocol for addressing issues
4. Communicate the new policy to all stakeholders
5. Implement the new policy and protocol as soon as possible with support from administration and office staff.

Budgeted Expenditures

2019-20

Administration and office staff (also serves as attendance manager) salary and benefits is anticipated for the implementation of the protocol. Administrator time to meet with parents when policy is violated by 3 or more absences.

Source [Add source here]

Budget
Referen
ce [Add budget reference here]

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

MODIFIED GOAL

Goal 2

To provide every student with the opportunity to attain academic progress that prepares them for high school and beyond with academic curriculum that is Waldorf inspired and aligned with Common Core standards

State and/or Local Priorities addressed by this goal:

State Priorities: 2, 4, 5, and 7

Local Priorities:

Identified Need:

Students need all teachers to be highly qualified

Students need to attain proficiency in Common Core Standards.

Students need standards aligned instructional materials.

Students need to be physically active.

All students have access to grade level specialty courses including Handwork, P.E., music, and art.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
SBAC	<p>2018 ELA Results</p> <p>3rd – At or above standard: 89%</p> <p>4th – At or above standard: 46%</p> <p>5th – At or above standard: 50%</p> <p>6th – At or above standard: 33%</p> <p>7th – At or above standard: 41%</p> <p>8th – At or above standard: 55%</p> <p>2018 Math Results</p> <p>3rd – At or above standard: 96%</p> <p>4th – At or above standard: 27%</p> <p>5th – At or above standard: 30%</p> <p>6th – At or above standard: 29%</p> <p>7th – At or above standard: 24%</p> <p>8th – At or above standard: 32%</p>	<p>2018 ELA Results</p> <p>3rd – At or above standard: 89%</p> <p>4th – At or above standard: 46%</p> <p>5th – At or above standard: 50%</p> <p>6th – At or above standard: 33%</p> <p>7th – At or above standard: 41%</p> <p>8th – At or above standard: 55%</p> <p>2018 Math Results</p> <p>3rd – At or above standard: 96%</p> <p>4th – At or above standard: 27%</p> <p>5th – At or above standard: 30%</p> <p>6th – At or above standard: 29%</p> <p>7th – At or above standard: 24%</p> <p>8th – At or above standard: 32%</p>

Metrics/Indicators	Baseline	2019-20
CORE READING ASSESSMENT	0 – Base line will be established in the fall of 2019	1 grade level
CA SCHOOL DASHBOARD	A. ELA – 2.1 points above standard overall B. MATH – 16.8 points below standard overall	A. ELA – 4.2 points above standard overall B. MATH – 13.44 points below standard overall
FOUNTAS and PINNELL (grades 2-4)	0 - Base line will be established in the fall of 2019	1 grade level

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 1

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 Language Learners
Low Income

Scope of Services:

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

Schoolwide

Location(s):

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

Woodland Star Charter School

Actions/Services

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

Unchanged

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

Unchanged

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

Modified

2017-18 Actions/Services

A. Free aftercare for English Learners to extend their school day from 12:30 to 2:30. Provide after-school support i.e. homework club, book club for grades students.

2018-19 Actions/Services

A. Continued development of articulated reading curriculum to match CCSS and Waldorf timeline, including curricular pacing and standards to be taught each trimester.

2019-20 Actions/Services

A. Establish a baseline for grades 2-5 in the fall in ELA and Math using Fountas and Pinnell and/or CORE Reading assessments.
B. Establish an

2017-18 Actions/Services

- B. Provide a lending library with books in Spanish and English for parents to take home and read with their children. Purchase of student reading materials for classroom libraries relevant to EL students i.e. culturally relevant books featuring Latino protagonists.
- C. Purchase ELD curricular materials for teachers. Provide professional development for teachers around the implementation of the CCSS for English Learners, and how to align these with the ELD standards. Also dispel stereotypes about academic potential of EL students and encourage creativity in engaging Latino parents.
- D. Provide parent empowerment, advocacy and family literacy programs through ELAC group "Padres Unidos" and broaden the representation of EL parents in school decision-making. Spanish translation of all school communications.

Ensure EL students have full access to rigorous academic content in all core content areas and enrichment courses. Provide three laptop computers for the EL

2018-19 Actions/Services

- B. Identification and purchase of resources for teaching reading in grades K-8 to help integrate Common Core aligned instructional practices with the Waldorf curriculum.
- C. Increase professional development for teachers related to reading instruction and implementation of the Common Core Standards for ELA and the ELD standards to take place during weekly faculty meetings and in-service days. Additionally, teachers will be encouraged to seek out training in teaching reading from SCOE and other sources of quality workshops.
- D. Work as a school community to create a culture of reading enjoyment at all levels. Continue afterschool Book Clubs for grades 3-5 and 6-8. Start parent/ staff Book Clubs to meet monthly. Continue to supplement classroom libraries with attention-grabbing books for children at each grade level. Media Free Week Campaign to encourage parents to read with their children rather than watching movies and television.
- E. Develop early intervention programs for struggling students.

2019-20 Actions/Services

- appropriate grade level expected outcome to be measured in the spring
- C. ELD training provided monthly in faculty meetings for 20 minutes reporting any successes noticed and giving specific recommendations where progress is lagging.
- D. ELD mentoring from EL teacher or consultants provided to all core subject teachers 2 or more times over the course of the year, with an emphasis on math instruction.
- E. Intervention Coordinator, Student Services Director, ELD coordinator, and administration meet every 8 weeks to evaluate progress particularly to track low performing student progress.
- F. Track and ensure that every low performing student receives appropriate support in the with classroom assistants, Intervention Teacher, or ELD teacher.
- G. The school will provide free aftercare for English Learners needing a safe environment to complete assignments and homework.

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

classroom. Also, provide ongoing monitoring of academic progress, attendance, etc. of reclassified students.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	17,276	18,658	_____ (TEACHERS, SUPPORT STAFF, SPECIALTY TEACHER, AFTERCARE)
Source	Supplemental, Concentration	Supplemental, Concentration, LPSBG	Supplemental, Concentration, LPSBG
Budget Reference	1100, 2100	1100, 2100, 2900, 4310, 4400, 5202	1100, 2100, 2900, 4310, 4400, 5202

Goals, Actions, & Services

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

NEW GOAL

Goal 3

To create and sustain a safe, supportive, and respectful environment for students, teachers, staff, and parents.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, and 6.

Local Priorities: Strategic plan – Charter Council Goals (1- social/emotional, 2- Safety, and 5- sustainability)

Identified Need:

Students need a safe, supportive, respectful environment in order to learn.

Students need clean and safe buildings and grounds.

Students need parents to be involved in the school community.

Students need to attend school daily and arrive on-time to have sufficient access to all courses

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20
Parent School Survey	A. Campus/Facility 49% are very or extremely Satisfied B. Maintenance 67.34 very or extremely satisfied C. Volunteer Time: 24% reported no volunteer time	A. Campus/Facility 60% are very or extremely Satisfied B. Maintenance 77% very or extremely satisfied C. Volunteer time: 15% report no volunteer time
Faculty and Staff Survey	<ul style="list-style-type: none"> School provides sufficient resources to meet the learning needs of our Student: 68.75% agreed or strongly agreed 	<ul style="list-style-type: none"> School provides sufficient resources to meet the learning needs of our Student: 75% agree or strongly agree
FIT Assessment	Good	Good
Course Access: all students have access to grade level specialty courses including Handwork, P.E., music, and	All students have access to grade level specialty courses including Handwork, P.E., music, and art.	All students have access to grade level specialty courses including Handwork, P.E., music, and art.

Metrics/Indicators	Baseline	2019-20
art.		
School Attendance records	<ul style="list-style-type: none"> Period 2: 95% Average Tardy students per day: 	<ul style="list-style-type: none"> Period 2: 97%

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 1

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):

Woodland Star Charter School

Actions/Services

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

New Action

2019-20 Actions/Services

Custodial staff will be added to ensure that the campus clean and safe at all times to provide sufficient support to existing custodial staff.

Budgeted Expenditures

Year 2019-20

Amount Custodial Staff + 5000 for additional Janitorial service

Source [Add source here]

Budget Reference [Add budget reference here]

Action 2

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):

Woodland Star Charter School

Actions/Services

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

New Action

2019-20 Actions/Services

- A. Faculty and Staff Training, and Parent Education on Restorative Justice practices to ensure a safe, respectful, and respectful learning environment for all students and staff.
- B. Update and implement new discipline policy to align with restorative practices principals.
- C. Update Harassment, Discrimination, Intimidation, and Bullying Prevention Policy to ensure a safe, respectful, and respectful learning environment for all students and staff to align with restorative practices principals.

Budgeted Expenditures

Year 2019-20

Amount Consultant - Restorative Justice Training and implantation: \$5000

Source [Add source here]

Budget Reference [Add budget reference here]

Action 3

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):

Woodland Star Charter School

Actions/Services

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

New Action

2019-20 Actions/Services

A part time school counselor will be hired to support students encountering social emotional difficulty for students identified for intervention support.

Budgeted Expenditures

Year 2019-20

Amount Psychologist

Source [Add source here]

Budget Reference [Add budget reference here]

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **XXXX-XX**

Estimated Supplemental and Concentration
Grant Funds

Percentage to Increase or Improve Services

\$ [Add amount here]

[Add percentage here] %

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).

[Add text here]

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

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

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

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

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

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

- A. Pupil suspension rates;

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

- (a) “Chronic absenteeism rate” shall be calculated as follows:
 - (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
 - (2) The number of students who meet the enrollment requirements.
 - (3) Divide (1) by (2).
- (b) “High school dropout rate” shall be calculated as follows:
 - (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
 - (2) The total number of cohort members.
 - (3) Divide (1) by (2).
- (c) “High school graduation rate” shall be calculated as follows:
 - (1) For a 4-Year Cohort Graduation Rate:
 - (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
 - (B) The total number of students in the cohort.
 - (C) Divide (1) by (2).
 - (2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:
 - (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
 - (B) The number of students in the DASS graduation cohort.

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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