# Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

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

LCFF Evaluation Rubrics [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: 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 | Woodland Star Charter School | | |
|---|---|---|---|
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| | | | |

# 2018-21 Plan Summary

**THE STORY**

Briefly describe the students and community and how the LEA serves them.

Woodland Star is a Waldorf inspired charter school with 246 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  thirty active students and fifteen reclassified. The parents are very involved with the school through parent association which is responsible for most of the school festivals, Padres Unidos, ELAC, Charter Council which is the school's governing body, Library Committee,and Gardening Committee.

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

**GREATEST PROGRESS**

Working in a way to improve our smarter balance tests results in reading and math is part of our LCAP. In analyzing the test results from the three years we have taken the tests as a school which is 2015,2016, and 2017 we see that all of the classes 3 through 8 improved their scores. The improvement is not as apparent as last year because the SBAC raised the benchmark qualifying levels. However, the trend at this time still shows that as a school we are becoming stronger academically as reflected in the smarter balance measurement.

In comparison to the other schools in our area of Sonoma in general we see that our grades 6, 7, and 8 rank 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. This shows that as it is now, Woodland Star's lower grades move slower academically than other district schools and when they enter middle school they get stronger. This may change in the future as we implement certain changes and our 3rd, 4th , and 5th grade classes move quicker.

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.

Another area of focus in the LCAP goals is the academic development of English Learners. As of this year we are noticing that students are increasing their skills at least one level each year. We are currently reclassifying eight students ranging from 4th through 7th grade. This comes as a great success as this number is often unheard of.

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

**GREATEST NEEDS**

In regards to the LCFF Evaluation Rubrics we do not see any performance area in the red or orange category.

As a Waldorf charter school for the last three years, we have been using paper and pencil versions of the SBAC assessment for grades 3 through 5. Although this may have made the test more difficult for our students because the paper/pencil version did not adjust questions according to the answers of the student, we chose this version because we believe in the connection between the mind and hand for the development of intelligence. Next year we will no longer have that option, so we must prepare our students who normally do not use computers in the classroom to take the SBAC test on computers. We will need to purchase more chrome books and plan to prepare our students with keyboarding skills and use of the computer.

In analyzing the results of the SBAC, we see that some of our students receive a standard not met score. For the future we need to have a plan for these students and way of tracking that support throughout the year.

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

**PERFORMANCE GAPS**

In looking at the LCFF Evaluation Rubrics that apply to WSCS such as student test scores, progress of English Learners, suspension rates, and chronic absence there are no indicators with two or more performance levels below the "all" student performance.

## INCREASED OR IMPROVED SERVICES

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

## BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

| DESCRIPTION | AMOUNT |
|---|---|
| Total General Fund Budget Expenditures for LCAP Year | $2,521,951 |
| Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year | $62,164 |

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

| $2,038,668 | Total Projected LCFF Revenues for LCAP Year |
|---|---|

# **Annual Update**

**LCAP Year Reviewed: 2017–18**

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

| **Goal 1** | To develop an articulated, Common Core aligned reading curriculum for grades K-8 |
|---|---|

**State and/or Local Priorities Addressed by this goal:**

STATE  x☐ 1  x☐ 2  x☐ 3  x☐ 4  x☐ 5  x☐ 6  x☐ 7  x☐ 8

COE  ☐ 9  ☐ 10

LOCAL  _____

## ANNUAL MEASURABLE OUTCOMES

| **EXPECTED** | **ACTUAL** |
|---|---|
| 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.<br>2. Have 90% of students reading at grade level or above by the end of 4th grade.<br>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:<br>*Core Phonics Survey<br>* Reading fluency measures<br>* Reading comprehension measures<br><br>* Grade level reading benchmark assessments | 1. Last year was a trial year for the school created benchmark assessments. This year we gave the fall reading and math assessments and then we discussed as a faculty the effectiveness of these benchmarks. We decided to modify this goal in order to improve it. A large binder was created for grades 3 through 8 that combines the data from the SBAC and the school benchmarks. This data was used to identify students in each class who needed more support. The modified goal will include utilizing both the benchmarks and the SBAC data and a plan to work with the data in supporting students.<br><br>2. In checking with classes 3 through 8 we have all of the classes above 90% grade level reading except for grade 5. This is beyond the goal of 90% for classes 4 and up. Class 5 which did not meet the goal last year has made progress. We will be looking at each individual below grade level student in grade 5 to do whatever it takes to bring them to grade level.<br><br>3. The school continues to support the goal of creating independent readers as the foundation for reading capacity. By middle school we are no longer using the phonics survey. That can be changed in the |

goal. We are using the other assessment measures.

## 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

| Actions/Services | |
|---|---|
| A. **PLANNED** Continued development of articulated reading curriculum to match CCSS and Waldorf timeline, including curricular pacing and standards to be taught each trimester.<br><br>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<br><br>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.<br><br>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.<br><br>E. Develop early intervention programs for struggling | **ACTUAL**<br>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 is in the process of being articulated. The curricular pacing and standards to be taught during the year is left up to the individual teacher as they plan out their year in what are called block rotations.<br><br>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. These resources are shared at faculty meetings so other teachers can learn of them.<br><br>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 meetings.<br><br>D. A library committee of dedicated parents and grandparents that was formed last year has continued to help with bringing engaging books to the school. Along with the |

| students. | intervention teachers they are working on the maintenance and renewal of each grade's class library. They are also working on creating sets of leveled books that will be available to help emerging readers. This is particularly important for grades 2, 3, and 4. |
| | We were unable to restart our Book Clubs, but it remains a potential idea waiting for the right person to take it up. |
| | E. The early intervention program for struggling students was developed further this year. The early intervention person worked directly with the administrator to identify and keep track of struggling students. Students received SSTs (student success team) meetings with check ins every 6 weeks. Progress was tracked and reviewed during the year. |

Expenditures

| BUDGETED | ESTIMATED ACTUAL |
|---|---|
| 4,300 | 4,373 |

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 a school we have been implementing all aspects of goal 1: Although the articulated language arts curriculum form is not completed yet, we have been implementing the changes in the language arts curriculum, in particular in grades 1, 2, 3, and 4.. One possible reflection of this is 100% of students in grade 3 reading at grade level or above. This is being done in recognition of Waldorf methods and with an awareness that children learn at different rates.<br><br>Teachers were given Curriculum Associates READY common core reading books at the beginning of the year. The books contain the standards for that grade and provide common core aligned opportunities for the class to practice. Based on feedback from the teachers they have found them useful. Teachers have also researched other useful books and resources and purchased them. They have shared these resources with other teachers, so that we continue to learn how to be the most economical and effective.<br><br>Each week the faculty meets for two hours. During this time topics related to this goal have been taken up such as: how to use the READY common core reading books to prepare for the SBAC, effective use of silent reading time, use of leveled books to increase reading fluency, teaching spelling and the connection between spelling proficiency and writing, assessment tools, utilizing developmental movement to get the children ready to learn, the influence of poverty upon learning and how to help children in that situation, tools and guidance in teaching EL students, scaffolding so all children can learn and have success to build upon…This regular meeting time has been the best vehicle to bring in professional development topics.<br>It is still necessary to clear, effective articulation of the language arts scope and sequence for grades 1-8. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | Using the CORE Assessing Reading Multiple Measure assessments each teacher is able know where each student is, and diagnose what they are needing to move forward. It looks like we have achieved 90% of students reading at grade level from grade 3 to grade 8. The exception to this is grade 5.. The READY common core reading books have been helpful with preparing for the SBAC, but they are not the only resources being used at this time. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | TBD |
| 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 | There are no changes at this time. |

| Goal 2 | **To increase English Learner achievement and motivation in all academic areas.** |

State and/or Local Priorities Addressed by this goal:

STATE          x☐ 1  x☐ 2  x☐ 3  x☐ 4  x☐ 5  x☐ 6  x☐ 7  x☐ 8
COE   ☐ 9 ☐ 10
LOCAL          _____

[ANNUAL MEASURABLE OUTCOMES](#)

**EXPECTED**

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.

**ACTUAL**

1.

2. This year we reclassified 11 students, leaving only 12 in the ELD program. Some of the students that remain in the program are close to attaining all the needed requirements in order to be considered for reclassification. At the end of May of this year, we will get the results back from the ELPAC Summative Assessment, and we will determine then if a few other students are ready to be reclassified.
3. As of now, we only have one student in the middles school grades that continues to be in the ELD program. However, his is a special case since he only arrived from China two years ago. Nonetheless, his English Language acquisition is at Bridging and soon will be considered a long life language learner.
4. Using the data collected from our benchmark assessments and through teacher recommendation, we have been able to determine which students need extra support, services, and intervention. Some of the ELL's continue to receive consistent interventions through our RTI program, others get support through the Schools of Hope reading program, and many get differentiated support.

| | |
|---|---|
| | 5. In order to meet this goal, we have incorporated many relevant Latin American traditions into our curriculum. Together, with the support of the families and faculty, the students learn about special events and festivals that are celebrated across Latin America. We have also included Chinese traditions such as Chinese New Year's in honor of our Chinese families. On another level, in order to meet the needs of the families we have translated many of our important documents into Spanish as well as increased our involvement with the Latinos in the community, creating a more welcoming environment for all by offering more translation support at meetings, tours, and during any school communications. We have also included a Latino member on the Charter Council, a person who serves as a safety net, in an effort to give a voice to this group of our school community. Many of our teachers and assistants are also bilingual which helps meet the needs of many students and families. |

## 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 | Empty Cell | Empty Cell |
|---|---|---|
| Actions/Services | **PLANNED**<br>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.<br><br><br>B. Provide a lending library with books in Spanish and English for parents to take | **ACTUAL**<br>A. The aftercare staff provide care services to the children who need it. EL families typically get childcare at a sliding cost or free of charge. The school also provides homework club once a week for the students that need support. For students who need extra support or cannot attend homework club, their teachers provide an aide to assist with challenging homework problems or extra school time to complete their work.<br><br>B. There is presently a small library in the EL room |

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.

which is used for EL students during school and to loan out . The EL teacher knows the needs of the students and can continue to build the library. The library committee has been helping in collecting culturally relevant books for classrooms. Some books were purchased and collected from a book donation agency in Marin county. These books have been added to the lending library of the EL and Reading Center classroom. Though many books were added to the libraries of the school classroom, much work still needs to be done, especially with the lending library.

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.

C. This year the ELD teacher visited the classrooms and used SDAEI Strategy Evaluations to observe the classrooms and provide professional feedback to teachers. During faculty meetings and professional development there was emphasis on implementing good academic vocabulary teaching strategies. The teachers received easy to access tools for implementing these teaching techniques, with the purpose of assisting with this task. The teachers were also given a list of the families that may require personal communication and translation.

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.

D. As the school liaison for ELAC, Teresita keeps the school updated on the information, concerns, and feedback shared during ELAC meetings. This year we have improved our communication with Spanish speaking families by offering all school communications in both, Spanish and English. We are also using three different modes of communication; phone, web, text, and email. The emphasis on the original purpose of the ELAC group continues. We have opened seats for EL parent representation in all of our committees.  At this moment, we have an ELAC member on the Charter Council and Parent Association Committees.

| | | |
|---|---|---|
| | 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. | E. Numerous attempts have been made to gather required materials that can aid in monitoring the progress of the reclassified students as well as the materials required for reclassifying new students. However, we need to figure out a better solution for meeting this criterion. As of now, Teresita will collect a copy of the end of year reports with work samples that will be added to each student's ELD file. Also, a folder that contains all the updated benchmark assessments and state test results has been created. A few members of the faculty have created a committee, with the responsibility of evaluating the collected data and determining which students will need extra supports and interventions in order to become more academically successful. |
| Expenditures | BUDGETED<br>9,500 | ESTIMATED ACTUAL<br>17,260 |

[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.

**Empty Cell**

| | |
|---|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | All aspects of the articulated goal have been worked with this year. We have a Latino representative in the Charter Council which has helped in giving a stronger voice to the Latino community at our school, and most needs of this community have been met. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | We have worked with the faculty through professional development in giving specific tools necessary to meet the articulated goal. We have also worked in partnership with the families through the ELAC committee as a way to advocate for students academic growth and school success. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | TBD |
| 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. | From the analysis of this goal, we realize we need to find a more efficient way to monitor reclassified student progress for the continuation of two years past their reclassification year. We will be working on this in the future. The changes will be found in the modified 2018-2019 LCAP goals. |

| 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     ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8<br>COE   ☐ 9 ☐ 10<br>LOCAL      _____ |
|---|---|

## ANNUAL MEASURABLE OUTCOMES
*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.

## EXPECTED

| | ACTUAL |
|---|---|
| *Teachers will be supplied with laptop computers for their professional use.<br><br>WSCS will maintain enough laptop computers to be shared between middle school classes.<br><br>*Middle school students will improve their computerized test-taking skills for SBAC and WSCS benchmark assessments. | At this time we have three desktop computers available in the teacher break room. Many teachers prefer to use their own lap top computers for classroom purposes. However, we also have the development director writing grants to acquire more chrome book computers to accommodate SBAC computer testing for the lower grades, and we plan to include teacher computers in that grant writing process.<br><br>At the present time we have 27 chrome book computers that are shared between middle school classes for research and SBAC assessments<br><br>Middle school students have improved their computerized test taking skills with practice testing and through the yearly SBAC testing. |

## 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 | **Empty Cell** | **Empty Cell** |
|---|---|---|
| Actions/Services | PLANNED<br><br>  A. Maintain operable computers for student and teacher use.<br><br>Continue offering keyboarding and media literacy classes to middle school students.<br><br><br>Purchase of on line remedial programs and adaptive technology to support students needing intervention level academic support and to prepare them for SBAC. | ACTUAL<br><br>A. All of the chrome books were maintained and were ready for use when ever a teacher needed them. A system was created to keep them charged and a mobile cart arranged for transporting them between classes. Ability to use computer keyboards and media literacy is being continued as needed in each individual classroom. By 8th grade the students are proficient in creating online presentations.<br><br>B. In checking with our student support Resource staff, I found that at this time all of our needs are being met with existing technology. |
| Expenditures | BUDGETED<br>3,450 | ESTIMATED ACTUAL<br>3,287 |

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.

**Empty Cell**

| | |
|---|---|
| Describe the overall implementation of the actions/services to achieve the articulated goal. | The chrome books continue to function well in providing the technology we need to meet the requirements of the SBAC assessment. They are useful for both research during the year by students and for meeting the requirements of the SBAC testing. They have also been useful as a tool for students to practice media interface skills. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The use of chrome books to implement the common core standards and the SBAC tests was very effective for our school. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | TBD |
| Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP. | The education director, the administrator, and the 6th, 7th, and 8th grade teacher evaluated the CyberWise program for media literacy last year and decided not to continue it this year.<br>We are still educating the students regarding media literacy through the class teachers in grades 6, 7, and 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 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8<br>COE ☐ 9 ☐ 10<br>LOCAL _____ |
|---|---|

## ANNUAL MEASURABLE OUTCOMES
 *Creation of CCSS aligned student writing benchmark assessments (math and reading assessments completed in 2015-16)
*Student benchmark schedule and protocols will be developed
*Benchmark assessments will be piloted during 2015-16 school year
*Student achievement data will be recorded, analyzed and stored electronically for reporting purposes and to be used for determining which students need intervention services

| **EXPECTED** | **ACTUAL** |
|---|---|
| Creation of CCSS aligned student writing benchmark assessments (math and reading assessments completed in 2015-16<br><br>Student benchmark schedule and protocols will be developed<br><br>Benchmark assessments will be finalized during the 2017-18 school year<br><br>Student achievement data will be recorded, analyzed and stored electronically for reporting purposes and to be used for determining which students need intervention services | Last year I said the education director met with each of the teachers to discuss the results of the benchmark assessments and to ask the question of how best to use them. This year we gave the fall benchmarks assessments and then analyzed their use during two faculty meetings. We discussed of what use was the data they provided and the amount of time used in addition to preparing for the SBAC and taking the SBAC.<br>A binder was created that contained the benchmark assessments and the SBAC tests. We found that there was a correlation between the benchmark scores and the SBAC scores.<br>The question we wanted to answer was what are we trying to achieve with the benchmark assessments and do we need to modify the goal to more effectively realize that purpose?<br>We decided that we wanted to use the SBAC and benchmark data to identify those students we needed to support from the beginning of the year to help them with their learning and create the possibility that they will be able to raise their scores on the SBAC . |

| | We decided to modify this goal. |
|---|---|

## ACTIONS / SERVICES

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

Action   **1**

| | PLANNED | ACTUAL |
|---|---|---|
| Actions/Services | A. Benchmark assessment system will be updated based on teacher feedback and testing instruments finalized.<br><br>B. School administration will hire a learning strategist/intervention coordinator who will oversee and analyze benchmark assessments; report scores to teachers and administration and begin intervention services for students in need of further academic support. | A. The online program from which the benchmark assessments were compiled is no longer in service. We have finalized hard copies of all the benchmarks from grades 3 through 8. The benchmark system is in the process of being analyzed and update with teacher feedback.<br>B. The Education Director, Administrator, and Learning Interventionist have been working together to fulfill this role. |
| Expenditures | BUDGETED<br> 32,310 | ESTIMATED ACTUAL<br> 28,584 |

## 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 benchmarks were administered in the fall. After this faculty meeting time was devoted to analyzing the purpose and effectiveness of the benchmark assessments. It was decided to create a binder containing the benchmarks and the SBAC assessments to see the relationship. With this data we can see correlations and identify the students who did not meet standards. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | We found that the benchmark data correlated with the SBAC data in identifying students who needed support in meeting the standards with the SBAC. The math assessments were not effective during the year because they did not always correlate with what the students had been taught up to that point. It is no longer possible to change the benchmark assessments because the company that provided the service changed last year and the school no longer has access to that service. We only have printed copies of the benchmarks. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | TBD |
| 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. | This year involved an ongoing process of evaluating this goal with the faculty. Here are some key points from that evaluation. <br> 1. We will continue to use the benchmarks in a reduced role to help identify students who need support in meeting the standards of the SBAC. <br> 2. A binder will be maintained that contains the data from the benchmarks and the SBAC results from each class 3-8. <br> 3. We will use this data to identify students not meeting the standards. Support for these students will be recorded with forms for that purpose and maintained in a binder for that class. <br> 4. Each of these students will receive an informal assessment by a team of colleagues regarding developmental movement and social emotional needs. One teacher will receive a special SEL training that can be shared with all teachers to implement in the classrooms. <br> 5. Research will continue in finding a program that can serve as a kind of benchmark assessment for the teachers and a way of supporting the students in preparing for the material on the SBAC. One possible program I am looking into is LUMOS. <br> 6. These changes will be found in the actions and services for this goal.starting in 2018-2019. |

| 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 developmental education practices. |
|---|---|

| State and/or Local Priorities Addressed by this goal: | STATE          x☐ 1  x☐ 2   x☐ 3   x☐ 4   x☐ 5   x☐ 6   x☐ 7   x☐ 8<br>COE   ☐ 9 ☐ 10<br>LOCAL   _____ |
|---|---|

ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

1. 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.

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

1. This year we covered many important professional development topics during our faculty meetings, in-service days, and teacher conferences. We have also created a 4 day rotation calendar specifically for our faculty meetings, which clearly correlates and meets needs of our school and its faculty.

2. Part of our professional development dealt with increasing our students' academic success. We began developing a method for identifying students who need extra supports as determined by the benchmark assessments and other assessments. We have collected all our assessment data and created a file that allows us to easily determine which children need support or will need support in the future for increased student achievement.

## 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 | ACTUAL |
|---|---|---|
| Actions/Services | 1. School administration will conduct a needs assessment of teachers to determine the area's most in need of professional development. | 1. Before the start of the school year 2016-2017 the faculty had pre-service meetings. During this meeting professional development needs were identified. These needs included more time to work with colleagues, continued training with developmental movement and awareness, how to work with both the intervention person and the resource teacher, working with the SST process, the EL program and supporting that in the classroom, and preparing for the SBAC assessment. |
| | 2. 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 2017 and will be implemented throughout the school year. | 2. The primary place and time to offer opportunities for professional development in these areas was through the weekly faculty meeting. Some examples of working during the faculty meetings included EL teacher presentations, a book study, awareness of the READY common core resource materials and an awareness of the key skills needed for success with the SBAC , administration training about the intervention programs and the SST process, and break outs to work with colleagues. |

| | | |
|---|---|---|
| | 3. In June 2018, 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. | 3. At the end of this year time will be devoted in the faculty meeting for a survey to review the professional development trainings during the year including opportunities off campus. At this we will ask for suggestions for the future. |
| Expenditures | BUDGETED<br>3,000 | ESTIMATED ACTUAL<br>4,003 |

[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 overall implementation involved the effective use of faculty meeting time because this is where most of the development activities were scheduled. Overall it can be said that the faculty has worked together well in making the meeting time a learning environment. One change this year was to create and maintain a rhythm such that every fourth meeting was primarily devoted to pedagogical studies and/or work. This helped maintain a balance between work related to the school and pedagogical study.<br>As a Waldorf charter school we have a responsibility to meet the expectations of the parents who have chosen the Waldorf methods and curriculum for their children. At the same time we have a requirement as a public school to fulfill the standards of the SBAC and common core. It is not uncommon for there to be differences in the timelines and expectations of the two curriculums. The professional development for the teachers in the school is working to help the school fulfill both responsibilities. |
| Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA. | The established weekly meeting time of the faculty provides a time when professional development can take place in a regular way. Input to the weekly agenda comes from the Education Director, Faculty Representative, Administration, EL and Resource teachers, and the faculty. |
| Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. | TBD |
| 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. | After the end of year survey of the teachers we will have more input as to the effectiveness of working with the actions/services of this goal. One area that will be of particular interest to hear from the teachers about will be how to incorporate the CCSS standards into the Waldorf curriculum. From this input we will be able to evaluate any changes we may make in the future. This will be found in the modifications in the next year's LCAP goal 4. |

# Stakeholder Engagement

LCAP Year  ☐ 2018-2019  ☐ 2019-2020  ☐ 2020-2021

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 met weekly with the EL supervisor/teacher. The education director and the EL supervisor/teacher met with the Parent ELAC group to present the LCAP and listen to feedback.

The education director met with the charter council to present the LCAP and listen to feedback

The education director met with the parent association to present the LCAP 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.

IMPACT ON LCAP AND ANNUAL UPDATE

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

The consultations were important to the process of reviewing the past year's LCAP progress and making changes with specific goals. Different groups were much more focused upon particular goals which is why it was useful to check in with the different groups. The consultations had the most impact on goal number 4 concerning the Benchmark Assessment system.

# 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.

| ☐ New | ☐ Modified | x☐ Unchanged |
|-------|------------|--------------|

| **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 x☐ 1  x☐ 2  x☐ 3  x☐ 4  x☐ 5  x☐ 6  x☐ 7  x ☐ 8

COE  ☐ 9  ☐ 10

LOCAL _____

**Identified Need**

Since teachers in our Waldorf-inspired school stay with their classes year to year, we need a way to ensure that the same content is being taught with the same expectations for students year after year with every group of students.

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2017-18 | 2018-19 | 2019-20 |
|--------------------|----------|---------|---------|---------|
| *CORE Phonics Survey / Reading fluency measures | | 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. | 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. | 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. |
| * Reading comprehension measures | | 2. Have 90% of students reading at grade level or above by the end of 4th grade. | 2. Have 100% of students reading at grade level or above by the end of 4th grade. | 2. Have 100% of students reading at grade level or above by the middle of 4th grade. |

| | | | | |
|---|---|---|---|---|
| * Grade level reading benchmark assessments | | 3. Maintenance of student reading proficiency throughout middle school years. Both outcomes to be measured periodically, depending on the reading level of the student | 3. Maintenance of student reading proficiency throughout middle school years. Both outcomes to be measured periodically, depending on the reading level of the student | 3. Maintenance of student reading proficiency throughout middle school years. Both outcomes to be measured periodically, depending on the reading level of the student |

## 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 | x☐ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools x☐ Specific Schools:_____Woodland Star Charter School_____ ☐ Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: | |
|---|---|
| Students to be Served | ☐ English Learners ☐ Foster Youth ☐ Low Income |
| Scope of Services | ☐ LEA-wide x☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools ☐ Specific Schools:_Woodland Star Charter_ ☐ Specific Grade spans:_____ |

## ACTIONS/SERVICES

| **2018-2019** | **2019-2020** | **2020-2021** |
|---|---|---|
| ☐ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☐ Unchanged | ☐ New ☐ Modified ☐ Unchanged |
| A.<br>Continued development of articulated reading curriculum to match CCSS and Waldorf timeline, including curricular pacing and standards to be taught each trimester.<br>B.<br>Identification and purchase of resources for teaching reading in grades K-8 to help integrate Common Core aligned instructional practices with the Waldorf curriculum. | A.<br>Continued development of articulated reading curriculum to match CCSS and Waldorf timeline, including curricular pacing and standards to be taught each trimester.<br><br>B.<br>Purchase of resources, integration and review of material for teaching reading in grades K-8 to help integrate Common Core aligned instructional practices with the | A.<br>Continued development of articulated reading curriculum to match CCSS and Waldorf timeline, including curricular pacing and standards to be taught each trimester.<br><br>B.<br>Purchase of resources, integration and review of material 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.

---

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.
Deepen early intervention programs for struggling students

---

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.

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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.

E.
Deepen early intervention programs for struggling students

## BUDGETED EXPENDITURES

**2017-18**

| | |
|---|---|
| Amount | 4,373 |
| Source | Base, Supplemental, Concentration |
| Budget Reference | 1100, 2100, 4310 |

**2018-19**

| | |
|---|---|
| Amount | 4,727 |
| Source | Base, Supplemental, Concentration |
| Budget Reference | 1100, 2100, 4310, 5202 |

**2019-20**

| | |
|---|---|
| Amount | 5,110 |
| Source | Base, Supplemental, Concentration |
| Budget Reference | 1100, 2100, 4310, 5202 |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year ☐ 2018-2019 ☐ 2019-2020 ☐ 2020-2021

Estimated Supplemental and Concentration Grant Funds: $ 151,097  Percentage to Increase or Improve Services: 8.10 %

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).

# 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.

| ☐ New | x☐ Modified | ☐ Unchanged |
|---|---|---|

| **Goal 2** | To increase English Learner achievement and motivation in all academic areas. |
|---|---|

| State and/or Local Priorities Addressed by this goal: | STATE x☐ 1  x☐ 2  x☐ 3  x☐ 4  x☐ 5  x☐ 6  X☐ 7  x☐ 8 <br> COE    ☐ 9  ☐ 10 <br> LOCAL _____ |
|---|---|
| Identified Need | There is an achievement gap existing between the majority of English Learners and the mainstream students beginning in kindergarten which grows more pronounced as students enter first grade. |

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2018-19 | 2019-2020 | 2020-2021 |
|---|---|---|---|---|
| CORE assessments for phonics, fluency, and comprehension <br><br> Reading and math school relevant assessments | | 1. Increase student achievement on reading, writing and math relevant assessments. | 1. Increase student achievement on reading, writing and math relevant assessments. | 1. Increase student achievement on reading, writing and math relevant assessments. |
| ELPAC | | 2. Increase number of students attaining annual ELPAC growth. | 2. Increase number of students attaining annual ELPAC growth. | 2. Increase number of students attaining annual ELPAC growth. |

| | | | | |
|---|---|---|---|---|
| | | 3. Reclassification of all EL students by middle school. | 3. Reclassification of all EL students by middle school. | 3. Reclassification of all EL students by middle school. |
| | | 4. Increase EL students receiving more targeted intervention and extended learning time, if needed, as part of their school day. | 4. Increase EL students receiving more targeted intervention and extended learning time, if needed, as part of their school day. | 4. Increase EL students receiving more targeted intervention and extended learning time, if needed, 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. | 5. Deepen cross-cultural understanding at all levels of the community: between students and families, among staff and faculty, and at the board level. | 5. Deepen cross-cultural understanding at all levels of the community: between students and families, among staff and faculty, and at the board 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 not included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served | ☐ All       ☐ Students with Disabilities       x☐ [Specific Student Group(s)]_____ |
| Location(s) | ☐ All schools       x☐ Specific Schools:____Woodland Star Charter School_____       ☐ Specific Grade spans:_____ |

**OR**

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| Students to be Served | x☐ English Learners       x☐ Foster Youth       x☐ Low Income |
| Scope of Services | ☐ LEA-wide       ☐ Schoolwide       **OR**       ☐ Limited to Unduplicated Student Group(s) |
| Location(s) | ☐ All schools       x☐ Specific Schools:__Woodland Star Charter__       ☐ Specific Grade spans:_____ |

## ACTIONS/SERVICES

| 2018-2019 | 2019-2020 | 2020-2021 |
|---|---|---|
| ☐ New   x☐ Modified   ☐ Unchanged | ☐ New   x☐ Modified   ☐ Unchanged | ☐ New   x☐ Modified   ☐ Unchanged |
| 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.<br><br>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. | 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.<br><br>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 | 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.<br><br>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 and "Padres Unidos", and broaden the school communications representation of EL parents in school decision-making. Spanish translation of all schools communications, and during class and school meetings.

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.

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 and "Padres Unidos", and broaden the school communications representation of EL parents in school decision-making. Spanish translation of all schools communications, and during class and school meetings.

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.

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 and "Padres Unidos", and broaden the school communications representation of EL parents in school decision-making. Spanish translation of all school communications, and during class and school meetings.

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.

BUDGETED EXPENDITURES

| 2017-18 | | 2018-19 | | 2019-20 | |
|---|---|---|---|---|---|
| Amount | 17,260 | Amount | 18,658 | Amount | 20,169 |
| Source | Supplemental, Concentration | Source | Supplemental, Concentration | Source | Supplemental, Concentration |
| Budget Reference | 1100, 2100 | Budget Reference | 1100, 2100, 2900, 4310, 4400, 5202 | Budget Reference | 1100, 2100, 2900, 4310, 4400, 5202 |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year    ☐ 2018-2019   ☐ 2019-2020   ☐ 2020-2021

Estimated Supplemental and Concentration Grant Funds:   $ 151,097    Percentage to Increase or Improve Services:    8.10 %

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).

# 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.

| ☐ New | x☐ Modified | ☐ Unchanged |
|---|---|---|

| **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  x☐ 1  x☐ 2  x☐ 3  x☐ 4  x ☐ 5  x ☐ 6  x☐ 7  x ☐ 8 |
|---|---|
| | COE        ☐ 9  ☐ 10 |
| | LOCAL _____ |
| Identified Need | Ongoing need to train teachers in media literacy and keyboarding curriculum as well as preparing students to take the SBAC. |

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2018-19 | 2019-20 | 2020-21 |
|---|---|---|---|---|
| | | *Chromebooks or similar will be made available to teachers for professional use. | *Chromebooks or similar will be made available to teachers for professional use. | *Chromebooks or similar will be made available to teachers for professional use. |
| | | WSCS will maintain enough Chromebooks or similar to be shared between classes. | WSCS will maintain enough Chromebooks or similar to be shared between classes. | WSCS will maintain enough Chromebooks or similar to be shared between classes. |
| | | *Grades three through eight students will improve their computerized test-taking skills for SBAC and WSCS | *Grades three through eight students will improve their computerized test-taking skills for SBAC and WSCS | *Grades three through eight students will improve their computerized test-taking skills for SBAC and WSCS |

| | | | | benchmark |
|---|---|---|---|---|
| | | | | |

## 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** — x☐ All     ☐ Students with Disabilities     ☐ [Specific Student Group(s)]_____ |
| **Location(s)** — ☐ All schools     x☐ Specific Schools:_Woodland Star Charter__     ☐ Specific Grade spans:_____ |

### OR

| For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement: |
|---|
| **Students to be Served** — ☐ English Learners     ☐ Foster Youth     ☐ Low Income |
| **Scope of Services** — ☐ LEA-wide     x☐ Schoolwide     **OR**     ☐ Limited to Unduplicated Student Group(s) |
| **Location(s)** — ☐ All schools     x☐ Specific Schools:__Woodland Star Charter__     ☐ Specific Grade spans:_____ |

## ACTIONS/SERVICES

| 2018-2019 | 2019-2020 | 2019-20 |
|---|---|---|
| ☐ New    ☐ Modified    ☐ Unchanged | ☐ New    ☐ Modified    ☐ Unchanged | ☐ New    ☐ Modified    ☐ Unchanged |
| A. Maintain operable computers for student and teacher use.<br><br>B. Continue offering keyboarding and media literacy classes to middle school students.<br><br>C. Purchase of on line remedial programs and adaptive technology to support students needing intervention level academic support | A. Maintain operable computers for student and teacher use.<br><br>B. Continue offering keyboarding and media literacy classes to middle school students.<br><br>C. Purchase of on line remedial programs and adaptive technology to support students needing intervention | A. Maintain operable computers for student and teacher use.<br><br>B. Continue offering keyboarding and media literacy classes to middle school students.<br><br>C. Purchase of on line remedial programs and adaptive technology to support students needing intervention level |

| and to prepare them for SBAC. | level academic support and to prepare them for SBAC | |
|---|---|---|

## BUDGETED EXPENDITURES

| **2018-2019** | | **2019-2020** | | **2020-2021** | |
|---|---|---|---|---|---|
| Amount | 3,287 | Amount | 3,553 | Amount | 3,841 |
| Source | Base, Supplemental, Concentration | Source | Base, Supplemental, Concentration | Source | Base, Supplemental, Concentration |
| Budget Reference | 4310, 4400, 1100, 5830 | Budget Reference | 4310, 4400, 1100, 5830 | Budget Reference | 4310, 4400, 1100, 5830 |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year
☐ 2018-2019  ☐ 2019-2020  ☐ 2020-2021

Estimated Supplemental and Concentration Grant Funds:   $ 151,097

Percentage to Increase or Improve Services:   8.10 %

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).

# 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.

| ☐ New | ☐ Modified | x☐ Unchanged |
|-------|-----------|--------------|

| **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  x☐ 1  x☐ 2  x☐ 3  x☐ 4  x☐ 5  x☐ 6  x☐ 7  x☐ 8 |
|---|---|
| | COE  ☐ 9  ☐ 10 |
| | LOCAL _____ |

| Identified Need | As a Waldorf-inspired charter school, WSCS needs a system of assessments that measure what students know according to our re-aligned timeline of the CCSS. |
|---|---|

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2018-2019 | 2019-2020 | 2020-2021 |
|--------------------|----------|-----------|-----------|-----------|
| School reading and math CC aligned benchmark assessment<br>School writing assessment for grades 3 through 8 | | Creation of CCSS aligned student writing benchmark assessments (math and reading assessments completed in 2015-16) | Student achievement data will be recorded, analyzed and stored electronically for reporting purposes and to be used for determining which students need intervention services | Student achievement data will be recorded, analyzed and stored electronically for reporting purposes and to be used for determining which students need intervention services |
| | | Student benchmark schedule and protocols will be developed | Professional development plan for all teachers regarding differentiation of lessons and preparing students for optimal | Professional development plan for all teachers regarding differentiation of lessons and preparing students for optimal |

| | | | learning will be developed. | learning will be developed. |
|---|---|---|---|---|
| | | Benchmark assessments will be finalized during the 2017-18 school year | | |
| | | Student achievement data will be recorded, analyzed and stored electronically for reporting purposes and to be used for determining which students need intervention services | Student achievement data will be recorded, analyzed and stored electronically for reporting purposes and to be used for determining which students need intervention services | Student achievement data will be recorded, analyzed and stored electronically for reporting purposes and to be used for determining which students need intervention services |

[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](#) | x☐ All          ☐ Students with Disabilities          ☐ [Specific Student Group(s)]_____ |
|---|---|
| [Location(s)](#) | ☐ All schools          ☐ Specific Schools:__Woodland Star Charter_____          ☐ Specific Grade spans:_____ |

### OR

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

| [Students to be Served](#) | ☐ English Learners          ☐ Foster Youth          ☐ Low Income |
|---|---|
| [Scope of Services](#) | ☐ LEA-wide          x☐ Schoolwide          **OR**          ☐ Limited to Unduplicated Student Group(s) |
| [Location(s)](#) | ☐ All schools          ☐ Specific Schools:___Woodland Star Charter School_____          ☐ Specific Grade spans:_____ |

[ACTIONS/SERVICES](#)

| **2018-2019** | **2019-2020** | **2020-2021** |
|---|---|---|
| ☐ New   ☐ Modified   x☐ Unchanged | ☐ New   ☐ Modified   x☐ Unchanged | ☐ New   ☐ Modified   x☐ Unchanged |
| Benchmark assessment system will be updated based on teacher feedback and testing instruments finalized.<br><br>School administration will hire a learning strategist/intervention coordinator who will oversee and analyze benchmark assessments; report scores to teachers and administration and begin intervention services for students in need of further academic support. | Learning strategist/intervention coordinator will oversee and analyze benchmark assessments; report scores to teachers and administration and begin intervention services for students in need of further academic support.<br><br>Professional development plan geared to support teacher's around how to differentiate lessons for a range of learning abilities will be created and | Learning strategist/intervention coordinator will oversee and analyze benchmark assessments; report scores to teachers and administration and begin intervention services for students in need of further academic support.<br><br>Professional development plan geared to support teacher's around how to differentiate lessons for a range of learning abilities will be created and implemented. |

|  | implemented. |  |
|---|---|---|

## BUDGETED EXPENDITURES

| 2018-2019 | | 2019-2020 | | 2020-2021 | |
|---|---|---|---|---|---|
| Amount | 28,584 | Amount | 30,899 | Amount | 33,402 |
| Source | Base, Supplemental, Concentration | Source | Base, Supplemental, Concentration | Source | Base, Supplemental, Concentration |
| Budget Reference | 1100, 2100, 4310 | Budget Reference | 1100, 2100, 4310 | Budget Reference | 1100, 2100, 4310 |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year    ☐ 2018-2019  ☐ 2019-2020  ☐ 2020-2021

Estimated Supplemental and Concentration Grant Funds:    $ 151,097    Percentage to Increase or Improve Services:    8.10 %

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).

# 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.

| ☐ New | x☐ Modified | ☐ Unchanged |
|---|---|---|

| **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 x☐ 1  x☐ 2  x☐ 3  x☐ 4  x☐ 5  x☐ 6  x☐ 7  x☐ 8

COE  ☐ 9  ☐ 10

LOCAL _____

**Identified Need**

WSCS teachers receive Waldorf training each summer in preparation for the coming school year, but there is still a need for development around how to incorporate the demands of the Common Core standards into the Waldorf curriculum in a thorough and systematic manner

## EXPECTED ANNUAL MEASURABLE OUTCOMES

| Metrics/Indicators | Baseline | 2018-2019 | 2019-2020 | 2020-2021 |
|---|---|---|---|---|
| | | 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. | 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. | 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 |
| | | Professional Development will directly target areas of most need schoolwide, and, as a result, student achievement will increase | Professional Development will directly target areas of most need schoolwide, and, as a result, student achievement will increase | 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. | as measured by the WSCS relevant assessments and other assessments. | as measured by the WSCS relevant assessments and other assessments. |
|---|---|---|---|---|
| | | | | |

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](#) | x☐ All     ☐ Students with Disabilities     ☐ [Specific Student Group(s)]_____ |
| --- | --- |
| [Location(s)](#) | ☐ All schools     ☐ Specific Schools:___Woodland Star Charter____     ☐ Specific Grade spans:_____ |

<div align="center">

**OR**

</div>

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

| [Students to be Served](#) | ☐ English Learners     ☐ Foster Youth     ☐ Low Income |
| --- | --- |
| [Scope of Services](#) | ☐ LEA-wide     x☐ Schoolwide    **OR**    ☐ Limited to Unduplicated Student Group(s) |
| [Location(s)](#) | ☐ All schools     ☐ Specific Schools:_Woodland Star Charter____     ☐ Specific Grade spans:_____ |

| **2018-2019** | **2019-2020** | **2020-2021** |
| --- | --- | --- |
| ☐ New   x☐ Modified   ☐ Unchanged | ☐ New   x☐ Modified   ☐ Unchanged | ☐ New   x☐ Modified   ☐ Unchanged |
| School administration will conduct a needs assessment of teachers to determine the areas most in need of professional development<br><br>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. | School administration will conduct a needs assessment of teachers to determine the areas most in need of professional development<br><br>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 | School administration will conduct a needs assessment of teachers to determine the areas most in need of professional development<br><br>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 |

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.

established by September 2019 and will be implemented throughout the school year.

In June 2020, 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.

September 2020 and will be implemented throughout the school year.

In June 2021, 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.

BUDGETED EXPENDITURES

**2018-2019**

| Amount | 4,003 |
| Source | Base |
| Budget Reference | 5202 |

**2019-2020**

| Amount | 4,327 |
| Source | Base |
| Budget Reference | 5202 |

**2020-2021**

| Amount | 4,678 |
| Source | Base |
| Budget Reference | 5202 |

# Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  ☐ 2018-2019  ☐ 2019-2020  ☐ 2020-2021

Estimated Supplemental and Concentration Grant Funds:  $ 151,097    Percentage to Increase or Improve Services:    8.10 %

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).

# Local Control and Accountability Plan and Annual Update Template Instructions

## 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

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

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

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

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

### Budget Summary

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

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

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

# Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

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

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

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

# Stakeholder Engagement

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

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

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

> Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

## Identified Need

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

## Expected Annual Measurable Outcomes

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

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

## Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services 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 checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, 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 indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "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 selecting "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.

### 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 scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

**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 mark "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 selecting "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:**
> - Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
> - Check "Modified" 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.
> - Check "Unchanged" 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 check "Unchanged" 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 mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

### Estimated Supplemental and Concentration Grant Funds

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

### Percentage to Increase or Improve Services

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

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

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

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

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

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

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

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:
   A.  Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
   B.  Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
   C.  School facilities are maintained in good repair.

**Priority 2: Implementation of State Standards** addresses:
   A.  The implementation of state board adopted academic content and performance standards for all students, which are:
      a.  English Language Arts – Common Core State Standards (CCSS) for English Language Arts
      b.  Mathematics – CCSS for Mathematics
      c.  English Language Development (ELD)
      d.  Career Technical Education
      e.  Health Education Content Standards
      f.  History-Social Science
      g.  Model School Library Standards
      h.  Physical Education Model Content Standards
      i.  Next Generation Science Standards
      j.  Visual and Performing Arts
      k.  World Language; and
   B.  How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

**Priority 3: Parental Involvement** addresses:
   A.  The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
   B.  How the school district will promote parental participation in programs for unduplicated pupils; and
   C.  How the school district will promote parental participation in programs for individuals with exceptional needs.

**Priority 4: Pupil Achievement** as measured by all of the following, as applicable:
   A.  Statewide assessments;
   B.  The Academic Performance Index;
   C.  The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
   D.  The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
   E.  The English learner reclassification rate;
   F.  The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
   G.  The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

**Priority 5: Pupil Engagement** as measured by all of the following, as applicable:
   A.  School attendance rates;
   B.  Chronic absenteeism rates;
   C.  Middle school dropout rates;
   D.  High school dropout rates; and
   E.  High school graduation rates;

**Priority 6: School Climate** as measured by all of the following, as applicable:
   A.  Pupil suspension rates;
   B.  Pupil expulsion rates; and
   C.  Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

**Priority 7: Course Access** addresses the extent to which pupils have access to and are enrolled in:
   A.  S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
   B.  Programs and services developed and provided to unduplicated pupils; and
   C.  Programs and services developed and provided to individuals with exceptional needs.

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

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

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

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

**Local Priorities** address:

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

# APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

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

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

   (2) The total number of cohort members.

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

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

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

   (2) The total number of cohort members.

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

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

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

   (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

   (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

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

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

# APPENDIX B: GUIDING QUESTIONS

**Guiding Questions: Annual Review and Analysis**

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

**Guiding Questions: Stakeholder Engagement**

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

**Guiding Questions: Goals, Actions, and Services**

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

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