



Lighthouse Community Charter Public Schools

LCPS Board of Directors Meeting

Published on June 9, 2021 at 5:24 PM PDT

Date and Time

Wednesday June 9, 2021 at 6:00 PM PDT

Location

Virtual meeting until further notice

<https://us02web.zoom.us/j/84322605337?pwd=QWM1RHB3aFhacGZKTmt2d1N1TVmVNTQ09>

Meeting ID: 843 2260 5337

One tap mobile

+16699006833,,84322605337# US (San Jose)

+13462487799,,84322605337# US (Houston)

Agenda

	Purpose	Presenter	Time
I. Opening Items			6:00 PM
A. Call the Meeting to Order		Kimi Kean	5 m
B. Land Acknowledgement		Rich Harrison	1 m
Honor Native Land - we are on Ohlone land and want to acknowledge native peoples and our ancestors this evening.			
C. Record Attendance		Brandon Paige	2 m
D. Open Forum and Introductions		Kimi Kean	10 m
Hear/Record public comments, Identify next steps as needed			
E. Committee Report Outs and Announcements	Discuss	Various	10 m
<ul style="list-style-type: none"> • AAC - Committee report from May 27, 2021 meeting • Governance - Committee report from May 28, 2021 meeting • Finance - Committee report from June 3, 2021 meeting 			

- | | Purpose | Presenter | Time |
|---|---------|-----------|------|
| • Talent - Committee report from June 7, 2021 meeting with Edgility | | | |

II. Consent Items 6:28 PM

A. Approve Minutes: May 19, 2020	Approve Minutes	Brandon Paige	2 m
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B. Financial Statement Packet	Vote	Brandon Paige	
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Recommended Action: The Finance Committee has reviewed these materials and recommends approval of the Finance Committee packet as part of the Consent Agenda

Note that the attachments for Action Items later on the agenda have been pulled from the Packet, and included separately for each of those items.

C. EPA Resolution	Vote	Brandon Paige	1 m
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See Finance Committee Packet for proposed resolution.

D. Resolution: Retirement Plan Trustees	Vote	Brandon Paige	2 m
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III. Discussion and Approval Items 6:33 PM

A. End of Year - LCPS Organizational Priorities, OKR, and Academic Update	Discuss	Shannon Wheatley	20 m
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- Review current/end of year OKRs for 2020-21 School Year
- Academic Update:
 - State Testing Update - ELPAC and CAASPP
 - Summer School

Discussion Questions:

1) Pandemic learnings - as we come back to in person learning in August, what have we learned? what we are taking away from this past year's experience? What are the team's reflection and analysis?

B. Edgility HR/Talent Analysis and Next for LCPS	Discuss	Anna Martin	15 m
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- This spring, Edgility has conducted focus groups, interviews, and surveys and has been working with our LCPS team to determine short and long term actions to improve our HR and Talent practices.

C. Introduction to New Chief Academic Officer and Chief of Staff	Discuss	Rich Harrison	20 m
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- Tina Hernandez - CAO, promoted from Lighthouse K-8 Principal
- Robbie Torney - CoS, promoted from Lodestar K-5

	Purpose	Presenter	Time
D. Local Control Accountability Plans for 2021-2024	Vote	Rich Harrison	20 m
E. Budget: 2021-22 and MYP	Vote	Brandon Paige	20 m

See Finance Committee Packet for Budget Information.
 Staff will also provide additional background regarding the LCPS Budget based on Committee recommendations.

F. Oakland and California Advocacy Update	Discuss	Kimi Kean	10 m
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- Update on status of AB 1316
- Update on CA Dashboard and impact on future charter renewals
- Update on potential Independent Study legislation for the 21-22 SY

IV. Closing Items

8:18 PM

A. Adjourn Meeting	Vote	Kimi Kean	5 m
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Note: Next steps on 2021-22 Board Calendar:

- Dates for Board Retreat (July / August)
- Regular Board Meeting dates (August - June; conflicts with OUSD board meeting calendar)
- Committee Meeting dates and cadence

Cover Sheet

Approve Minutes: May 19, 2020

Section:	II. Consent Items
Item:	A. Approve Minutes: May 19, 2020
Purpose:	Approve Minutes
Submitted by:	
Related Material:	Minutes for May Special Board Meeting on May 19, 2021

APPROVED



Lighthouse Community Charter Public Schools

Minutes

May Special Board Meeting

Date and Time

Wednesday May 19, 2021 at 6:00 PM

Location

Zoom Meeting

[https://us02web.zoom.us/j/84322605337?](https://us02web.zoom.us/j/84322605337?pwd=QWM1RHB3aFhacGZKTmt2d1NTVmVNQT09)

[pwd=QWM1RHB3aFhacGZKTmt2d1NTVmVNQT09](https://us02web.zoom.us/j/84322605337?pwd=QWM1RHB3aFhacGZKTmt2d1NTVmVNQT09)

Meeting ID: 843 2260 5337

Directors Present

A. Moore (remote), B. Oschein (remote), B. Rogers (remote), B. Wall (remote), K. Kean (remote), K. Williams (remote), M. Barnes-Dholakia (remote), M. Milner (remote), S. Park, W. Delker (remote)

Directors Absent

E. Figueroa

Guests Present

Anna Martin (remote), B. Paige (remote), Rich Harrison (remote)

I. Opening Items**A. Call the Meeting to Order**

K. Kean called a meeting of the board of directors of Lighthouse Community Charter Public Schools to order on Wednesday May 19, 2021 at 6:03 PM.

B. Land Acknowledgement**C. Record Attendance****D.**

Open Forum and Introductions

II. Consent Items

A. Approve Minutes: April 14, 2021

W. Delker made a motion to approve the minutes from LCPS Board of Directors Meeting on 04-14-21.

B. Oschein seconded the motion.

Note: Mark Milner's abstention was due to connection over Zoom. The board **VOTED** unanimously to approve the motion.

Roll Call

A. Moore	Aye
B. Rogers	Aye
S. Park	Aye
B. Wall	Aye
E. Figueroa	Absent
K. Kean	Aye
W. Delker	Aye
B. Oschein	Aye
M. Barnes-Dholakia	Aye
M. Milner	Abstain
K. Williams	Aye

III. Discussion and Approval Items

A. LCAPs: Public Hearing

Rich Harrison presented the development of the LCAPs for LCPS' three charters.

B. ELO Plans (Extended Learning Grant)

M. Barnes-Dholakia made a motion to approve the plans.

B. Oschein seconded the motion.

Brandon Paige presented LCPS' Extended Learning Opportunities Grant.

Note: Brian Rogers' abstention was due to connection via Zoom. The board **VOTED** to approve the motion.

Roll Call

K. Kean	Aye
W. Delker	Aye
B. Wall	Aye
K. Williams	Aye
B. Rogers	Abstain
B. Oschein	Aye
E. Figueroa	Absent
M. Barnes-Dholakia	Aye
M. Milner	Aye
A. Moore	Aye
S. Park	Absent

C. LCPS Employee COVID Vaccination Policy

M. Milner made a motion to approve the Policy presented.

B. Wall seconded the motion.

Anna Martin presented the recommended Policy. The board **VOTED** unanimously to approve the motion.

Roll Call

A. Moore	Aye
W. Delker	Aye
M. Milner	Aye
M. Barnes-Dholakia	Aye
B. Oschein	Aye
E. Figueroa	Absent
K. Williams	Aye
K. Kean	Aye
B. Wall	Aye
S. Park	Absent
B. Rogers	Aye

IV. Closed Session

A. Public Employee: Discipline/Dismissal/Release

The Board of Directors met in closed session, and discussed a personnel matter related to potential discrimination/harrasment/retaliation.

Upon return to Open Session, there was no formal action to report regarding the matter.

V. Closing Items

A. Adjourn Meeting

There being no further business to be transacted, and upon motion duly made, seconded and approved, the meeting was adjourned at 7:33 PM.

Respectfully Submitted,
B. Paige

Cover Sheet

Financial Statement Packet

Section:	II. Consent Items
Item:	B. Financial Statement Packet
Purpose:	Vote
Submitted by:	
Related Material:	2021_06_03 - LCPS Finance Committee PACKET.pdf



Finance Committee

June 3, 2021

for LCPS Board of Directors on 6/9/21



Finance Committee Agenda

	#	Category	Attached Statements, if applicable
Recurring Discussion Items	1	Goals: today & upcoming meetings	-
	2	Current Year Financial Statements: FY21	1) YTD Inc. St., 2) Cash Flow Projections, 3) Balance Sheet
	3	Upcoming Year: Budget Approval for FY22 and MYP	1) Consolidated Budget for FY22
Current Discussion Items	4	PPP Update	-
	5	Facilities Strategy	1) Sources & Uses, 2) Project Budget-to-date 3) Bylaws, 4) Legal Memos (2)
	6	Current Updates / Approvals	1) EPA Resolution, for Board approval 2) Standard Audit letter to Board 3) Retirement Committee
Recurring Consent Items	7	Check Registers	March & April 2021 Registers
	8	Contracts / Approvals	1) KI Furniture, 2) Alder GSE, 3) Alarcon Bohm



Goals & Upcoming Scope

In advance of the upcoming LCPS Board Meeting, **today's primary goals** - in addition to recurring fiscal reviews - include:

1. Assess Preliminary Close for **FY21**
2. Proposed 21-22 **Budget**
3. Identify upcoming approvals for Board Meeting

Upcoming Meetings will focus on:

August

1. Budget revise, as needed
2. Update on One-time Spending
3. Continued Facilities ownership work

October

1. Continued Facilities ownership work
2. TBD



Recurring Discussion Items

- **Financial Statements (FY21) - Budget vs. Actuals**
- **Financial Projections & Budget Development (FY22+)**
 - **State Themes**
 - **LCPS Proposed Budget**



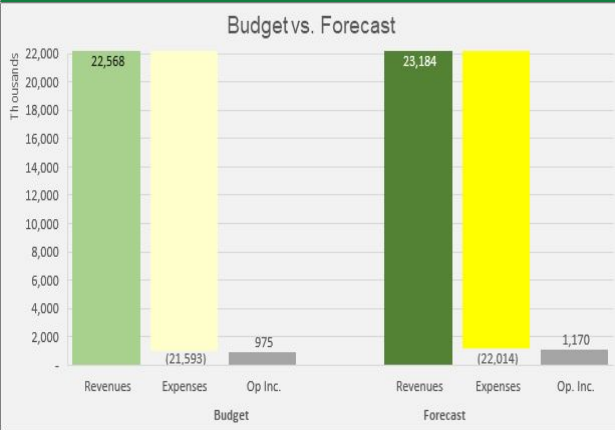
2020-21 Financials

- Budget vs. Forecast Summary
- Enrollment & ADA
- Cash Flow

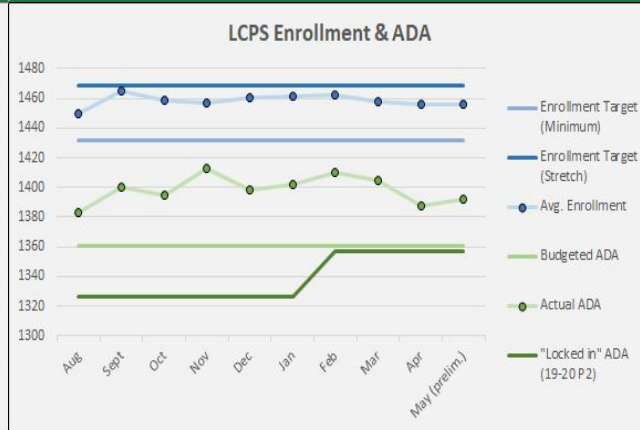
FY21: Key Indicators

Subsequent 3 slides for Zoomed-in view

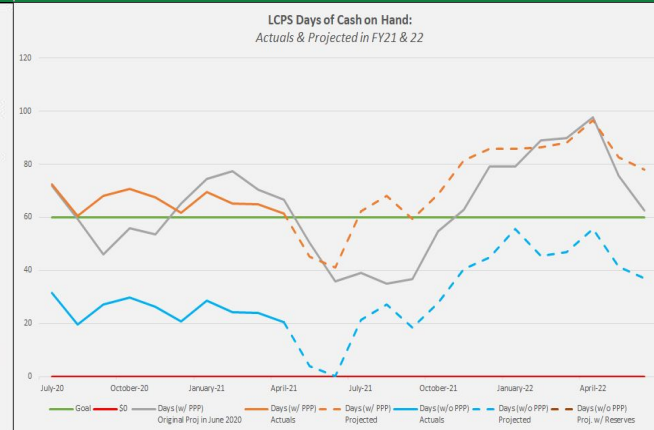
Budget vs. Actuals



Enrollment & ADA



Cash Flow Forecast



HEADLINES:

LCPS projects to finish the year with a surplus above the budgeted target.

Our ADA is fully "Locked-In" based on the provisions of 2020-21

Orange indicates balances with PPP, and *Blue* without.

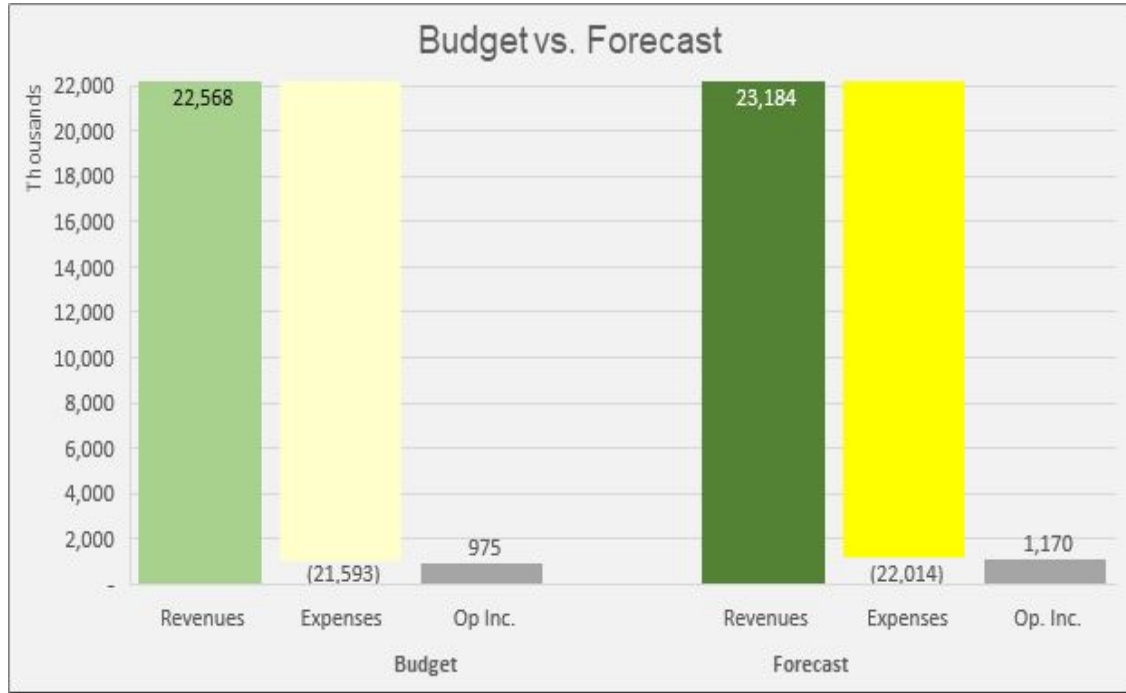
LCFF deferrals remain during spring 2021, but are proposed to be eliminated in 2022.



FY21: Key Indicator #1 - BUDGET vs. FORECAST

Recurring DISCUSSION Items

The current forecast is improved from our fall revised budget, but with an increase to the projected bottom line predominantly due to savings anticipated at EOY.

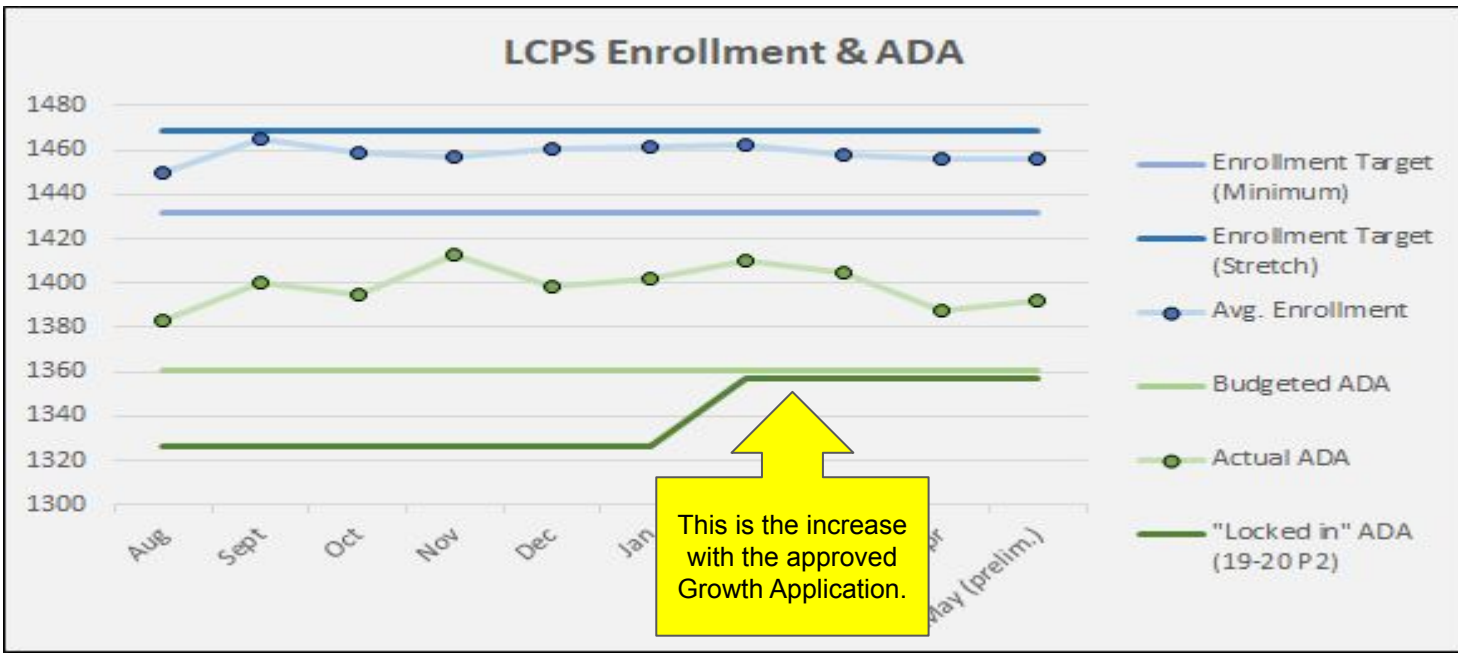


Important Note: this does not include restricted *Expanded Learning Opportunities Grant*.

Audited Financials *may* include this amount (\$1.0M) as a Restricted Revenue for 2020-21, depending on auditor guidance. More is explained on slide 16 to differentiate Federal & State revenue accounting.

FY21: Key Indicator #2 - ENROLLMENT & ADA

Recurring DISCUSSION items



ADA for the year was 95.8% across all 3 charters.

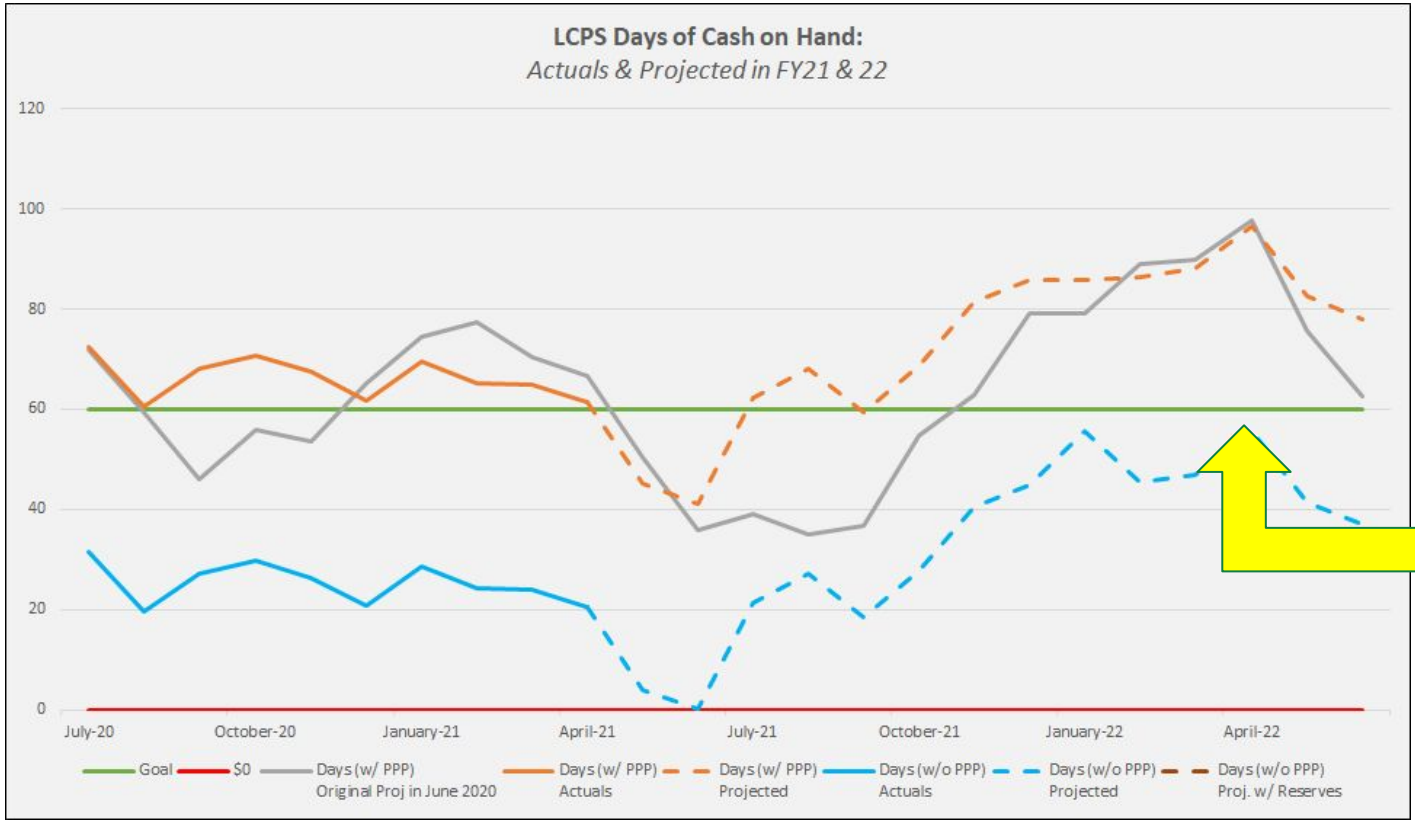
*The Unduplicated Pupil Percentage (counting FRL, ELL, and Foster Youth) also has a significant impact on funding. **Final** numbers are:*

UPP	Lighthouse K-8	Lighthouse High	Lodestar	LCPS TOTAL
Original Budget:	91%	79%	69%	79%
Current Data:	94%	94%	89%	92%

Lighthouse Community Charter Public Schools - LCPS Board of Directors Meeting - Agenda - Wednesday June 9, 2021 at 6:00 PM

FY 21: Key Indicator #3 - CASH FLOW

Recurring DISCUSSION items



*** Note Addition of the Gray Line**

This shows the original projection established in July.

Deferrals remain in Spring 2021, but Spring 2022 is the time period when we start to see notable improvement, given the Governor's proposed budget for FY22 that nearly eliminates deferrals.

Note: The projection "w/ Reserves" includes the following 2 additional sources of available cash:
 1. LCPS cash reserve account (\$250K / ~5 Days COH)
 2. Line of Credit with FRB (\$500K / ~10 Days COH)

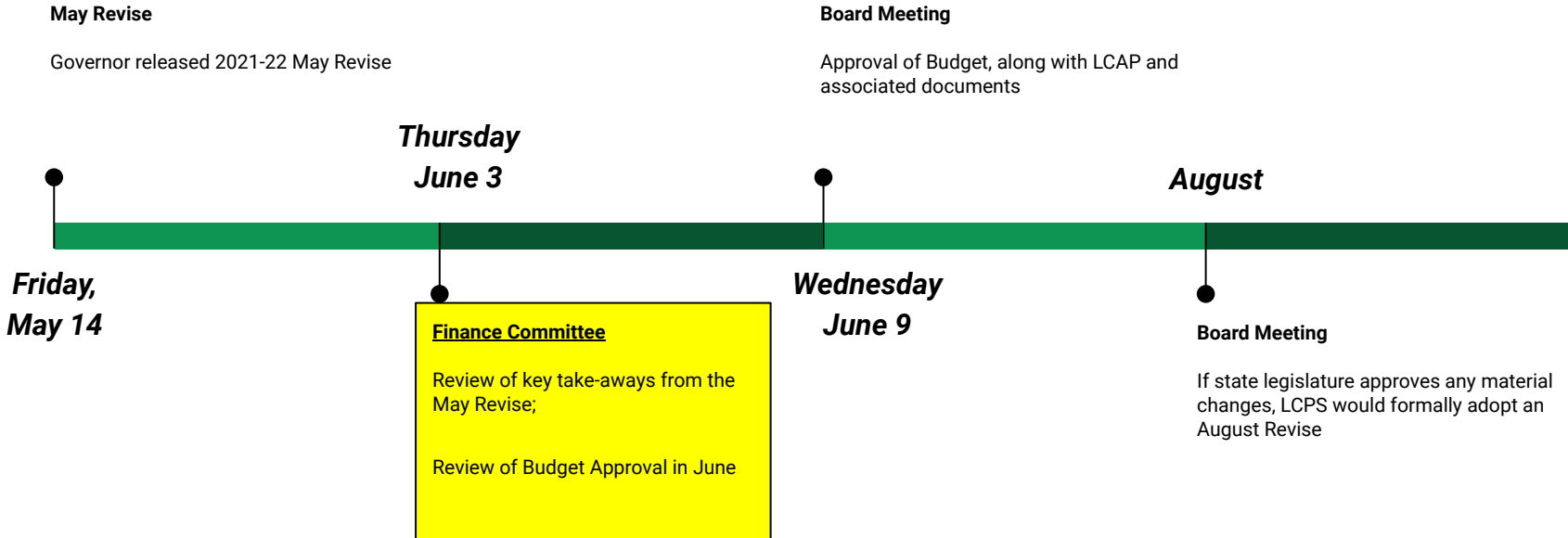
2021-22 Budgeting Updates

- Fiscal Planning Priorities
- May Revise
- Proposed Budget
- SWOT

Budget Timeline

Proposed approval at next week's board meeting

Current Month Topics



FY22 Planning

Recap of Planning Priorities

Fiscal Priority #1: Building towards stated cash goals

- LCPS' Fiscal Policy states our policy of working towards 60 Days of Cash on Hand by June 30, 2023. This remains important to meet our ongoing obligations, but more specifically, to prepare for a strong evaluation of our fiscal health when financing the Lodestar facility.
- LCPS remains on track, with two major considerations: 1) we remain planning for this goal based on all scenarios related to PPP (forgiveness, repayment), and 2) we're on track towards this goal without deferrals.

Fiscal Priority #2: Optimizing One-time Funding

- The budget we are developing now is based on ongoing funding sources and the January Budget's assumptions for those (i.e., LCFF). In parallel, we are laying out proposed uses for all one-time funding sources to best leverage those towards our programmatic priorities.

Fiscal Priority #3: Aligning Fiscal Resources to Programmatic Needs

- Internally, we are focusing efforts on aligning and improving the LCPS program across our 2 campuses. This means some programmatic investment, particularly as we look ahead to critical charter renewal timelines.

May Revise: Revenue Assumptions

What's assumed from the May Revise, and what's not?

Section 1: Included in the LCPS Budget

State Revenues are driven by 3 separate COLAs

- LCFF: 5.07% “mega-COLA”
- Special Education: 4.05 “compounded COLA”
- Other State Funding: 1.05% statutory COLA

Additional One-time COVID Support

- \$2B appropriation will provide approximately \$400K across LCPS
- The general intent is for “health and safety activities associated with reopening schools, including testing and vaccine initiatives, enhanced cleaning, personal protective equipment, and improved ventilation”



May Revise: Revenue Assumptions

This proposal represents a possible opportunity (+\$400K in revenues) BUT would only be included in an August Revised Budget

Section 2: Not included, but would be an adjustment to LCFF if approved

Concentration Grant represents one the state's effort to focus on Equitable Funding

- This is the portion of LCFF that provides additional funding (currently 50% multiplication factor) to support student populations with an Unduplicated Pupil Percentage in excess of 55%.
- Governor Newsom is proposing to increase the multiplication factor from 50% to 65%.



Total LCFF Funding under 2 Scenarios			
Charter	Budgeted Amount (50%)	Higher Calculation (65%)	Difference
Lighthouse (K-8)	\$5,653,954	\$5,790,994	\$137,040
Lighthouse HS	\$3,712,325	\$3,802,875	\$90,550
Lodestar	\$7,516,813	\$7,701,635	\$184,822
Total LCFF	\$16,883,092	\$17,295,504	\$412,412

May Revise: Revenue Assumptions

These could be included in a May Revised budget, but details are still hazy and would likely come with new expenses.

After School and Summer Programs

- The May Revision includes \$1 billion for this proposal in 2021–22, growing to \$5 billion in 2025–26.

Child Nutrition

- \$150 million in ongoing funding to increase LEA participation in NSLP
- \$100 million in one-time funding is proposed to provide school kitchen infrastructure upgrades and training for school cafeteria staff

Transitional Kindergarten

- *See Appendix for more detailed information*
- Proposing gradual implementation toward a total of \$2.7 billion by 2024–25 to pay for the costs of California’s new “14th grade”
- An additional \$380 million Proposition 98 investment, growing to \$740 million by 2024–25, to reduce TK classroom ratios by half by paying for additional staff



Impact of One-time Funds

COVID-related funds will have a fiscal impact over multiple years

Current Month Topics

Fund:	Appt.	Recognition per fiscal year (Both Revenues and Expenses match)				
		20-21	21-22	22-23	23-24	24-25
ESSER II (fed):	\$1.5M	\$225K	\$1.3M	-	-	-
ESSER III (fed):	\$3.3M	-	\$300K	\$1.3M	\$1.3M	\$300K
ELO (state):	\$1.0M	\$50K	\$935K	\$50K		
21-22 COVID Return (st.):	\$400K		\$400K			
Total	\$4.8M	\$275K	\$2.9M	\$1.37K	\$1.32K	\$300K

Important Accounting Note!

Federal and State audit guidelines differ slightly. CLA is providing guidance for its schools about the recognition of these state dollars.

If CLA's guidance changes, it would "front load" those funds, with the Restricted Revenues recognized earlier than Expenses.

This demonstrates our budgeting outlook at this point, but will need to remain flexible as implementation progresses over multiple years.

Federal Programs

These are sector-wide observations of early implementation plans, based on plans gathered from public meeting presentations

Georgetown Edunomics Lab has been tracking district plans, and made the observations noted to the right.

How does our planning compare to other districts?

- Lab staff noted that districts are having difficulty: 1) providing targeted instruction for high needs students, 2) addressing learning loss, and 3) innovating with new strategies.

It's still very early, but in our tracking of districts, so far:

We're seeing lots of this:

- Thank you payments to staff
- Filling budget gaps
- Plans to hire counselors, nurses, specialists
- Class size reduction (hiring more teachers)
- Facilities projects
- Tech/Curric updates
- Planning time for staff

and not much of this:

- Tutoring
- Added weeks to school year
- Pass through allocations to schools (for flexible use)
- Customized options where families select what works for their kids
- New delivery models
- New content/course options

What are the implications for LCPS (in addition to all schools)?

- Like districts, we're putting into place just our best-laid plans.
- ESSER Plans and reports will have to be revised twice annually, and prompts districts and charters to continue refining their implementation.

LCPS Budgeting Summary

Proposed Budget for 2021-22 and two subsequent years

	Curr. Yr. FY21 LCPS Forecast	Year 2 FY22 LCPS Forecast	Year 3 FY23 LCPS Forecast	Year 4 FY24 LCPS Forecast	
Summary					
Unrestricted					
Revenues					
8000	Local Control Funding Formula	14,741,211	16,883,092	18,228,760	19,670,152
8100	Federal Revenue	2,911,866	3,174,896	2,967,622	3,023,065
8300	Other State Revenues	2,967,556	4,347,922	3,212,293	3,288,634
8600	Local Revenues	965,928	827,205	982,584	983,502
8800	Fundraising and Grants	1,597,090	1,558,700	1,552,700	1,547,700
8800	Capital Campaign Fundraising				
	TOTAL	23,183,650	26,791,815	26,943,959	28,513,053
Expenses					
1-2000	Compensation	11,146,035	15,765,653	15,162,694	15,568,122
3000	Employee Benefits	2,485,704	3,262,178	3,385,860	3,612,678
4000	Books and Supplies	2,305,399	1,281,855	1,328,896	1,386,794
5000	Services & Other Operating Exp.	5,576,857	5,348,678	5,739,408	5,862,451
6000	Capital Outlay	500,000	500,000	500,000	500,000
	TOTAL	22,013,996	26,158,365	26,116,858	26,930,044
	Operating Income, before Depreciation	1,169,655	633,450	827,100	1,583,009
	<i>Operating Income, as a % of expenses</i>	5.3%	2.4%	3.2%	5.9%
6900	Depreciation Expense	1,089,988	1,069,508	1,069,508	1,069,508
	Change in Unrestricted Net Assets (inc. Depreciation)	79,666	(436,058)	(242,408)	513,501
Fund Balance					
	Projected Ending Balance	6,030,077	5,909,197	5,666,789	6,180,290
	<i>Ending Balance, as a % of Operating Expenses</i>	27%	23%	22%	23%
	Cash on Hand at June 30	2,488,944	4,705,724	6,657,739	8,240,748
	Days of Cash on Hand (inc. of PPP)	41	66	93	112

FY22 Planning: SWOT

Strengths:

- + The increased COLA for LCFF is **5.07%**.
- + **Cash position** is substantially improved, albeit with some important information to come regarding PPP and confirmation of deferrals.
- + Investments in **ELD & Academic Supports** are a priority area.
- + Multiple sources of **one-time funding** (over multiple years) present options to support students and to improve model changes across campuses.

Opportunities:

- + If approved for Loan Forgiveness, **PPP funds** would be recognized as revenue.
- + The **May Revise offers several opportunities** (slide 14) that would be recognized, but only if approved in the state legislature's final version of the budget.

Weaknesses:

- Our biggest weaknesses are shared by all CA schools:
 - **ADA**: LCPS will need to capture student attendance even if families choose to remain in a “distance” setting. Preliminary plans are in place to leverage Independent Study, but still need refining for Day 1.
 - **One-time funding & Long-term commitments**. Also like all schools, we need to continue proceeding with caution related to one-time funds and revenue increases. To summarize guidance from FCMAT:
 - *Most schools in fiscal challenge find themselves there based on decisions made in good times that show their impact when the bad times hit.*

Threats:

- Long-term **renewals** will continue to be the biggest threat to LCPS' fiscal stability; planning for 21-22 and beyond holds this lens clearly.
- **PPP** remains a liability that would decrease cash if needing to repay, but preliminary steps have been positive
- Like all schools, LCPS will have to consider **Attendance** in 2021-22, and take steps to mitigate any drops in ADA % post-COVID.

Current Topics

- **PPP Update**
- **Facilities Structure**
- **EPA Resolution**
- **Audit Letter from CLA (required communications)**
- **Retirement Committee discussion**



PPP Loan

Paycheck Protection Program

- Eligible forgiveness amount of \$2,473,600.00 has been submitted for final review and approval by CRF.
- After the application passes a final internal review, it will be sent to the SBA for review and forgiveness consideration.
- SBA has up to 90 days to approve the application.
- Once CRF receives the forgiveness amount from SBA, the loan will either be cancelled or modified depending upon that amount of forgiveness determined by the SBA.



Lodestar Facility

Looking back...

PCSD 701 105th Ave LLC - Lighthouse Lodestar - Financing Summary

Project Financing & Re-Financing Summary

PHASE 1: ACQUISITION & ADAPTIVE REHABILITATION OF 2 EXISTING STRUCTURES 12/1/2017-8/31/18

USES		SOURCES	
Acquisition Costs	\$ 8,759,775	PCSD Capital Contribution	\$ 3,480,000
Hard Costs	\$ 4,830,461	Lighthouse Capital Contribution	\$ 1,840,000
Soft Costs	\$ 1,319,696	Lighthouse - More Capital Needed	\$ -
Finance Costs	\$ 399,194	FRB - Loan Phase 1	\$ 10,000,000
Management Costs	\$ -	FRB - Loan Phase 2	\$ -
Contingency	\$ 10,873		\$ -
Total Project Costs	\$ 15,320,000	Total Sources	\$ 15,320,000

PHASE 2B: PERM BLDG 3/1/19-6/30/2020

USES		SOURCES	
Acquisition Costs	\$ -	PCSD Capital Contribution	\$ 2,951,000
Hard Costs	\$ 11,388,890	Lighthouse Capital Contribution	\$ 2,861,500
Soft Costs	\$ 1,239,584	Lighthouse - Add'l Capital for	\$ 94,000
Finance Costs	\$ 365,000	FRB - Loan Phase 1	\$ -
Management Costs	\$ -	FRB - Loan Phase 2	\$ 7,800,000
Contingency	\$ 713,026		
Total Project Costs	\$ 13,706,500	Total Sources	\$ 13,706,500

SUMMARY - PROJECT INCEPTION THROUGH PERM BLDG 12/1/17-6/30/2020

USES		SOURCES	
Acquisition Costs	\$ 8,759,775	PCSD Capital Contribution	\$ 6,431,000
Hard Costs	\$ 16,219,351	Lighthouse Capital Contribution	\$ 4,701,500
Soft Costs	\$ 2,559,280	Lighthouse - More Capital Needed	\$ 94,000
Finance Costs	\$ 764,194	FRB - Loan Phase 1	\$ 10,000,000
Management Costs	\$ -	FRB - Loan Phase 2	\$ 7,800,000
Contingency	\$ 723,899	Other	\$ -
Budget Adjustment	\$ -	Reallocate Net Rental CF from LY2	\$ -
Total Project Costs	\$ 29,026,500	Total Sources	\$ 29,026,500

LH PURCHASE FROM PCSD 7/1/2024

USES		SOURCES	
Repay Acquisition Loan	\$ 10,000,000	PCSD - Credit for Net CF during lease	\$ 532,469
Repay Construction Loan	\$ 7,800,000	Credit for Loan #1 Amort. from rent	\$ 1,619,622
Repay PCSD Capital Contribution	\$ 6,431,000	Credit for Loan #2 Amort. from rent	\$ 827,917
Finance Costs	\$ 1,700,000	Lighthouse Capital Contribution	\$ 2,412,911
Management Costs	\$ -	New Loan	\$ 20,538,000
Contingency	\$ -		
Total Project Costs	\$ 25,931,000	Total Sources	\$ 25,930,919

Looking forward...with Lodestar

On the Facilities front, we have **3 primary areas of focus** moving forward:

- 1) Development (CLOSED OUT!):** We have closed the final gap of fundraising targeted by 2024!
- 2) Refinancing:** we'll dig into details & timelines during Spring 2021, with a target of executing on Purchase Option by June 30, 2024. See next slide for updated action steps.
- 3) Approvals:** we have our Temporary Certificate of Occupancy and are working city towards Final Occupancy, with priority being TDM-related efforts.

Highlighted amount is \$200,000 under original budgeted amount.

Final figures will be complete at conclusion of Turf installatio

Overall Facility Strategy

Opportunity: in parallel to the Purchase Option we hold for Lodestar, we also have an opportunity to pursue ownership of 444 Hegenberger, within a five-year timeline.

Proposed Next Steps for Facilities Management Strategy:

June Finance Committee	Review proposal for structures, and discuss for Board consideration later in the Fall
August / October Committees	Consult external expertise to provide primer for Committee on financing structures
October +	Reassess timeline, and map out continued needs towards financing

Targeted Structure

Current Month Topics

Attached are 3 resources to inform the background:

1. Memo re: Support Corporations for Charter Schools
2. Memo re: SB740 and ownership of facilities
3. initial draft of Support Corporation Bylaws

Lighthouse Community Public Schools 501(c)(3)				
<i>(LCPS maintains control of Support Corp based on Bylaws)</i>			“Support Corporation” (Name TBD; i.e., LCPS Support Foundation) 501(c)(3)	
Charter #1: Lighthouse Community Charter School	Charter #2: Lighthouse Community Charter School	Charter #3: Lighthouse Community Charter School	LLC #1: 701 105th Ave	LLC #2: 444 Hegenberger

Additional Items for June Board Meeting

The following are required board approvals for end-of-year.

- EPA Resolution
- Audit Letter from CLA
- Retirement Committee Resolution
(see next slide)

LCPS Retirement Plan

LCPS Retirement Plan: Committee composition

- See sample resolution language for discussion

Recommendation from The Advisory Group (LCPS Retirement Plan's third-party advisor):

- "The formal Retirement Committee is a fiduciary with respect to the plan, charged with overseeing the administration and operation of the plan and exercising discretionary authority. Typically the members of the committee are senior management with representation from operations, finance and HR. If you were to decide to incorporate staff members, my suggestion would be to define in your committee charter that these staff members are non-voting members of the committee.

In an organization of your size, the trustees are often also the committee members, although sometimes there are several other non-trustee committee members (and/or several non-voting committee members). The trustees are also fiduciaries, responsible for ensuring that the plan is administered in accordance with the plan documents, the assets are properly accounted for, assets are appropriately diversified, the plan does not engage in any prohibited transactions, and more. Trustees have personal liability; however, typically the employer/plan sponsor indemnifies the trustees and purchases fiduciary liability insurance to mitigate this risk."

Recurring Consent Items

- **Check Register**
- **Board-Approved Contracts**



Recurring Consent Items

Check Register

The attached statement includes checks for March & April 2021.

Recurring Consent Items

Recurring CONSENT Items

Vendor:	KI Furniture	Alder GSE	Alarcon Bohm
Amount:	\$110,901.22	Direct expense of approximately \$24,000. Associated costs total \$160,000, supported by philanthropy.	\$168,688
For:	<p>Classroom Furniture</p> <p>This is broken down between:</p> <ul style="list-style-type: none"> \$91,707.73 for Lodestar High School. \$19,193.49 for Lighthouse to outfit additional Middle School classrooms. 	<p>Teacher Residency Program</p> <p>MOU is established with Alder, Envision, Yu Ming & EFC commits LCPS. For a shared Director to support residents, LCPS commits to "\$4,750 maximum contribution per Resident paid pro rata during the Program year" to Envision, who employs the Director. Actual costs, after philanthropy, are projected to be approximately 3,000 per resident, or \$24,000 for a target of 8 residents.</p> <p>Associated costs are the actual residents that LCPS brings on, each of whom receives a \$20,000 stipend.</p>	<p>Site Improvements</p> <p>This is to provide an additional classroom space in the original library, to allow for an additional cohort of sixth-grade students. Additionally, the scope involves the installation of sinks in two spaces, to facilitate middle school science.</p>
Notes:	<p>CEO has approved under Resolution 2020_07-27a (CEO approval for COVID-related expenditures above \$50,000).</p> <p>In line with that resolution, this is still being brought to Finance Committee and Board to inform as part of that process.</p>		

Appendix

- **May Revise Details about:**
 - **Transitional Kindergarten**



May Revise: Transitional Kindergarten

Overview

The revision proposes to universal transitional kindergarten by 2024-2025. In order to further develop the current (nonuniversal) existing transitional kindergarten program

- May Revision proposing a permanent increase to Prop 98 of \$900 Million in 2022-2023
- The plan includes an increase of funding to \$2.7 Billion in 2024-2025
- The proposal also includes plans to cut classroom student to teacher ratios by half (12:1)

May Revise: Transitional Kindergarten

The Governor plans to utilize unanticipated general funding source to prioritize the realization of a universal transitional kindergarten program in the state, over a multiyear phase-in period.

- Currently, TK is offered to students who turn 5 between September 2nd by December 2nd
- In 2022-2023, the TK age cutoff will be expanded to students who turn 5 by March 2nd
- In 2023-2024, the TK age cutoff will be further expanded to students with birthdays by July 2nd
- Full implementation is projected for 2024-2025, at an annual cost of \$2.7 Billion

May Revise: Transitional Kindergarten

Challenges include increased to **facility use** and ongoing maintenance, increased needs for **professional development** involving developmentally appropriate academic curriculum, and the need to consider **ongoing funds** required due to increased staffing

- Academic curriculum is not currently designed with a younger age group in mind, with a focus on fine and gross motor development and social emotional components specific to younger 4-year olds
- Ongoing increases to budget regarding staffing, especially in a teacher shortage
- One time funds to be expended to expand facilities to support the smaller cohort ratios
- Ongoing increases to budget regarding facilities maintenance

Lighthouse Community Public Schools
 Year to Date: Budget vs. Actuals
 Site: LCPS Roll up
 As of: April 30, 2021

	Feb	Mar	Apr	YTD Total	June Budget	1st Interim Budget	Prior Forecast	Current Forecast	Prior vs. Curr. Forecast	% YTD / Budget	% YTD / Forecast	Forecast Remaining
Summary						-		-				
Unrestricted												
Revenues												
8000 Local Control Funding Formula	1,105,368	1,058,649	983,731	9,929,548	13,571,254	14,732,189	14,741,211	14,741,211	-	67%	67%	4,811,663
8100 Federal Revenue	296,295	(13,717)	71,504	1,784,059	1,491,909	2,918,079	3,051,829	2,911,866	(139,963)	61%	61%	1,127,807
8300 Other State Revenues	4,819	497,494	437,925	1,923,037	2,844,714	2,935,557	2,849,082	2,967,556	118,474	66%	65%	1,044,519
8600 Local Revenues	6	5,573	11,536	126,157	1,013,359	948,405	950,772	965,928	15,156	13%	13%	839,771
8800 Fundraising and Grants	33,632	25,810	72,452	1,178,926	1,193,700	1,033,700	1,091,815	1,086,815	(5,000)	114%	108%	(92,111)
8800 Capital Campaign Fundraising	55	185	55	488,875	-	-	510,275	510,275	-	0%	96%	21,400
8999 Uncategorized	15	16,611	50	17,436								
TOTAL	1,440,191	1,590,606	1,577,254	15,448,037	20,114,937	22,567,930	23,194,983	23,183,650	(11,333)	68%	67%	7,753,049
Expenses												
1-2000 Compensation	1,033,813	1,037,568	1,026,135	9,592,735	10,966,183	11,041,016	11,166,035	11,146,035	(20,000)	87%	86%	1,553,300
3000 Employee Benefits	216,647	211,679	227,061	2,161,538	2,385,260	2,471,172	2,484,208	2,485,704	1,496	87%	87%	324,166
4000 Books and Supplies	156,974	73,915	20,342	1,363,747	1,169,806	2,817,052	2,701,660	2,305,399	(396,261)	48%	59%	941,653
5000 Services & Other Operating Exp.	463,601	554,761	456,988	4,814,788	4,978,398	5,263,433	5,298,253	5,576,857	278,604	91%	86%	762,069
6000 Capital Outlay	-	-	-	-	-	-	500,000	500,000	-			500,000
TOTAL	1,869,786	1,877,896	1,730,526	17,933,025	19,499,646	21,592,673	22,150,157	22,013,996	(136,161)	83%	81%	4,081,079
Operating Income, before Depreciation	(429,596)	(287,290)	(153,272)	(2,484,989)	615,290	975,257	1,044,826	1,169,655	124,828			3,671,970
<i>Operating Income, as a % of expenses</i>					3.2%	4.5%	4.7%	5.3%				
6900 Depreciation Expense	53,151	53,151	53,151	482,255	238,440	345,988	589,988	589,988	-	139%	82%	107,734
Change in Net Assets (inc. Depreciation)	(482,747)	(340,441)	(206,424)	(2,967,243)	376,850	629,269	454,838	579,666	124,828	-	-	

Lighthouse Community Public Schools
 Year to Date: Budget vs. Actuals
 Site: LCPS Roll up
 As of: April 30, 2021

	Feb	Mar	Apr	YTD Total	June Budget	1st Interim Budget	Prior Forecast	Current Forecast	Prior vs. Curr. Forecast	% YTD / Budget	% YTD / Forecast	Forecast Remaining
Student Enrollment												
Enrollment Breakdown												
Total	1,462	-	-	1,459	1,432	1,432	1,432	1,432	-			
Enrollment Summary												
Average	96.4%	0.0%	0.0%	95.9%	95.0%	95.0%	95.0%	95.0%	0.0%			
ADA												
Total ADA	1,410	-	-	1,400	1,360	1,360	1,360	1,360	-			
Demographic Information					Prelim. #	Prelim. #	Prelim. #	Prelim. #				
Enrollment					1,432	1,438	1,438	1,438	-			
FRL (#)					992	996	996	996	-			
EL (#)					522	523	523	523	-			
Unduplicated (#)					1,158	1,163	1,163	1,163	-			
FRL (%)					69.3%	69.3%	69.3%	69.3%	0.0%			
EL (%)					36.5%	36.4%	36.4%	36.4%	0.0%			
Unduplicated (%)					80.9%	80.9%	80.9%	80.9%	0.0%			

Lighthouse Community Public Schools
 Year to Date: Budget vs. Actuals
 Site: LCPS Roll up
 As of: April 30, 2021

		Feb	Mar	Apr	YTD Total	June Budget	1st Interim Budget	Prior Forecast	Current Forecast	Prior vs. Curr. Forecast	% YTD / Budget	% YTD / Forecast	Forecast Remaining
Revenue Detail													
8000	Local Control Funding Formula												
8011	State Aid	838,376	417,629	204,505	5,745,544	8,962,291	9,732,975	9,304,825	9,304,825	-	59%	62%	3,559,281
8012	Education Protection Account	-	-	458,716	1,286,782	1,135,929	1,661,818	1,713,856	1,713,856	-	77%	75%	427,074
8096	Funding in Lieu of Property Taxes	266,992	641,020	320,510	2,897,222	3,473,033	3,337,396	3,722,530	3,722,530	-	87%	78%	825,308
	Subtotal	1,105,368	1,058,649	983,731	9,929,548	13,571,254	14,732,189	14,741,211	14,741,211	-	67%	67%	4,811,663
											0%	0%	
8100	Federal Revenue										0%	0%	
8290	Title Funding & ESSA	125,000	(32,447)	33,121	1,484,513	530,033	2,236,800	2,370,550	2,300,811	(69,739)	66%	65%	816,298
8181	Special Education	-	-	-	-	169,265	172,749	172,749	172,749	-	0%	0%	172,749
8220	Child Nutrition	170,975	18,730	38,383	299,226	498,989	508,530	508,530	345,239	(163,291)	59%	87%	46,012
	Subtotal	296,295	(13,717)	71,504	1,784,059	1,491,909	2,918,079	3,051,829	2,911,866	(139,963)	61%	61%	1,127,807
											0%	0%	
8300	Other State Revenues										0%	0%	
8381	Special Education	-	88,624	18,432	588,078	867,978	869,588	869,588	869,588	-	68%	68%	281,510
8300	All Other State Revenues	4,819	408,870	419,493	1,334,959	1,976,736	2,065,970	1,979,495	2,097,968	118,474	65%	64%	763,010
	Subtotal	4,819	497,494	437,925	1,923,037	2,844,714	2,935,557	2,849,082	2,967,556	118,474	66%	65%	1,044,519
											0%	0%	
8600	Local Revenues										0%	0%	
	All Local	6	5,573	11,536	126,157	1,013,359	948,405	950,772	965,928	15,156	13%	13%	839,771
											0%	0%	
8800	Fundraising and Grants										0%	0%	
	All Philanthropy	33,687	25,995	72,507	1,667,801	1,193,700	1,033,700	1,602,090	1,597,090	(5,000)	161%	104%	(70,711)
											0%	0%	
Total Revenue		1,440,191	1,590,606	1,577,254	15,448,037	20,114,937	22,567,930	23,194,983	23,183,650	(11,333)	68%	67%	7,735,614

Lighthouse Community Public Schools
 Year to Date: Budget vs. Actuals
 Site: LCPS Roll up
 As of: April 30, 2021

Expense Detail	Feb	Mar	Apr	YTD Total	June Budget	1st Interim Budget	Prior Forecast	Current Forecast	Prior vs. Curr. Forecast	% YTD / Budget	% YTD / Forecast	Forecast Remaining
1000 Compensation												
1100 Teacher Salaries	555,915	566,378	561,702	5,087,318	5,698,925	5,771,448	5,771,467	5,771,467	-	88%	88%	684,149
1300 Administrator Salaries	326,335	321,536	317,527	3,203,130	3,878,827	3,878,827	3,878,827	3,878,827	-	83%	83%	675,697
1400 Bonuses & Other Compensation	2,500	-	-	57,000	74,690	77,000	77,000	57,000	(20,000)	74%	100%	-
Subtotal	884,750	887,914	879,229	8,347,449	9,652,442	9,727,275	9,727,295	9,707,295	(20,000)	86%	86%	1,359,846
2000 Compensation												
2100 Instructional Aide Salaries	41,248	40,454	44,649	300,487	238,459	238,459	256,459	336,459	80,000	126%	89%	35,972
2900 Other Non-certificated Salaries	107,815	109,200	102,257	944,800	1,075,282	1,075,282	1,182,282	1,102,282	(80,000)	88%	86%	157,482
Subtotal	149,063	149,654	146,906	1,245,286	1,313,741	1,313,741	1,438,741	1,438,741	-	95%	87%	193,454
Total Compensation	1,033,813	1,037,568	1,026,135	9,592,735	10,966,183	11,041,016	11,166,035	11,146,035	(20,000)	87%	86%	1,553,300
3000 Employee Benefits												
3400 Health & Welfare Benefits	107,209	106,317	110,180	1,159,876	1,280,965	1,281,539	1,281,539	1,261,539	(20,000)	91%	92%	101,663
3000 Other Employee Benefits	109,438	105,362	116,881	1,001,661	1,104,295	1,189,633	1,202,669	1,224,165	21,496	84%	82%	222,503
Subtotal	216,647	211,679	227,061	2,161,538	2,385,260	2,471,172	2,484,208	2,485,704	1,496	87%	87%	324,166
4000 Books and Supplies												
4100 Textbooks & Curriculum	1,270	35	662	48,259	59,310	59,310	59,310	59,310	-	81%	81%	11,051
4200 Books & Other Materials	347	9,889	350	103,327	35,841	120,841	134,967	134,967	-	86%	77%	31,640
4300 Materials and Supplies	45,565	8,743	6,056	348,597	293,428	778,428	718,909	718,909	-	45%	48%	370,312
4400 Noncapitalized Equipment	91,434	46,429	435	579,189	148,641	1,224,641	1,154,641	1,037,812	(116,829)	47%	56%	458,623
4700 Food	18,359	8,820	12,839	284,374	632,586	633,832	633,832	354,401	(279,431)	45%	80%	70,027
Subtotal	156,974	73,915	20,342	1,363,747	1,169,806	2,817,052	2,701,660	2,305,399	(396,261)	48%	59%	941,653
5000 Services & Other Operating Exp.												
5100 Subagreements for Services	16,364	16,364	16,364	157,999	261,500	261,500	261,500	261,500	-	60%	60%	103,501
5200 Travel and Conferences	-	-	-	13	3,500	3,500	3,500	3,500	-	0%	0%	3,487
5300 Dues and Memberships	-	-	-	18,229	22,500	22,500	22,500	22,500	-	81%	81%	4,271
5400 Insurance	9,613	9,613	-	101,363	80,000	83,426	110,976	110,976	-	122%	91%	9,613
5500 Utilities	32,973	19,287	25,823	259,066	342,500	342,500	347,000	347,000	-	76%	75%	87,934
5600 Leases, Repairs, and Improvements	182,034	164,423	264,248	2,056,173	2,097,333	2,097,333	2,097,333	2,137,333	40,000	98%	96%	81,160
5800 Professional Services & Other Exp.	203,054	332,677	128,240	2,080,062	2,036,565	2,318,174	2,320,944	2,525,548	204,604	90%	82%	445,486
5900 Communications	19,563	12,397	22,314	141,884	134,500	134,500	134,500	168,500	34,000	105%	84%	26,616
Subtotal	463,601	554,761	456,988	4,814,788	4,978,398	5,263,433	5,298,253	5,576,857	278,604	91%	86%	762,069
6000 Capital Outlay												
6100 Capital Projects	-	-	-	-	-	-	500,000	500,000	-	0%	0%	500,000
6900 Depreciation Expense	53,151	53,151	53,151	482,255	238,440	345,988	589,988	589,988	-	139%	82%	107,734
Subtotal	53,151	53,151	53,151	482,255	238,440	345,988	1,089,988	1,089,988	-	139%	44%	607,734
Total Expenses	1,922,937	1,931,047	1,783,677	18,415,171	19,738,086	21,938,661	22,740,145	22,603,984	(136,161)	84%	81%	4,188,813

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: LCPS Roll Up
 As of: December 31, 2020

	Current Year: FY21												YTD Total	AP/AR	Budget	Forecast
	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Actuals	Projected	Projected				
	Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun				
Beginning Cash	3,538,152	4,377,611	3,654,107	4,112,295	4,265,989	4,066,981	3,723,915	4,198,171	3,933,458	3,920,862	3,712,656	2,715,444				
Unrestricted																
REVENUE TOTAL	102,261	756,474	2,412,216	1,688,691	1,375,091	1,356,409	3,148,845	1,440,191	1,590,606	1,577,254	961,188	1,080,169	17,489,393	5,544,257	22,567,930	23,183,650
EXPENSE TOTAL	1,321,096	1,783,205	2,021,095	1,907,082	1,566,538	1,808,963	2,046,730	1,869,786	1,877,896	1,730,526	3,132,677	936,657	22,002,250	11,745	21,592,673	22,013,996
Operating Cash Inflow (Outflow), exclusive of Depr.	(1,218,835)	(1,026,731)	391,120	(218,390)	(191,447)	(452,554)	1,102,115	(429,596)	(287,290)	(153,272)	(2,171,490)	143,512	(4,512,857)	5,532,512	975,257	1,169,655
6900 Depr.	28,006	29,209	28,928	28,928	27,540	127,039	53,151	53,151	53,151	53,151	53,867	53,867	589,988	-	345,988	589,988
Operating Cash Inflow (Outflow), inclusive of Depr.	(1,246,842)	(1,055,940)	362,192	(247,318)	(218,986)	(579,593)	1,048,964	(482,747)	(340,441)	(206,424)	(2,225,357)	89,645	(5,102,846)	5,532,512	629,269	579,666
Prior Year Revenue	2,063,736	247,872	37,500	60,746	192,066	38,375	761	113,719	133,067	75,350	329,225					
Prior Year Expenses	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Deposits on record (Assets)	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-	-
Change in Fixed Assets	28,006	29,209	28,928	28,928	27,540	127,039	(446,849)	53,151	53,151	21,721	53,867	53,867				
Change in Accounts Receivable (current yr)	11,589	819	(25)	725	725	(2,500)	(249,500)	1,500	-	-	-	-	-	-	-	-
Change in Accounts Payable (current yr)	(164,062)	16,726	(42,346)	244,421	(273,900)	(4,270)	50,571	17,860	65,408	(145,685)						
Prepays	369,029	-	-	-	-	-	-	(37,972)	-	-	-	-	-	-	-	-
COVID-related Cash changes	-	-	-	-	-	-	-	-	-	-	761,837					
Other Balance Sheet changes	(30)	(44,545)	-	(5,657)	-	-	-	-	-	(26,501)						
Summerholdback for Teachers	(221,967)	82,355	71,939	71,849	73,547	77,884	70,309	69,775	76,220	73,332	83,216	(375,212)				
Ending Cash - Total in Primary Checking	4,377,611	3,654,107	4,112,295	4,265,989	4,066,981	3,723,915	4,198,171	3,933,458	3,920,862	3,712,656	2,715,444	2,483,744				
Days of Cash on hand	73	61	68	71	67	62	70	65	65	62	45	41				
Days of Cash on hand (w/o PPP)	32	20	27	30	26	21	29	24	24	21	4	0				
Additional Cash accounts																
Cash Reserve Account	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000				
Ending Cash - Including Cash Reserve	4,627,611	3,904,107	4,362,295	4,515,989	4,316,981	3,973,915	4,448,171	4,183,458	4,170,862	3,962,656	2,965,444	2,733,744				
Days of Cash on hand	77	65	72	75	72	66	74	69	69	66	49	45				
Additional sources available																
Unused Line of Credit - FRB	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000				
Available Ending Cash	5,127,611	4,404,107	4,862,295	5,015,989	4,816,981	4,473,915	4,948,171	4,683,458	4,670,862	4,462,656	3,465,444	3,233,744				
Days of Cash available	85	73	81	83	80	74	82	78	77	74	57	54				

Lighthouse Community Public Schools
 Statement of Cash Flows
 Site: LCPS Roll Up
 As of: December 31, 2020

		Year 2: FY22													Forecast	
		Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	Projected	YTD Total	AP/AR	
		Jul	Aug	Sep	Oct	Nov	Dec	Jan	Feb	Mar	Apr	May	Jun			
Beginning Cash		2,483,744	3,759,375	4,107,303	3,582,602	4,142,799	4,915,795	5,182,610	5,833,161	5,216,011	5,308,394	5,820,344	4,975,443			
Unrestricted																
REVENUE TOTAL		12,825	1,967,384	1,110,560	2,296,219	2,451,037	1,413,804	3,036,666	1,731,577	2,466,339	2,825,907	1,649,569	1,296,778	22,258,664	4,533,151	26,791,815
EXPENSE TOTAL		1,357,952	2,168,767	2,180,992	2,281,753	2,223,773	2,413,473	2,266,535	2,229,148	2,254,376	2,194,377	2,374,890	957,632	24,903,669	754,696	25,658,365
Operating Cash Inflow (Outflow), exclusive of Depr.		(1,345,127)	(201,383)	(1,070,432)	14,466	227,264	(999,669)	770,131	(497,571)	211,962	631,530	(725,321)	339,146	(2,645,005)	3,778,456	1,133,450
6900	Depr.	89,126	89,126	89,126	89,126	89,126	89,126	89,126	89,126	89,126	89,126	89,126	89,126	1,069,508	-	1,069,508
Operating Cash Inflow (Outflow), inclusive of Depr.		(1,434,253)	(290,509)	(1,159,558)	(74,660)	138,139	(1,088,795)	681,005	(586,697)	122,837	542,404	(814,447)	250,020	(3,714,513)	3,778,456	63,942
Prior Year Revenue		1,496,949	665,311	665,311	665,311	665,311	1,386,064									
Prior Year Expenses		(11,745)														
Change in Deposits on record (Assets)		89,126	89,126	89,126	89,126	89,126	89,126	89,126	89,126	89,126	89,126	89,126	89,126			
Change in Fixed Assets																
Change in Accounts Receivable (current yr)																
Change in Accounts Payable (current yr)																
Prepays		-														
COVID-related Cash changes		1,510,766	(213,526)	(213,526)	(213,526)	(213,526)	(213,526)	(213,526)	(213,526)	(213,526)	(213,526)	(213,526)	(213,526)	(137,342)		
Other Balance Sheet changes		-														
Summerholdback for Teachers		(375,212)	97,527	93,947	93,947	93,947	93,947	93,947	93,947	93,947	93,947	93,947	93,947	(471,523)		
Ending Cash - Total in Primary Checking		3,759,375	4,107,303	3,582,602	4,142,799	4,915,795	5,182,610	5,833,161	5,216,011	5,308,394	5,820,344	4,975,443	4,705,724			
<i>Days of Cash on hand</i>		62	68	59	69	82	86	97	86	88	97	82	78			
<i>Days of Cash on hand (w/o PPP)</i>		21	27	18	28	40	45	56	45	47	55	41	37			
Additional Cash accounts																
Cash Reserve Account		250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000	250,000			
Ending Cash - Including Cash Reserve		4,009,375	4,357,303	3,832,602	4,392,799	5,165,795	5,432,610	6,083,161	5,466,011	5,558,394	6,070,344	5,225,443	4,955,724			
<i>Days of Cash on hand</i>		66	72	64	73	86	90	101	91	92	101	87	82			
Additional sources available																
Unused Line of Credit - FRB		500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000	500,000			
Available Ending Cash		4,509,375	4,857,303	4,332,602	4,892,799	5,665,795	5,932,610	6,583,161	5,966,011	6,058,394	6,570,344	5,725,443	5,455,724			
<i>Days of Cash available</i>		64	69	62	70	81	84	94	85	86	93	81	78			

Lighthouse Community Public Schools (LCPS)
Balance Sheet
As of February 28, 2021

Financial Row	Apr
-	2021
ASSETS	
Current Assets	
Bank	
Total - 9120-LCCS - Cash in Bank - LCCS	3,962,656
Total Bank	3,962,656
Total Accounts Receivable	592,359
Other Current Asset	
Total Other Current Asset	37,972
Total Current Assets	4,592,987
Fixed Assets	
Total Fixed Assets	5,263,767
Total Other Assets	73,083
Total ASSETS	9,929,837
LIABILITIES & EQUITY	
Current Liabilities	
Total Accounts Payable	1,430
Total Credit Card	(11,306)
Total Other Current Liability, including Wages Payable ("Summer Holdback")	955,755
Total Current Liabilities	945,879
Long Term Liabilities	
Total - 9660 - Long Term Liabilities	2,473,600
Total Long Term Liabilities*	2,473,600
Equity	
With Donor Restriction	379,442
Retained Earnings	9,155,435
Net Income	(3,024,519)
Total Equity	6,510,358
Total LIABILITIES & EQUITY	9,929,837

* Paycheck Protection Program Loan

Lighthouse Community Public Schools
 Budget Vs. Forecast
 Site: LCPS Roll-up
 Version: Finance Committee - June 3, 2021

	Curr. Yr. FY21 LCPS Forecast	Year 2 FY22 LCPS Forecast	Year 3 FY23 LCPS Forecast	Year 4 FY24 LCPS Forecast	
Summary					
Unrestricted					
Revenues					
8000	Local Control Funding Formula	14,741,211	16,883,092	18,228,760	19,670,152
8100	Federal Revenue	2,911,866	3,174,896	2,967,622	3,023,065
8300	Other State Revenues	2,967,556	4,347,922	3,212,293	3,288,634
8600	Local Revenues	965,928	827,205	982,584	983,502
8800	Fundraising and Grants	1,597,090	1,558,700	1,552,700	1,547,700
8800	Capital Campaign Fundraising				
	TOTAL	23,183,650	26,791,815	26,943,959	28,513,053
Expenses					
1-2000	Compensation	11,146,035	15,765,653	15,162,694	15,568,122
3000	Employee Benefits	2,485,704	3,262,178	3,385,860	3,612,678
4000	Books and Supplies	2,305,399	1,281,855	1,328,896	1,386,794
5000	Services & Other Operating Exp.	5,576,857	5,348,678	5,739,408	5,862,451
6000	Capital Outlay	500,000	500,000	500,000	500,000
	TOTAL	22,013,996	26,158,365	26,116,858	26,930,044
	Operating Income, before Depreciation	1,169,655	633,450	827,100	1,583,009
	<i>Operating Income, as a % of expenses</i>	5.3%	2.4%	3.2%	5.9%
6900	Depreciation Expense	1,089,988	1,069,508	1,069,508	1,069,508
	Change in Unrestricted Net Assets (inc. Depreciation)	79,666	(436,058)	(242,408)	513,501
Fund Balance					
	Projected Ending Balance	6,030,077	5,909,197	5,666,789	6,180,290
	<i>Ending Balance, as a % of Operating Expenses</i>	27%	23%	22%	23%
	Cash on Hand at June 30	2,488,944	4,705,724	6,657,739	8,240,748
	Days of Cash on Hand (inc. of PPP)	41	66	93	112

Lighthouse Community Public Schools
 Budget Vs. Forecast
 Site: LCPS Roll-up
 Version: Finance Committee - June 3, 2021

	Curr. Yr. FY21 LCPS Forecast	Year 2 FY22 LCPS Forecast	Year 3 FY23 LCPS Forecast	Year 4 FY24 LCPS Forecast
Student Enrollment				
Budgeted Enrollment (Minimum)				
K	104	104	104	104
1	104	104	104	104
2	108	104	102	102
3	108	104	102	102
4	108	104	102	102
5	112	104	102	102
6	136	156	156	156
7	145	156	156	156
8	145	156	156	156
9	152	162	162	162
10	86	162	162	162
11	70	75	150	150
12	60	70	70	140
Total	1,438	1,561	1,628	1,698
Enrollment Summary				
K-3	424	416	412	412
4-6	356	364	360	360
7-8	290	312	312	312
9-12	368	469	544	614
Total Enrolled	1,438	1,561	1,628	1,698
Attendance Percentage				
K-3	95.0%	94.0%	94.0%	94.0%
4-6	95.0%	94.0%	94.0%	94.0%
7-8	95.0%	94.0%	94.0%	94.0%
9-12	94.2%	94.0%	94.0%	94.0%
Average	94.8%	94.0%	94.0%	94.0%
ADA				
K-3	403	391	387	387
4-6	338	342	338	338
7-8	276	293	293	293
9-12	347	441	511	577
Total ADA	1,363	1,467	1,530	1,596
Demographic Information				
Enrollment (CBEDS)	1,438	1,561	1,628	1,698
FRL (#)	996	1,078	1,119	1,161
EL (#)	523	569	590	612
Unduplicated (#)	1,163	1,368	1,424	1,482
FRL (%)	69.3%	69.1%	68.7%	68.4%
EL (%)	36.4%	36.5%	36.2%	36.0%
Unduplicated (%)	80.9%	87.6%	87.5%	87.3%
Unduplicated (District %)	76.5%	76.5%	76%	76%
Prior year P2 ADA	1,321	1,363	1,467	1,530

Lighthouse Community Public Schools
 Budget Vs. Forecast
 Site: LCPS Roll-up
 Version: Finance Committee - June 3, 2021

		Curr. Yr. FY21 LCPS Forecast	Year 2 FY22 LCPS Forecast	Year 3 FY23 LCPS Forecast	Year 4 FY24 LCPS Forecast
Revenue Detail					
8000	Local Control Funding Formula				
8011	State Aid	9,304,825	11,212,748	12,544,316	13,972,548
8012	Education Protection Account	1,713,856	1,811,593	1,825,693	1,838,853
8096	Funding in Lieu of Property Taxes	3,722,530	3,858,751	3,858,751	3,858,751
	Subtotal	14,741,211	16,883,092	18,228,760	19,670,152
8100	Federal Revenue				
8290	Title Funding	2,300,811	2,443,559	2,196,990	2,219,313
8181	Special Education	172,749	185,487	201,352	209,995
8220	Child Nutrition	345,239	545,850	569,279	593,757
8100	Other Federal Revenues	93,067	-	-	-
	Subtotal	2,911,866	3,174,896	2,967,622	3,023,065
8300	Other State Revenues				
8381	Special Education	869,588	967,426	1,017,301	1,069,914
8300	All Other State Revenues	2,097,968	3,380,496	2,194,992	2,218,720
	Subtotal	2,967,556	4,347,922	3,212,293	3,288,634
8600	Local Revenues & Philanthropy				
	All Local	965,928	827,205	982,584	983,502
8800	Fundraising and Grants				
	All Philanthropy	1,597,090	1,558,700	1,552,700	1,547,700
8900	Other Inflow				
	All Transfers	-	-	-	-
Total Revenue		23,183,650	26,791,815	26,943,959	28,513,053

Lighthouse Community Public Schools
 Budget Vs. Forecast
 Site: LCPS Roll-up
 Version: Finance Committee - June 3, 2021

		Curr. Yr. FY21 LCPS Forecast	Year 2 FY22 LCPS Forecast	Year 3 FY23 LCPS Forecast	Year 4 FY24 LCPS Forecast
Expense Detail					
1000	Compensation: Certificated				
1100	Teacher Salaries	5,771,467	6,942,389	7,258,529	7,403,700
1300	Administrator Salaries	3,878,827	6,796,000	5,744,435	5,965,498
1400	Bonuses & Other Compensation	57,000	235,760	240,475	245,285
1900	Other Certificated Salaries	-	-	-	-
	Subtotal	9,707,295	13,974,149	13,243,440	13,614,483
2000	Compensation: Certificated				
2100	Instructional Aide Salaries	336,459	316,668	363,681	370,955
2900	Other Non-certificated Salaries	1,102,282	1,474,837	1,555,573	1,582,685
	Subtotal	1,438,741	1,791,505	1,919,254	1,953,639
	Total Compensation	11,146,035	15,765,653	15,162,694	15,568,122
3000	Employee Benefits				
3400	Health & Welfare Benefits	1,261,539	1,539,582	1,718,174	1,917,482
3000	Other Employee Benefits	1,224,165	1,722,596	1,667,687	1,695,196
	Subtotal	2,485,704	3,262,178	3,385,860	3,612,678
4000	Books and Supplies				
4100	Textbooks & Curriculum	59,310	66,832	72,771	78,672
4200	Books & Other Materials	134,967	44,171	47,320	50,572
4300	Materials and Supplies	718,909	314,263	330,874	344,863
4400	Noncapitalized Equipment	1,037,812	139,775	130,969	134,244
4700	Food	354,401	716,813	746,961	778,442
	Subtotal	2,305,399	1,281,855	1,328,896	1,386,794
5000	Services & Other Operating Exp.				
5100	Subagreements for Services	261,500	114,288	276,280	283,982
5200	Travel and Conferences	3,500	22,847	24,033	24,760
5300	Dues and Memberships	22,500	23,698	24,517	25,176
5400	Insurance	110,976	113,750	116,594	119,509
5500	Utilities	347,000	422,900	433,472	444,309
5600	Leases, Repairs, and Improvements	2,137,333	2,242,971	2,348,660	2,366,201
5800	Professional Services & Other Exp.	2,525,548	2,233,014	2,335,369	2,413,334
5900	Communications	168,500	175,212	180,483	185,179
	Subtotal	5,576,857	5,348,678	5,739,408	5,862,451
6000	Capital Outlay				
6900	Depreciation Expense	1,089,988	1,069,508	1,069,508	1,069,508
	Subtotal	1,089,988	1,069,508	1,069,508	1,069,508
7000	Other Outflow				
7281-7299	All Other Transfers	-	-	-	-
Total Expenses		22,603,984	26,727,873	26,686,366	27,499,552



PCSD 701 105th Ave LLC - Lighthouse Lodestar - Financing Summary

Acquisition; Phase 1 R

5/1/2019

Project Financing & Re-Financing Summary

PHASE 1: ACQUISITION & ADAPTIVE REHABILITATION OF 2 EXISTING STRUCTURES

12/1/2017-8/31/18

USES		SOURCES	
Acquisition Costs	\$ 8,759,775	PCSD Capital Contribution	\$ 3,480,000
Hard Costs	\$ 4,830,461	Lighthouse Capital Contribution	\$ 1,840,000
Soft Costs	\$ 1,319,696	Lighthouse - More Capital Needed	\$ -
Finance Costs	\$ 399,194	FRB - Loan Phase 1	\$ 10,000,000
Management Costs	\$ -	FRB - Loan Phase 2	\$ -
Contingency	\$ 10,873		\$ -
Total Project Costs	\$ 15,320,000	Total Sources	\$ 15,320,000

PHASE 2B: PERM BLDG

3/1/19-6/30/2020

USES		SOURCES	
Acquisition Costs	\$ -	PCSD Capital Contribution	\$ 2,951,000
Hard Costs	\$ 11,388,890	Lighthouse Capital Contribution	\$ 2,861,500
Soft Costs	\$ 1,239,584	Lighthouse - Add'l Capital for Playground	\$ 94,000
Finance Costs	\$ 365,000	FRB - Loan Phase 1	\$ -
Management Costs	\$ -	FRB - Loan Phase 2	\$ 7,800,000
Contingency	\$ 713,026		\$ -
Total Project Costs	\$ 13,706,500	Total Sources	\$ 13,706,500

SUMMARY - PROJECT INCEPTION THROUGH PERM BLDG

12/1/17-6/30/2020

USES		SOURCES	
Acquisition Costs	\$ 8,759,775	PCSD Capital Contribution	\$ 6,431,000
Hard Costs	\$ 16,219,351	Lighthouse Capital Contribution	\$ 4,701,500
Soft Costs	\$ 2,559,280	Lighthouse - More Capital Needed	\$ 94,000
Finance Costs	\$ 764,194	FRB - Loan Phase 1	\$ 10,000,000
Management Costs	\$ -	FRB - Loan Phase 2	\$ 7,800,000
Contingency	\$ 723,899	Other	\$ -
Budget Adjustment	\$ -	Reallocate Net Rental CF from LY2	\$ -
Total Project Costs	\$ 29,026,500	Total Sources	\$ 29,026,500

LH PURCHASE FROM PCSD

7/1/2024

USES		SOURCES	
Repay Acquisition Loan	\$ 10,000,000	PCSD - Credit for Net CF during lease	\$ 532,469
Repay Construction Loan	\$ 7,800,000	Credit for Loan #1 Amort. from rent	\$ 1,619,622
Repay PCSD Capital Contribution	\$ 6,431,000	Credit for Loan #2 Amort. from rent	\$ 827,917
Finance Costs	\$ 1,700,000	Lighthouse Capital Contribution	\$ 2,412,911
Management Costs	\$ -	New Loan	\$ 20,538,000
Contingency	\$ -		\$ -
Total Project Costs	\$ 25,931,000	Total Sources	\$ 25,930,919

(80.77)

Loan #1 Financing Terms:	LEASE YEAR (LY):						Totals
	1	2	3	4	5	6	
LY Start Date:	7/23/18	7/1/19	7/1/20	7/1/21	7/1/22	7/1/23	
LY End Date:	6/30/19	6/30/20	6/30/21	6/30/22	6/30/23	6/30/24	
Enrollment (from LH projections)	512	648	716	781	843	843	
Loan Principal	\$ 10,000,000						
Loan Closing Date	3/29/18						
Maturity Date	3/1/25						
Interest Rate	3.01%						
Amortization (Yrs)	24.82						
Term (Yrs)	6.92						
Estimated Payoff Date	6/30/24						
MS Enrollment	512	576	576	576	576	576	
HS Enrollment	0	72	140	205	267	267	
ADA (95%) (PCSD estimate)	486	616	680	742	801	801	
Difference to Max Capacity	331	195	127	62	0	0	
Annual Lease Payment from Rent/ADA	658,350	820,800	1,020,300	1,112,925	1,201,500	1,201,500	
	1,355	1,332	1,500	1,500	1,500	1,500	
CASH INFLOW							
Lease Income	\$ 619,415	\$ 820,800	\$ 1,020,300	\$ 1,112,925	\$ 1,201,500	\$ 1,201,500	\$ 5,976,440.32
Distribution from DSRF	n/a						\$ -
Subtotal - Cash Inflow	\$ 619,415	\$ 820,800	\$ 1,020,300	\$ 1,112,925	\$ 1,201,500	\$ 1,201,500	\$ 5,976,440.32
CASH OUTFLOW							
Loan #1 Debt Svc - Int. Exp.	\$ 276,769	\$ 292,355	\$ 283,808	\$ 275,000	\$ 265,923	\$ 256,569	\$ 1,650,425.48
Loan #1 Debt Svc - Princ. Amort.	\$ 157,853	\$ 280,066	\$ 288,614	\$ 297,422	\$ 306,499	\$ 315,853	\$ 1,646,307.08
Loan #2 Debt Svc - Int. Exp.	\$ -	\$ -	\$ 233,013	\$ 226,870	\$ 219,820	\$ 212,556	\$ 892,258.61
Loan #2 Debt Svc - Princ. Amort.	\$ -	\$ -	\$ 132,028	\$ 231,772	\$ 238,821	\$ 246,085	\$ 848,706.53
Rent for Temp Modulars	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
PCSD Allowance for Mgmt Expens	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -	\$ -
Property Op Exp / Phase 2 Costs	\$ 150,273	\$ 256,000	\$ -	\$ -	\$ -	\$ -	\$ 406,273
Subtotal - Cash Outflow	\$ 584,896	\$ 828,422	\$ 937,463	\$ 1,031,063	\$ 1,031,063	\$ 1,031,063	\$ 5,443,971.02
Net Cashflow	\$ 34,519	\$ (7,622)	\$ 82,837	\$ 81,862	\$ 170,437	\$ 170,437	\$ 532,469.30
DCR	1.08	0.99	1.09	1.08	1.17	1.17	
Cumulative DCR	1.08	1.03	1.06	1.06	1.09	1.11	

Refinancing:

Assumed Purchase Date:	6/30/24
Enrollment	843
ADA (95%)	801
S8740/ADA	\$ 1,050
Term (years)	35
Loan Balance	\$ 15,352,462
PCSD LLC Equity Payment	\$ 5,898,531
Refinancing Costs (8%)	\$ 1,700,000
Principal Refinance Amount	\$ 22,950,992
Additional School Contribution	\$ (2,412,911)
Total Refinance Amount	\$ 20,538,081

2024-25

Interest Rate	4.0%	4.5%	5.0%	5.5%	6.0%	6.5%	7.0%
Annual Facility Expense:							
Debt Service	\$ 1,091,249	\$ 1,166,374	\$ 1,243,838	\$ 1,323,514	\$ 1,405,272	\$ 1,488,980	\$ 1,574,506
Total Debt + Lease Expense	\$ 1,091,249	\$ 1,166,374	\$ 1,243,838	\$ 1,323,514	\$ 1,405,272	\$ 1,488,980	\$ 1,574,506
Per ADA Pupil Expense	\$ 1,362	\$ 1,456	\$ 1,553	\$ 1,652	\$ 1,754	\$ 1,859	\$ 1,966
Per ADA Pupil Exp. (Post S8740)	\$ 341	\$ 406	\$ 503	\$ 602	\$ 704	\$ 809	\$ 916

Total LH Capital Needed:	\$ 7,208,411
Funded for Phase 1:	\$ 1,840,000
Fund for Ph. 2	\$ 2,955,500
Fund by 6/30/24 for purch.:	\$ 2,412,911



LCPS
701 105th Ave
Sources to Date

LCPS' Sources Required				Accounting of Sources				
Phase	Timing for initial contrib.	Timing for FINAL contrib.	Amount	Received		Pledged		Outstanding
PHASE 1	Dec. '17	Jan '18	1,840,000	Full Amt. Rec.	1,840,000	N/A		N/A -
				Subtotal	1,840,000	Subtotal	-	Subtotal -
PHASE 2	May '19	Spring '20	3,005,500	RFF ('19)	500,000			
				SVCF	1,000,000			
				Beaver Foun.	250,000			
				Individuals	27,790			
				Irwin *	132,710			
				RFF ('20)	500,000			
				Valley	500,000			
				Fund for Future	95,000			
				Subtotal	3,005,500	Subtotal	-	Subtotal -
PHASE "3"	N/A	Spring '24	2,600,000	Irwin Remainder	117,290	RFF ('21)	500,000	Fully secured 0
				Beaver	250,000	RFF ('22)	500,000	
				Individuals	23,339	RFF ('23)	500,000	
						RFF ('24)	500,000	
						Pledge 1	90,000	
						Pledge 2	119,371	
				Subtotal	390,629	Subtotal	2,209,371	Subtotal 0
TOTALS			7,445,500	Subtotal	5,236,129	Subtotal	2,209,371	Subtotal 0
					70%		30%	0%

BYLAWS
OF
LIGHTHOUSE SUPPORT CORPORATION

ARTICLE I

OFFICES AND SEAL

Section 1. OFFICES. The principal office for the transaction of the activities and affairs of the corporation shall be at such location within the State of California as the Board of Directors (the “Board”) shall from time to time designate. The corporation may also have such other offices within the State of California as the Board may from time to time establish.

Section 2. CORPORATE SEAL. The corporation may adopt and use a corporate seal.

ARTICLE II

NON-MEMBERSHIP CORPORATION

The corporation shall not have members. Any action that would otherwise require approval of members shall require only approval of the Board.

ARTICLE III

BOARD OF DIRECTORS

Section 1. POWERS. The powers of the corporation shall be exercised, its property controlled and its activities and affairs conducted by or under the direction of the Board. The Board may delegate the management of the activities of the corporation to any person or persons, management company, or committee provided that the activities and affairs of the corporation shall be managed and all corporate powers shall be exercised under the ultimate direction of the Board.

Section 2. AUTHORIZED NUMBER AND QUALIFICATIONS. The authorized number of Directors shall be not less than three (3) and not more than seven (7), until changed by amendment to these Bylaws. The exact number of authorized Directors shall be fixed within these limits from time to time by Lighthouse Community Public Schools, a California nonprofit public benefit corporation (the “Designator”).

No more than 49 percent of the persons serving on the Board may be interested persons. A interested person is (a) any person currently being compensated by the corporation for services rendered to it within the previous 12 months, whether as a full-time or part-time employee, independent contractor, or otherwise, excluding any reasonable compensation paid to a Director as Director, and (b) any brother, sister, ancestor, descendant, spouse, brother-in-law, sister-in-law, son-in-law, daughter-in-law, mother-in-law, or father-in-law of such a person. The provisions of this paragraph, however, shall not affect the validity or enforceability of any transaction entered into by the corporation.

Section 3. DESIGNATION AND TERM. The Designator shall designate the Directors of the corporation. Unless the Director dies or resigns, each Director shall hold office until removed or replaced.

Section 4. RESIGNATION. A Director may resign effective upon giving written notice to the Chair, the President, the Secretary, or the Board, unless the notice specifies a later time for the effectiveness of such resignation. Except on notice to the Attorney General, no Director may resign if the corporation would be left without a duly elected Director in charge of its affairs..

Section 5. REMOVAL OF DIRECTORS. A Director may be removed at any time with or without cause by the Designator or by a majority vote of the Directors then in office with the written consent of the Designator.

Section 6. VACANCIES. A vacancy or vacancies on the Board shall be deemed to exist in the event of the death, resignation or removal of any Director, or, if the Board by resolution declares vacant the office of a Director who has been declared of unsound mind by an order of court, or who has been convicted of a felony, or who has been found by final order or judgment of any court to have breached a duty under Part 2, Chapter 2, Article 3 of the California Nonprofit Corporation Law, or if the authorized number of Directors is increased without the concurrent designation of Directors to fill the additional positions, or if the Designator fails to designate the authorized number of Directors.

In the event of any vacancy on the Board, the vacancy shall be filled by the Designator pursuant to Section 3 of this Article III.

Section 7. COMPENSATION. The Directors shall serve without compensation from the corporation for their services as Directors; provided, however, that the Directors may receive reimbursement of expenses actually incurred in connection with the performance of duties as Directors.

Section 8. MEETINGS.

(a) Place of Meetings. All meetings of the Board shall be held at the principal office of the corporation or at such other place as shall be determined from time to time by the Board.

(b) Regular Meetings. Annual and other regular meetings of the Board may be held, without call or notice, at the principal office of the corporation or at such other place as shall be determined by the Board, on such dates and at such times as the Board may, from time to time, fix.

(c) Special Meetings. Special meetings of the Board may be called by the Chair, the President or the Secretary or any two (2) Directors. Special meetings shall be held on four (4) days prior written notice by first-class mail, postage prepaid, or on forty-eight (48) hours' notice delivered personally or by telephone, including a voice messaging system, or by electronic transmission by the corporation. Notice of the special meeting need not be given to any Director who signs a waiver of notice or a written consent to the holding of the meeting or approval of the minutes thereof, whether before or after the meeting, or who attends the meeting without protesting, prior thereto or at its commencement, the lack of such notice to such Director. All such waivers and

consents need not specify the purpose of the meeting but shall be filed with the corporate records or made a part of the minutes of the meetings.

(d) Quorum. A quorum of the Board for the transaction of business shall be the greater of a majority of the Directors then in office and one-fifth of the authorized Directors.

(e) Transactions of Board. An act or decision done or made by a majority of the Directors present at a meeting duly held at which a quorum is present is the act of the Board, unless a different number, or the same number after disqualifying one or more Directors from voting, is required by law, by the Articles of Incorporation, or by these Bylaws, including but not limited to those provisions relating to (i) approval of contracts or transactions in which a Director has a direct or indirect material financial interest, (ii) appointment of committees, and (iii) indemnification of Directors; provided, however, that any meeting at which a quorum is initially present may continue to transact business notwithstanding the withdrawal of Directors if any action taken is approved by at least a majority of the required quorum for such meeting.

(f) Conduct of Meetings. The Chair, or, in his or her absence, the Vice-Chair, if any, or, in his or her absence, any Director selected by the Directors present, shall preside at meetings of the Board. The Secretary of the corporation or, in the Secretary's absence, any person appointed by the presiding officer, shall act as secretary and record the minutes of the meeting of the Board.

(g) Participation in Meeting. Directors may participate in a meeting through use of conference telephone or electronic video screen communication. Participation in a meeting through use of conference telephone or electronic video screen communication pursuant to this subsection constitutes presence in person at that meeting as long as all members participating in the meeting are able to hear one another.

(h) Adjournment. A majority of the Directors present, whether or not a quorum is present, may adjourn any meeting to another time and place. If the meeting is adjourned for more than twenty-four (24) hours, notice of the adjournment to another time or place must be given prior to the time of the adjourned meeting to the Directors who were not present at the time of adjournment.

Section 9. ACTION WITHOUT MEETING. Any action required or permitted to be taken by the Board may be taken without a meeting if all Directors individually or collectively consent in writing to that action and if, subject to subdivision (a) of Section 5224 California Corporations Code, the number of directors then in office constitutes a quorum. The written consent or consents shall be filed with the minutes of the proceedings of the Board. The action by written consent shall have the same force and effect as a unanimous vote of the Directors. For purposes of this Section 9 only, "all Directors" does not include an "interested director" as defined in subdivision (a) of Section 5233 of the California Corporations Code or a "common director" as described in subdivision (b) of Section 5234 of the California Corporations Code who abstains in writing from providing consent, where (1) the facts described in paragraph (2) or (3) of subdivision (d) of such Section 5233 are established or the provisions of paragraph (1) or (2) of subdivision (a) of such Section 5234 are satisfied, as appropriate, at or prior to execution of the written consent or consents, (2) the establishment of those facts or satisfaction of those provisions, as applicable, is included in

the written consent or consents executed by the noninterested or noncommon Directors or in other records of the corporation, and (3) the noninterested or noncommon Directors, as applicable, approve the action by a vote that is sufficient without counting the votes of the interested Directors or common Directors.

ARTICLE IV

COMMITTEES

Section 1. COMMITTEES GENERALLY. The Board may, by resolution adopted by a majority of the number of directors then in office, provided that a quorum is present, create one or more committees. Appointments to such committees shall be by a majority vote of the directors then in office. When such committees are composed solely of two (2) or more Directors, the Board may delegate to such committees any of the power and authority of the Board, except the power and authority to (i) approve any action that would have required approval of the members or approval of a majority of all members if the corporation had members, regardless of the fact that the corporation does not have members; (ii) fill vacancies on the Board or in any committee that has the authority of the Board; (iii) fix compensation of the Directors for serving on the Board or on any committee; (iv) amend or repeal these Bylaws or adopt new Bylaws; (v) amend or repeal any resolution of the Board that by its express terms is not so amendable or repealable; (vi) appoint committees of the Board or the members thereof; (vii) expend corporate funds to support a nominee or applicant for Director; or (viii) approve of any self-dealing transaction except as provided by law. Committees that are composed solely of Directors and to which the powers of the Board are delegated shall at all times be subject to the control of the Board.

Section 2. MEETINGS OF COMMITTEES. Unless otherwise provided in these Bylaws, the Board, or if the Board does not act, the committees, shall establish rules and regulations for meetings generally conforming to those set forth in Article III hereof and shall meet at such times as are deemed necessary. Committees shall keep regular minutes of proceedings and report the same to the Board from time to time as the Board may require.

Section 3. STANDING AND SPECIAL COMMITTEES. The standing committees of the Board shall consist of an Audit Committee, if the appointment of an Audit Committee is required by paragraph (2) of subdivision (e) of Section 12586 of the Government Code or the Board elects to appoint an Audit Committee, and such other standing committees as the Board may authorize from time to time. Special committees may also be authorized by action of the Board. Any committee composed of persons one or more of whom are not Directors may act solely in an advisory capacity to the Board.

Section 4. AUDIT COMMITTEE. If the Board appoints an Audit Committee, the Audit Committee may include persons who are not members of the Board, but the member or members of the Audit Committee shall not include any members of the staff of the corporation, including the President and the Treasurer. If the corporation has a Finance Committee, members of the Finance Committee shall constitute less than one-half of the Audit Committee, and the chair of the Audit Committee may not be a member of the Finance Committee. Members of the Audit Committee shall not receive any compensation from the corporation and shall not have a material financial interest in any entity doing business with the corporation. Subject to the supervision of the

Board, the Audit Committee shall be responsible for recommending to the Board the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the Board. The Audit Committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with applicable standards for auditor independence, and shall approve performance of nonaudit services by the auditing firm. The Audit Committee may be part of the board of directors of the Designator.

Section 5. APPOINTMENT. The members of a committee shall be appointed by a majority vote of the Directors then in office.

Section 6. TERM OF OFFICE. Each member of a standing committee shall serve until the next annual meeting of the Board and until his or her successor is appointed, or until such committee is sooner terminated, or until he or she is removed, resigns, or otherwise ceases to qualify as a member of the committee.

Section 7. VACANCIES. Vacancies on any committee may be filled for the unexpired portion of the term in accordance with Section 5 of this Article IV.

Section 8. REMOVAL OF MEMBERS. The Board may remove, with or without cause, a member or members of any committee.

Section 9. QUORUM AND VOTING. A majority of the members of a committee shall constitute a quorum and any transaction of a committee shall require a majority vote of the members present at a meeting at which a quorum is present or be approved by the unanimous written consent of all members of the committee.

ARTICLE V

OFFICERS

Section 1. NUMBER AND TITLE OF OFFICERS. The officers of the corporation shall be a Chair, a President, a Secretary, a Chief Financial Officer (the "Treasurer"), and such other officers, with such titles and duties as shall be determined by the Board. Any number of offices may be held by the same person, except that no person serving as the Secretary or the Treasurer may serve concurrently as the Chair, the Vice-Chair, if any, or the President.

Section 2. ELECTION OF OFFICERS. The officers of the corporation shall be chosen by and serve at the pleasure of the Board, subject to the rights, if any, of an officer under any contract of employment. Officers need not be members of the Board except that the Chair and the Vice-Chair, if any, each must be a Director. Each officer shall hold office until removed or replaced. Officers shall be eligible for re-election without limitation on the number of terms they may serve.

Section 3. SUBORDINATE OFFICERS; ASSISTANTS. The Board may appoint such other officers as the business of the corporation may require, each of whom shall hold office for such period, have such authority, and perform such duties as are provided in these Bylaws or as the Board may from time to time determine. The Board may authorize one or more officers of the corporation to appoint subordinate officers of the corporation.

Section 4. REMOVAL AND RESIGNATION OF OFFICERS. Any officer may be removed at any time, either with or without cause, by the vote of the Board. Any officer may resign (without prejudice to the rights, if any, of the corporation under any contract to which the officer is a party) at any time by giving written notice to the corporation. Any resignation shall take effect on the date of the receipt of such notice or at any later time specified therein and, unless otherwise specified therein, the acceptance of any resignation shall not be necessary to make it effective.

Section 5. VACANCIES IN OFFICES. A vacancy in any office because of death, resignation, removal, disqualification or any other cause shall be filled in the manner prescribed in these Bylaws for election or appointment to that office.

Section 6. CHAIR. The Chair shall be selected from the Directors and shall, if present, preside at all meetings of the Board. The Chair shall exercise and perform such other powers and duties as may from time to time be assigned to him or her by the Board or prescribed by the Bylaws.

Section 7. VICE-CHAIR. The Board may appoint a Vice-Chair. The Vice-Chair, if any, shall be selected from the Directors and shall perform the duties and exercise the authority of the Chair in the event of the Chair's absence. The Vice-Chair, if any, shall also perform such other duties as are assigned by the Board.

Section 8. PRESIDENT. Subject to the control of the Board, the President shall be the chief executive officer and general manager of the corporation and shall have general supervision, direction and control of the business and officers of the corporation. He or she shall have the general power and duties of management usually vested in the office of chief executive officer of a corporation and shall have such other powers or duties as may be prescribed by the Board or these Bylaws. Subject to such limitations as may be imposed by the Board, any powers or duties vested in the President may be delegated by him or her to such subordinates as he or she may choose.

Section 9. SECRETARY. The Secretary shall keep or cause to be kept at the principal executive office or at such other place as the Board may direct, a book of minutes of all meetings and actions of the Board and committees of Directors, with the time and place of holding, whether regular or special, and, if special, how authorized, the notice given, the names of those present at Directors' meetings or committee meetings and the proceedings thereof.

The Secretary shall give, or cause to be given, notice of all meetings of the Board required by these Bylaws or by law to be given, he or she shall keep the seal of the corporation, if the corporation shall adopt one, in safe custody, and he or she shall have such other powers and perform such other duties as may be prescribed by the Board or by these Bylaws.

Section 10. TREASURER. The Treasurer shall keep and maintain, or cause to be kept and maintained, adequate and correct books and records of accounts of the properties and business transactions of the corporation, including accounts of its assets, liabilities, receipts or disbursements. The books of account shall at all reasonable times be open to inspection by any Director.

The Treasurer shall deposit or cause to be deposited all monies and other valuables in the name and to the credit of the corporation with such depositaries as may be designated by the Board and shall have the authority to execute and affix the endorsement of the corporation upon any negotiable instrument for the purpose of making any such deposit. He or she shall render to the

Board, whenever it requests it, an account of all of his or her transactions as Treasurer and of the financial condition of the corporation and shall have such other powers and perform such other duties as may be prescribed by the Board or these Bylaws.

Section 11. APPROVAL OF COMPENSATION. The Board or an authorized committee of the Board shall review and approve the compensation, including benefits, of the President and the Treasurer to assure that it is just and reasonable. This review and approval shall occur initially upon the hiring of the officer, whenever the term of employment, if any, of the officer is renewed or extended, and whenever the officer's compensation is modified. Separate review and approval shall not be required if a modification of compensation extends to substantially all employees.

The Board may review and approve the compensation, including benefits, of all officers of the corporation and other persons to ensure that no taxes are imposed under Section 4958 of the Internal Revenue Code of 1986, as amended.

ARTICLE VI

INDEMNIFICATION OF DIRECTORS, OFFICERS, EMPLOYEES, AND OTHER AGENTS

Section 1. INDEMNIFICATION. The corporation shall, to the maximum extent permitted by the California Nonprofit Corporation Law, indemnify each of its agents against expenses, judgments, fines, settlements and other amounts actually and reasonably incurred in connection with any proceeding arising by reason of the fact that any such person is or was an agent of the corporation. For purposes of this Article VI, an "agent" of the corporation means any person who is or was a Director, officer, or employee of the corporation, or any such person who is or was serving at the request of the corporation as a director, trustee, officer, employee or agent of another corporation, partnership, joint venture, trust or other enterprise.

Section 2. INSURANCE. The Board may adopt a resolution authorizing the purchase and maintenance of insurance on behalf of any agent of the corporation against any liability asserted against or incurred by the agent in such capacity or arising out of the agent's status as such, whether or not this corporation would have the power to indemnify the agent against that liability under the provisions of this Article VI.

ARTICLE VII

CORPORATE RECORDS AND REPORTS

Section 1. CORPORATE RECORDS. The corporation shall keep adequate and correct books and records of account and minutes of the proceedings of its Board and committees of the Board. The minutes shall be kept in written form. Other books and records shall be kept in either written form or in any other form capable of being converted into written form.

Section 2. INSPECTION. Each Director shall have the absolute right to inspect at any reasonable time all books, records and documents of every kind and the physical properties of the corporation and each of its subsidiary corporations. Any inspection by a Director may be made in

person or by an agent or attorney and the right of inspection includes the right to copy and makes extracts of documents.

Section 3. ANNUAL REPORT. The Board shall cause an annual report to be sent to each Director not later than one hundred twenty (120) days after the close of the corporation's fiscal year. That report shall contain in appropriate detail the following:

- (a) The assets and liabilities, including the trust funds, of the corporation as of the end of the fiscal year;
- (b) The principal changes in assets and liabilities, including trust funds, during the fiscal year;
- (c) The revenue or receipts of the corporation, both unrestricted and restricted to particular purposes, for the fiscal year;
- (d) The expenses or disbursements of the corporation for both general and restricted purposes, during the fiscal year; and
- (e) Any information required by Section 4 of this Article VII.

The annual report shall be accompanied by any report thereon of independent accountants or, if there is no such report, by the certificate of an authorized officer of the corporation that such statements were prepared without audit from the books and records of the corporation. The report shall be prepared, audited, and made available in the manner required by paragraph (1) of subdivision (e) of Section 12586 of the Government Code, if applicable.

This requirement of an annual report shall not apply if the corporation receives less than \$25,000 in gross revenues or receipts during the fiscal year; provided, however, that a report with the information required above for inclusion in an annual report must be furnished annually to all Directors.

Section 4. ANNUAL STATEMENT OF CERTAIN TRANSACTIONS AND INDEMNIFICATION. The corporation shall furnish annually to each Director a statement of any transaction or indemnification described in California Corporations Code Section 6322, if such transaction or indemnification took place. Such annual statement shall be affixed to and sent with the annual report described in Section 3 of this Article VII.

ARTICLE VIII

GENERAL CORPORATE MATTERS

Section 1. VOTING OF SHARES OF OTHER ORGANIZATIONS. The corporation may vote any and all shares of stock or other voting interests held by it in any other organization by such officer, agent, or proxy as the Board may appoint, or in default of any such appointment by the President or the Treasurer and, in such case, such officers, or any of them, may likewise appoint a proxy to vote such shares or other voting interests.

Section 2. CHECKS, DRAFTS, EVIDENCES OF INDEBTEDNESS. All checks, drafts or other orders for payment of money or notes or other evidences of indebtedness shall be issued or endorsed by such person or persons and in such manner as shall be determined from time to time by resolution of the Board.

Section 3. CORPORATE CONTRACTS, ETC., HOW EXECUTED. The Board, except as otherwise provided in these Bylaws, may authorize any officer or officers or agent or agents in the name of and on behalf of the corporation, and such authority may be general or confined to specific instances, and, unless so authorized or ratified by the Board or within the agency power of an officer, no officer, agent or employee shall have any power or authority to bind the corporation by any contract or engagement or to pledge its credit or to render it liable for any purpose or for any amount.

ARTICLE IX

AMENDMENTS

Section 1. AMENDMENT. These Bylaws may be altered, amended or repealed, and new Bylaws may be adopted, by the Board, but only with the written consent of the Designator.

ARTICLE X

DISSOLUTION OR SUSPENSION OF DESIGNATOR

Section 1 DISSOLUTION OR SUSPENSION OF DESIGNATOR. If the Designator is dissolved or if the Designator is suspended and such suspension continues for more than six months, or if the Designator renounces its rights and powers under these Bylaws, thereafter all rights and powers of the Designator under these Bylaws shall be exercised by the Board, and any action that would otherwise require approval or consent of the Designator shall require only approval of the Board.

Certificate of Secretary

The undersigned Secretary of _____ (the "Corporation"), a California nonprofit public benefit corporation, certifies that the foregoing is a true and correct copy of the Bylaws for the Corporation [adopted by the incorporator of the Corporation on _____ and] adopted and approved on _____, ____ by [the majority vote of the directors of the Corporation present at a meeting of the board of directors of the Corporation duly held on such date in compliance with the bylaws of the Corporation, and while a quorum was present] [by the unanimous written consent of the members of the board of directors of the Corporation then in office, in compliance with the bylaws of the Corporation].

IN WITNESS WHEREOF, I have hereunto set my hand as Secretary of the Corporation this ____ day of _____ 20__.

Secretary

MUSICK PEELER

MEMORANDUM

DATE: September 15, 2016

TO: CHARTER SCHOOL LEADERS

FROM: BRIAN L. HOLMAN

RE: FORMATION, TAX EXEMPTION AND REPORTING TIMELINES FOR
NONPROFIT CORPORATIONS AND LIMITED LIABILITY COMPANIES

This Memorandum discusses the formation and taxation of, and certain reporting requirements applicable to, California nonprofit public benefit corporations formed to manage, operate or support charter schools and to single-member limited liability companies formed to hold title to real property leased to charter schools.

Charter School, Corporate Charter Management Organization, or Supporting Corporation

Formation

A California nonprofit public benefit corporation may be formed to operate as a stand-alone charter school, to operate as a charter management organization including the operation of one or more charter schools within the same legal entity, to operate as a stand-alone charter management organization, to operate as a charter school under the management of a separate charter management organization, and/or to operate in support of one or more nonprofit corporations involved in charter school management or operations.

As the first step in forming such a corporation, the sponsor of the corporation (who may be the incorporator) must identify the incorporator and the initial agent for service of process for the corporation.

To form the corporation, the incorporator files Articles of Incorporation for a California nonprofit public benefit corporation with the California Secretary of State designating the charitable purpose of the corporation, an agent for service of process, and the disposition of the corporation's assets upon dissolution.

The incorporator thereafter executes a certificate appointing the initial members of the Board of Directors and, if desired, adopting Bylaws for the corporation. The incorporator resigns effective

upon the taking of office by the directors of the corporation. A copy of the certificate of the incorporator should be kept in the corporate records of the corporation.

At its first meeting or by unanimous written consent, the Board of Directors should adopt an organizational resolution ratifying the Articles of Incorporation, confirming the agent for service of process, ratifying or adopting the Bylaws of the corporation, appointing officers, adopting a fiscal year, adopting a conflict of interest policy, and otherwise providing for the organization and operation of the corporation. The Bylaws should specify whether the corporation has members and, if so, who will be the members of the corporation.

Taxation and Information Returns

The corporation should file an IRS Form SS-4 Application for Employer Identification Number with the IRS.

Annually, between January 1 and February 15 of each year, if the corporation owns or leases real property exclusively used as a public school and wishes to claim the “school” exemption from property tax, the corporation should file a California Form BOE-268-A Owner’s or Lessee’s Public School Exemption for Property Used Exclusively by a Public School or California Form BOE-263 Lessor’s Exemption Claim for Property Used Exclusively for Public Schools with the applicable county assessor(s).

Within 27 months of the end of the month in which the corporation was incorporated, the corporation should file an IRS Form 1023 Application for Recognition of Exemption Under Section 501(c)(3) of the Internal Revenue Code (a “Form 1023”) with the IRS in order to obtain a determination that the corporation is exempt from federal income tax. A copy of the form must be kept and made available for public inspection.

Annually, on or before the 15th day of the fifth month following the close of the corporation’s fiscal year, the corporation must file IRS Form 990 Return of Organization Exempt From Income Tax Form Under section 501(c), 527, or 4947(a)(1) of the Internal Revenue Code with the IRS. A copy of the form must be kept and made available for public inspection.

If the corporation fails to apply for or to obtain recognition of exemption from federal income tax, the corporation must pay federal income tax, including estimated tax, and file federal income tax returns as would a corporation organized for profit.

The corporation may elect to wait for receipt of an IRS determination letter confirming the corporation’s federal tax-exempt status before seeking determination of tax-exempt status under California law. If the corporation so elects, upon receipt of an IRS determination letter confirming federal tax-exempt status, the corporation should file a California Form 3500A Submission of Exemption Request with the California Franchise Tax Board in order to obtain a determination that the corporation is exempt from California income tax.

The IRS is taking a long time to process Form 1023 applications. The corporation may elect not to wait for an IRS determination letter confirming the corporation’s federal tax-exempt status before seeking determination of tax-exempt status under California law. If the corporation so elects, the corporation should file a California Form 3500 Exemption Application with the California

Franchise Tax Board in order to obtain a determination that the corporation is exempt from California income tax.

If the corporation has obtained exemption from California income tax, annually, on or before the 15th day of the fifth month following the close of the corporation's fiscal year, if the gross receipts (as determined for reporting purposes) of the corporation exceed \$50,000, the corporation must file a California Form 199 California Exempt Organization Information Return with the California Franchise Tax Board. If the gross receipts (as determined for reporting purposes) of the corporation are less than \$50,000, the corporation must file a California Form 199N California e-Postcard with the California Franchise Tax Board by the 15th day of the fifth month following the close of the corporation's fiscal year.

If the corporation has obtained exemption from California income tax, annually, on or before the 15th day of the fifth month following the close of the corporation's fiscal year, if the corporation has unrelated business taxable income (as determined for reporting purposes) in excess of \$1,000, the corporation must file a California Form 109 California Exempt Organization Business Income Tax Return with the California Franchise Tax Board.

Until the corporation obtains exemption from California income tax, the corporation must pay California income tax, including estimated tax due quarterly on April 15, June 15, September 15, and December 15 and payable electronically or with California Form 100-ES Corporation Estimated Tax, and file income tax returns on California Form 100 California Corporation Franchise or Income Tax Return on or before the 15th day of the third month after the close of each fiscal year as would a corporation organized for profit. If the corporation subsequently obtains exemption, the tax-exempt status may be retroactive to years that the corporation can prove it satisfied the exemption, and the corporation may be entitled to a refund of California income tax paid (other than with respect to unrelated business taxable income).

Other Matters

Within 30 days of initially receiving assets (including those of subsidiaries consolidated for reporting purposes), unless the corporation is organized and operated primarily as an educational institution, the corporation must file California Form CT-1 with the California Attorney General.

Within 90 days of incorporation, and biennially thereafter, the corporation must file California Form SI-100 Statement of Information (Domestic Nonprofit, Credit Union and Consumer Cooperative Corporations) with the California Secretary of State.

Annually, on or before the 15th day of the fourth month following the close of the corporation's fiscal year, unless the corporation is organized and operated primarily as an educational institution or has no assets (including those of subsidiaries consolidated for reporting purposes), the corporation must file California Form RRF-1 Annual Registration Renewal Fee Report to Attorney General of California with the California Attorney General.

Annually, unless the corporation is organized and operated primarily as an educational institution, if the corporation has annual gross revenues (including those of subsidiaries consolidated for reporting purposes) in excess of \$2 million, the corporation must prepare annual financial

statements using generally accepted accounting principles that are audited by an independent certified public accountant in conformity with generally accepted auditing standards.

Unless the corporation is organized and operated primarily as an educational institution, any audited financial statements prepared by the corporation shall be made available for inspection by the Attorney General and by members of the public no later than nine months after the close of the fiscal year to which the statements relate. The corporation must make its annual audited financial statements available to the public in the same manner that is prescribed for IRS Form 990 by the latest revision of Section 6104 (d) of the Internal Revenue Code and associated regulations.

Unless the corporation is organized and operated primarily as an educational institution, if the corporation has annual gross revenues (as determined for reporting purposes) in excess of \$2 million, the corporation's Board of Directors must appoint an audit committee. The audit committee shall be responsible for recommending to the board of directors the retention and termination of the independent auditor and may negotiate the independent auditor's compensation, on behalf of the board of directors. The audit committee shall confer with the auditor to satisfy its members that the financial affairs of the corporation are in order, shall review and determine whether to accept the audit, shall assure that any nonaudit services performed by the auditing firm conform with standards for auditor independence referred to in paragraph (1), and shall approve performance of nonaudit services by the auditing firm. If the corporation is under the control of another corporation, the audit committee may be part of the board of directors of the controlling corporation.

Single Member Title-Holding Limited Liability Company

Formation

A California limited liability company may be formed as a single-member "title-holding company," which means that the company is organized for the exclusive purpose of holding title to property, collecting income therefrom, and turning over the entire amount thereof, less expenses, to a single organization that itself is exempt from federal income tax under section 501(c)(3) of the Internal Revenue Code.

As the first step in forming such a limited liability company, the sponsor of the company (usually the person that will be the member) must identify the organizer and the initial agent for service of process.

To form the limited liability company, the organizer files Articles of Organization for a California limited liability company with the California Secretary of State designating an agent for service of process, describing the title-holding purpose of the company, and containing provisions qualifying the company for exemption from California limited liability company taxes and fees.

The member should execute an Operating Agreement for the company that specifies the title-holding purpose of the company and requires the company to turn over the entire amount of its income, less expenses, to the member.

Taxation

Annually, between January 1 and February 15 of each year, if the company owns or leases real property exclusively used as a public school and wishes to claim the “school” exemption from property tax (which it need not do if the lessee will be filing a claim for the “school” exemption), the company should file a California Form BOE-263 Lessor’s Exemption Claim for Property Used Exclusively for Public Schools with the applicable county assessor(s).

For income tax purposes, a limited liability company may elect to be classified as an association taxable as a corporation. This Memorandum assumes that the company has not so elected. In the absence of such an election, the company’s income and expenses should be included in the income tax returns or information returns filed by the company’s member.

The company should file a California Form 3500 Exemption Application with the California Franchise Tax Board. The Form 3500 should be filed after the company’s member has received an IRS or FTB determination letter approving the member’s tax-exempt status or concurrently with or after the filing of the member’s application to the FTB for determination of the member’s tax-exempt status.

If the company has obtained exemption from California limited liability taxes and fees, annually, on or before the 15th day of the fifth month following the close of the company’s fiscal year, if the gross receipts (as determined for reporting purposes) of the company exceed \$50,000, the company must file a California Form 199 California Exempt Organization Information Return with the California Franchise Tax Board. If the gross receipts (as determined for reporting purposes) of the company are less than \$50,000, the company must file a California Form 199N California e-Postcard with the California Franchise Tax Board by the 15th day of the fifth month following the close of the corporation’s fiscal year.

If the company has obtained exemption from California limited liability taxes and fees, annually, on or before the 15th day of the fifth month following the close of the company’s fiscal year, if the company has unrelated business taxable income in excess of \$1,000, the company must file a California Form 109 California Exempt Organization Business Income Tax Return with the California Franchise Tax Board.

Until the company obtains exemption from California limited liability taxes and fees, the company must pay California limited liability company taxes and fees, including estimated fees due on or before the 15th day of the sixth month of each fiscal year reportable on California Form FTB 3536 Estimated Fees for LLCs, and file returns for such taxes and fees on California Form 568 Limited Liability Company Return of Income on or before the 15th day of the fourth month after the close of each fiscal year as would a non-exempt limited liability company. If the company subsequently obtains exemption, the tax-exempt status may be retroactive to years that the company can prove it satisfied the exemption, and the company may be entitled to a refund of California limited liability company taxes and fees paid.

Other Matters

Within 90 days of organization, and biennially thereafter, the company must file a California Form LLC-12 Statement of Information (Limited Liability Company) with the California Secretary of State.

THIS MEMORANDUM DOES NOT DISCUSS TAX PAYMENTS OR TAX RETURNS, SUCH AS FOR GROSS RECEIPTS TAXES, PAYROLL TAXES, SALES TAXES, UNSECURED PROPERTY TAXES, ETC., THAT MAY ARISE OR BECOME DUE AS A RESULT OF BUSINESS ACTIVITIES OR OPERATIONS.

THIS MEMORANDUM DOES NOT CONSTITUTE TAX ADVICE.

MUSICK PEELER

MEMORANDUM

ATTORNEY-CLIENT AND WORK PRODUCT PRIVILEGE

DATE: May 2, 2016
TO: CHARTER SCHOOL LEADERS
FROM: BRIAN L. HOLMAN
RE: STRUCTURING REAL PROPERTY ACQUISITIONS FOR SB 740 PURPOSES

Many charter schools seek to acquire the more permanent use of charter school facilities through property acquisition or a long term lease. This Memorandum discusses the creation of a corporate structure to accomplish a charter school facility acquisition transaction in a manner that may be more beneficial to the charter school than the school's obtaining outright ownership of the charter school facility.

Under the Charter School Facility Grant Program, colloquially referred to as "SB 740," an eligible California charter school may receive annual grants from the State of California to reimburse the school for up to 75% of the school's cost of leasing school facilities. This program creates an incentive for charter schools to satisfy their facility needs through lease structures rather than through direct ownership of facilities. By leasing a school facility for rent approximately equal to the debt service the school would pay if the school owned the facility itself, the school can reduce its net occupancy costs (inclusive of debt service) for the facility by up to 75%.

Even if a charter school does not qualify for SB 740 rent reimbursement, the school may prefer to have a separate, affiliated organization own a charter school facility and lease the facility to the school in order to protect the ownership interest in the facility from liabilities arising from the operation of the school and in order to preserve the property for the benefit of a replacement charter school if the charter for the original charter school tenant is revoked or non-renewed.

Organizations that acquire commercial real estate for lease to others often create as subsidiaries single-member limited liability companies to hold their real property interests. The use of a limited liability company to hold real property can insulate the parent organization from liability arising from the ownership of the real property, such as a liability for environmental contamination of the property or an uninsured liability arising from an accident occurring on the property.

Many lenders of commercial real estate loans prefer that their borrowers be special purpose limited liability companies that own and lease only the financed real property and conduct no other business activities. The single purpose limited liability company is deemed "bankruptcy remote," as it does not own other property or conduct other operations that could lead to financial distress, and its creditors are few.

For all the foregoing reasons, we often recommend that, where a charter school proposes to acquire the use of a school facility and desires to create a lease structure to create eligibility for SB 740 rent reimbursement, the charter school should take the following steps:

1. Create a California nonprofit public benefit corporation as a “supporting corporation” for the benefit of the charter school. The school will control the supporting corporation by holding the power to designate and remove the directors of the supporting corporation. Assuming that the charter school is a tax exempt organization under section 501(c)(3) of the Internal Revenue Code, the supporting corporation will qualify for tax exemption under section 501(c)(3) as a supporting corporation.
2. Create a single member limited liability company (LLC) that will be solely owned and managed by the supporting corporation. For federal and state income tax purposes, the LLC will be disregarded as separate from the supporting corporation. For federal and state income tax purposes, the LLC will be treated as an operating division of the supporting corporation. Thus, for federal income tax purposes, the LLC will in fact itself be a 501(c)(3) tax-exempt organization.
3. Have the LLC acquire title to and develop the school facility and lease the facility to the charter school, thereby creating the lease structure requisite for SB 740 rent reimbursement. The lease will be structured as a triple net operating lease and provide that the rent payments under the lease are just sufficient to pay the LLC’s debt service and operating costs (minimal, mostly accounting and reporting). Under this structure, the charter school’s occupancy costs (inclusive of debt service) will remain approximately the same as if the school owned the property itself; the only significant difference is that the payments that otherwise would go to a lender for debt service instead are paid as rent to the LLC. But the charter school now may receive additional revenue, from the SB 740 grant program, of up to 75% of its rent payments, making the charter school much stronger financially.
4. To avoid actual and perceived conflicts of interest, the charter school should designate persons who are loyal to the mission of the charter school but who are not officers, directors or employees of the charter school (or their relatives) to serve as the directors of the supporting corporation, and the directors of the supporting corporation should serve as the officers of the supporting corporation and the LLC or appoint as officers of the supporting corporation and the LLC other persons who are loyal to the mission of the charter school but who are not officers, directors or employees of the charter school (or their relatives).

We expect that the LLC will obtain most of its capital for the property acquisition from a third party lender. To the extent the LLC requires additional capital, the charter school may need to make loans or grants to the LLC. We believe that that any such loans or grants would be in furtherance of the charter school’s charitable purposes and would be an appropriate use of its corporate funds. Some charter school authorizers, however, may object to any grant of funds by the charter school to the LLC, even if the overall transaction reduces the charter school’s net occupancy costs.

We have implemented the foregoing corporate structure for many of our charter school clients. The corporate structure is well-recognized in the charter school finance community, including by the California School Finance Authority (“CSFA”). CSFA operates the SB 740 program and has served as a

conduit issuer of hundreds of millions of bonds issued to finance the acquisition and development of charter school facilities by LLCs formed to hold and lease the facilities as described above.

We have seen and sometimes implemented other corporate structures designed to create eligibility for SB 740 rent reimbursement. We have seen structures in which the LLC is owned and managed by a charter school affiliate that is not under the control of the charter school, such as an affiliated CMO that controls the charter school or a charitable organization that neither controls nor is controlled by the charter school but is affiliated with the school in some other manner. These structures can work equally well for SB 740 purposes, but a charter school may be reluctant to make loans or grants to an organization that the school does not control. For tax and other reasons, we generally recommend that such other structures be used only if they will serve purposes in addition to acquiring and holding real property for use by the charter school.

We also have seen a structure in which the charter school itself is the sole member and manager of the LLC. This structure presently seems to work for SB 740 purposes for some charter schools, but we believe that such a structure exposes the charter school to the risk of denial of SB 740 rent reimbursement in the future. An argument can be made that, in this structure, the charter school retains the economic benefit of ownership of the real property, and therefore the charter school is essentially leasing the property from itself and should not receive rent reimbursement.

LCPS

Education Protection Account (EPA) Spending Determination*

Education Protection Account (Object Code 8012, Resource Code 1400-0)

	Object Codes	Lighthouse K-8	Lighthouse 9-12	Lodestar	TOTAL
Actuals: July 1, 2020 - June 30, 2021					
Amount Available for this Fiscal Year					
Education Protection Account	8012	940,365	654,112	119,380	1,713,857
Expenditures					
Certificated Salaries	1000				
Teacher Salaries	1100	940,365	654,112	119,380	1,713,857
Administrator Salaries	1300	-	-	-	-
Classified Salaries	2000	-	-	-	-
Employee Benefits	3000	-	-	-	-
Books and Supplies	4000	-	-	-	-
Services and Other Operating Expenses	5000	-	-	-	-
Capital Outlay	6000	-	-	-	-
Total Expenditures		940,365	654,112	119,380	1,713,857
Budgeted: July 1, 2021 - June 30, 2022					
Amount Available for this Fiscal Year					
Education Protection Account	8012	1,005,773	672,716	133,104	1,811,593
Expenditures					
Certificated Salaries	1000				
Teacher Salaries	1100	1,005,773	672,716	133,104	1,811,593
Administrator Salaries	1300	-	-	-	-
Classified Salaries	2000	-	-	-	-
Employee Benefits	3000	-	-	-	-
Books and Supplies	4000	-	-	-	-
Services and Other Operating Expenses	5000	-	-	-	-
Capital Outlay	6000	-	-	-	-
Total Expenditures		1,005,773	672,716	133,104	1,811,593

*Estimated EPA Spending based on FCMAT Calculators, as of: 5/28/2021
 Final amounts and expenses may be different than stated. Per Proposition 30, EPA funds may not be used for salaries or benefits of administrators or any other administrative costs.



Resolution No. 2021_06_09-a

THE EDUCATION PROTECTION ACCOUNT

WHEREAS, the voters of California approved Proposition 30 on November 6, 2012; and

WHEREAS, Proposition 30 added Article XIII, Section 36 to the California Constitution effective November 7, 2012; and

WHEREAS, the provisions of Article XIII, Section 36(e) create in the state General Fund an Education Protection Account to receive and disburse the revenues derived from the incremental increases in taxes imposed by Article XIII, Section 36(f); and

WHEREAS, before June 30th of each year, the Director of Finance shall estimate the total amount of additional revenues, less refunds that will be derived from the incremental increases in tax rates made pursuant to Article XIII, Section 36(f) that will be available for transfer into the Education Protection Account during the next fiscal year; and

WHEREAS, if the sum determined by the State Controller is positive, the State Controller shall transfer the amount calculated into the Education Protection Account within 10 days preceding the end of the fiscal year; and

WHEREAS, all monies in the Education Protection Account are hereby continuously appropriated for the support of school districts, county offices of education, charter schools and community college districts; and

WHEREAS, monies deposited in the Education Protection Account shall not be used to pay any costs incurred by the Legislature, the Governor or any agency of state government; and

WHEREAS, a community college district, county office of education, school district, or charter school shall have the sole authority to determine how the monies received from the Education Protection Account are spent in the school or schools within its jurisdiction; and

WHEREAS, the governing board of the district shall make the spending determinations with respect to monies received from the Education Protection Account in open session of a public meeting of the governing board; and

WHEREAS, the monies received from the Education Protection Account shall not be used for salaries or benefits for administrators or any other administrative cost; and

WHEREAS, each community college district, county office of education, school district and charter school shall annually publish on its Internet website an accounting of how much money was received from the Education Protection Account and how that money was spent; and

WHEREAS, the annual independent financial and compliance audit required of community college districts, county offices of education, school districts and charter schools shall ascertain and verify whether the funds provided from the Education Protection Account have been properly disbursed and expended as required by Article XIII, Section 36 of the California Constitution; and

WHEREAS, expenses incurred by community college districts, county offices of education, school districts and charter schools to comply with the additional audit requirements of Article XIII, Section 36 may be paid with funding from the Education Protection Act and shall not be considered administrative costs for purposes of Article XIII, Section 36.

NOW, THEREFORE, BE IT RESOLVED THAT:

1. The monies received from the Education Protection Account shall be spent as required by Article XIII, Section 36 and the spending determinations on how the money will be spent shall be made in open session of a public meeting of the governing board of Lighthouse Community Public Schools; and
2. In compliance with Article XIII, Section 36(e) of the California Constitution, the governing board of Lighthouse Community Public Schools has determined to spend the monies received from the Education Protection Act as attached.

PASSED AND ADOPTED by the Governing Board of the Lighthouse Community Public Schools on this 9th day of June 2021, by the following vote:

AYES:

NOES:

ABSENT:

ABSTENTIONS:

Chair of the Board of Directors
Lighthouse Community Public Schools



CliftonLarsonAllen LLP
2210 East Route 66
Glendora, CA 91740
626.857.7300 | fax 626.857.7302
CLAconnect.com

To the Board and Management of
Lighthouse Community Public Schools

We are engaged to audit the financial statements of Lighthouse Community Public Schools as of and for the year ended June 30, 2021. Professional standards require that we communicate to you the following information related to our audit. We ask that if you have any questions or need clarification you email either Wade.McMullen@claconnect.com, Derrick.Debruyne@claconnect.com or Lili.Huang@claconnect.com, since a two-way dialogue can provide valuable information for the audit process.

Timelines and Deadlines

Audit reports must be filed with the CDE, the State Controller's Office (SCO), the local County Superintendent of Schools, and, if applicable, the chartering entity, by **December 15th** of each year.

We request that basic financial information (**trial balance and general ledger as of June 30, 2021 and general ledger for the next fiscal year**) be transmitted to us no later than **October 1st**.

In order to file the report on or before the December 15 state deadline, **all audit information requests made prior to October 25th should be received no later than October 31st**. This will allow us the time needed to complete the audit and submit our working-papers to our national assurance quality control team.

If a *significant amount* of the audit information requests are not received by the specified date, we will send a letter to Board and Management specifying the extent of outstanding information and possibly recommend notifying Lighthouse Community Public Schools' authorizer that an audit report filing extension to **January 15th** is needed. The decision to apply for this extension is solely the responsibility of Lighthouse Community Public Schools' Board and Management.

Our responsibility under Auditing Standards Generally Accepted in the United States of America

Our responsibilities, as described by professional standards, are as follows:

- Forming and expressing an opinion about whether the financial statements prepared by management with your oversight are fairly presented, in all material respects, in conformity with accounting principles generally accepted in the United States of America.
- Considering, as part of planning and performing our audit, the entity's internal control over financial reporting in order to determine our auditing procedures for the purpose of expressing our opinion on the financial statements and not to provide assurance on the internal control over financial reporting.
- Planning and performing the audit to obtain reasonable, rather than absolute, assurance about whether the financial statements as a whole are free from material misstatement.
- Performing, as part of obtaining reasonable assurance about whether the entity's financial statements are free of material misstatement, tests of the entity's compliance with certain provisions of laws, regulations, contracts, and grants, noncompliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions is not an objective of our audit.

- Communicating significant matters related to the financial statement audit that are, in our professional judgment, relevant to your responsibilities in overseeing the financial reporting process. However, we are not required to design procedures specifically to identify such matters.
- Communicating matters required by law, regulation, agreement, or other requirements.
- Communicating any matters relevant to compliance with the *California State K-12 Audit Guide*.

Our audit of the financial statements does not relieve you or management of your responsibilities.

We gave significant consideration to assisting management with the preparation of the financial statements to be provided, which may reasonably be thought to bear on independence, in reaching the conclusion that independence has not been impaired.

Our responsibility for other supplementary information accompanying the financial statements, as described by professional standards, is to evaluate the presentation of the supplementary information in relation to the financial statements as a whole and to report on whether the supplementary information is fairly stated, in all material respects, in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the information to determine whether the information complies with accounting principles generally accepted in the United States of America, the method of preparing it has not changed from the prior period, and the information is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the supplementary information to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

Our auditors' opinion, the audited financial statements, and the notes to financial statements should only be used in their entirety. Inclusion of the audited financial statements in a document you prepare, such as an annual report, should be done only with our prior approval and review of the document. Our responsibility for other information in documents containing the entity's financial statements and our auditors' report does not extend beyond the financial information identified in the report. We have no responsibility for determining whether such other information is properly stated and do not have an obligation to perform any procedures to corroborate other information contained in such documents. We are required by professional standards to read the other information in order to identify material inconsistencies between the audited financial statements and the other information because the credibility of the audited financial statements and our report may be undermined by material inconsistencies between the audited financial statements and other information.

Planned scope and timing of the audit

An audit includes examining, on a test basis, evidence supporting the amounts and disclosures in the financial statements; therefore, our audit will involve judgment about the number of transactions to be examined and the areas to be tested.

Our audit of the financial statements will include obtaining an understanding of the entity and its environment, including internal control, sufficient to assess the risks of material misstatement of the financial statements and to design the nature, timing, and extent of further audit procedures. Material misstatements may result from (1) errors, (2) fraudulent financial reporting, (3) misappropriation of assets, or (4) violations of laws or governmental regulations that are attributable to the entity or to acts by management or employees acting on behalf of the entity. We will generally communicate our significant findings at the conclusion of the audit.

However, some matters may be communicated sooner, particularly if significant difficulties are encountered during the audit where assistance is needed to overcome the difficulties or if the difficulties may lead to a modified opinion. We will also communicate any internal control related matters that are required to be communicated under professional standards.

Our responsibility under Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards

If we determine that Lighthouse Community Public Schools have expended more than \$750,000 in federal funds during the course of the year being audited, the additional following responsibilities apply:

Our responsibilities, as described by professional standards, are as follows:

- Considering internal control over compliance with requirements that could have a direct and material effect on a major federal program in order to determine our auditing procedures for the purpose of expressing our opinion on compliance and to test and report on internal control over compliance in accordance with Title 2 U.S. Code of Federal Regulations Part 200, Uniform Administrative Requirements, Cost Principles, and Audit Requirements for Federal Awards (Uniform Guidance).
- Examining, in accordance with the Uniform Guidance on a test basis, evidence about the entity's compliance with the types of compliance requirements described in the "U.S. Office of Management and Budget (OMB) Compliance Supplement" applicable to each of its major federal programs for the purpose of expressing an opinion on the entity's compliance with those requirements. While our audit will provide a reasonable basis for our opinion, it will not provide a legal determination on the entity's compliance with those requirements.

Our responsibility for the schedule of expenditures of federal awards (SEFA) accompanying the financial statements, as described by professional standards, is to evaluate the presentation of the SEFA in relation to the financial statements as a whole and to report on whether the SEFA is fairly stated, in all material respects, in relation to the financial statements as a whole. We will make certain inquiries of management and evaluate the form, content, and methods of preparing the SEFA to determine whether the SEFA complies with the requirements of the Uniform Guidance, the method of preparing it has not changed from the prior period, and the SEFA is appropriate and complete in relation to our audit of the financial statements. We will compare and reconcile the SEFA to the underlying accounting records used to prepare the financial statements or to the financial statements themselves.

We expect to begin our audit in the Spring and issue our report no later than December 15th.

Other planning matters

Recognizing the importance of two-way communication, we encourage you to provide us with information you consider relevant to the audit. This may include, but is not limited to, the following items:

- Your views about the following matters:
 - The appropriate person(s) in the entity's governance structure with whom we should communicate.
 - The allocation of responsibilities between those charged with governance and management.

- The entity's objectives and strategies and the related business risks that may result in material misstatements.
- Matters you believe warrant particular attention during the audit and any areas for which you request additional procedures to be undertaken.
- Significant communications with regulators.
- Other matters you believe are relevant to the audit of the financial statements.
- The attitudes, awareness, and actions of those charged with governance concerning (a) the entity's internal control and its importance in the entity, including how those charged with governance oversee the effectiveness of internal control, and (b) the detection or the possibility of fraud.
- The actions of those charged with governance in response to developments in law, accounting standards, corporate governance practices, and other related matters.
- The actions of those charged with governance in response to previous communications with the auditor.
- Your understanding of the risks of fraud and the controls in place to prevent and detect fraud, including your views on the following matters:
 - The “tone at the top” conveyed by management.
 - The risk that the entity’s financial statements or schedule of expenditures of federal awards might be materially misstated due to fraud.
 - Programs and controls that the entity has established to mitigate identified fraud risks or that otherwise help to prevent, deter, and detect fraud.
 - How and how often you review the entity’s policies on fraud prevention and detection.
 - If a fraud hotline is in place, how it is monitored and how you are notified of allegations or concerns.
 - How you exercise oversight of management’s processes for identifying and responding to the risks of fraud and the programs and controls management has established to mitigate those risks.
 - The risks of fraud at the entity, including any specific fraud risks the entity has identified or account balances, classes of transactions, or disclosures for which a risk of fraud may be likely to exist.
 - Examples of fraud-related discussions management has had with you.
 - Any actual or suspected fraud affecting the entity or its federal award programs that you are aware of, including measures taken to address the fraud.

- Any allegations of fraud (e.g., received in communications from employees, former employees, analysts, regulators, grantors, or others) that you are aware of.
- Any knowledge of possible or actual policy violations or abuses of broad programs and controls occurring during the period being audited or the subsequent period.
- Any accounting policies or procedures applied to smooth earnings, meet debt covenants, minimize taxes, or achieve budget, bonus, or other financial targets that you are aware of; and whether you are aware of any accounting policies that you consider aggressive.
- How you oversee the entity's (1) compliance with laws, regulations, and provisions of contracts and grant agreements (2) policies relative to the prevention of noncompliance and illegal acts, and (3) use of directives (for example, a code of ethics) and periodic representations obtained from management-level employees about compliance with laws, regulations, and provisions of contracts and grant agreements.
- Whether you are aware of any noncompliance with laws, regulations, contracts, and grant agreements, including measures taken to address the noncompliance.
- If the entity uses a service organization, your knowledge of any fraud, noncompliance, or uncorrected misstatements affecting the entity's financial statements or federal award programs reported by the service organization or otherwise known to you.

* * *

This communication is intended solely for the information and use of the Board of Directors and management of Lighthouse Community Public Schools and is not intended to be, and should not be, used by anyone other than these specified parties.

Sincerely,

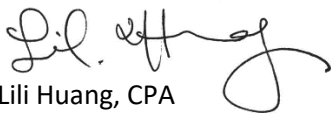
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Check Register

Lighthouse Community Public Schools
March
2021



Vendor	Check Number	Check Date	Description	Check Amount
Aeries Software	73316	3/5/2021	Aeries Training	1,500.00
Canary Portland	73317	3/5/2021	HR swag	2,981.06
Carbon Lighthouse, Inc.,	73318	3/5/2021	Energy Services	3,700.00
CDW Government	73319	3/5/2021	P.O 2020-0059	17,580.00
Cogent Solutions & Supplies	73320	3/5/2021	CUSTODIAN SUPPLIES	674.02
Education Week	73321	3/5/2021	TopSchoolJobs Unlimited Job Postings and Wrapping, 2/18/21-2/17/22	2,050.00
Charles Vollmar	73322	3/5/2021	Meal delivery	390.00
GMD Linguistics	73323	3/5/2021	IEP translation	1,890.00
Kone Inc.	73324	3/5/2021	Maintenance Period: 03/01/2021 - 03/31/2021	260.01
Maxim Healthcare Staffing Services, Inc.	73325	3/5/2021	Staff support	9,808.65
Nob Hill Catering, Inc.	73326	3/5/2021	School lunch	18,340.00
Quality First Services, Inc	73327	3/5/2021	Janitorial service	595.00
Swing Education	73328	3/5/2021	Substitute Services	3,920.00
The Achievement Network LTD	73329	3/5/2021	For 2020-2021 System and School-Level Partnerships with LCPS	10,850.00
Reach Institute for School Leadership	73330	3/5/2021	2020-21 Induction Programs - Admin Induction	5,000.00
MIC Wright Specialty	73331	3/5/2021	As of: 2/28/2021	9,612.88
Yesenia Sanchez	73332	3/5/2021	Alder Resident Stipend	1,818.18
Belen Orozco	73333	3/12/2021	Reimbursement for Swag and tuition	1,303.47
Blackbaud Inc	73334	3/12/2021	Etapestry learning subscription 21-22	837.41
Charles Schwab Bank	73335	3/12/2021	Service fee	830.94
Clare Computer Solutions	73336	3/12/2021	Network infrastructure	2,048.75
Dept Of Justice	73337	3/12/2021	Fingerprinting fees	273.00
Derrek A. Coleman	73338	3/12/2021	Professional service	1,330.00
GMD Linguistics	73339	3/12/2021	IEP translation	2,570.00
Lauren Horton	73340	3/12/2021	Dean expenses reimb.	163.57
Jennifer Huff	73341	3/12/2021	Consultation service	9,642.84
Law Offices of Young, Minney & Corr, LLP	73342	3/12/2021	Legal Fees	1,016.02
LRP Publications	73343	3/12/2021	Special Ed Connection.com-Order Number: 935161.001	2,038.00
Maritza Aiello	73344	3/12/2021	Translation service	60.00
Maxim Healthcare Staffing Services, Inc.	73345	3/12/2021	Staffing service	1,600.00
Open Up Resources	73346	3/12/2021	2020-0061	35.00
Reach Institute for School Leadership	73347	3/12/2021	Lighthouse Invoice	58,275.00
Rose Galvez	73348	3/12/2021	classroom reimbursement CTC	133.00
Vision Quilt	73349	3/12/2021	SEL Novo Grant, Project of Rockefeller Philanthropy Advisors, Inc.	4,980.00
Zara Drapkin,	73350	3/12/2021	Consultation	1,080.00
Zendesk Inc	73351	3/12/2021	Zendesk annual subscription and services	20,534.00
Abiezer Valdivia Daza	73352	3/19/2021	Electrical work at Lodestar	10,700.00
ADP, LLC	73353	3/19/2021	ADP Electronic I-9 Services	100.00

Check Register

Lighthouse Community Public Schools

March

2021



Vendor	Check Number	Check Date	Description	Check Amount
Alysia Silva	73354	3/19/2021	Lost check	921.71
Belen Jimenez (Parent)	73355	3/19/2021	COVID-19 gift fund	1,000.00
California Teaching Commission (CTC)	73356	3/19/2021	CTC permit	100.00
Clare Computer Solutions	73357	3/19/2021	Lighthouse Wireless Upgrade at 444 Hegenberger (CCSO18169)	2,035.00
Deema McDonald	73359	3/19/2021	COVID-19 gift fundac	1,000.00
Envoy Studios INC	73360	3/19/2021	Zendesk Consulting	8,000.00
Karen Fee	73361	3/19/2021	Board member gift	83.37
GMD Linguistics	73362	3/19/2021	IEP Translation	3,099.12
Language People Inc.	73363	3/19/2021	Translation services	750.00
Maxim Healthcare Staffing Services, Inc.	73364	3/19/2021	Staffing services	3,925.00
Orkin	73365	3/19/2021	Service call	161.55
OverDrive Inc	73366	3/19/2021	Deposit on Account for Content Purchases-10822-0001	3,000.00
David Philhower	73367	3/19/2021	classroom reimbursement	117.85
SchoolOutfitters	73368	3/19/2021	Grandstand Handwashing Station w/o Warm Water-2020-0007	1,699.99
Vision Quilt	73369	3/19/2021	SEL Novo Grant, Project of Rockefeller-02	20.00
Kayla Zeal	73370	3/19/2021	Consultation fee	7,727.78
California Teaching Commission (CTC)	73371	3/19/2021	CTC permit	100.00
California Teaching Commission (CTC)	73372	3/19/2021	CTC permit	100.00
Alfredo Ramirez Ramos	73373	3/26/2021	Alder resident Stipend	1,818.18
Beretta Investment Group	73374	3/26/2021	433 ST 201/202 Rent	4,545.00
Leova Cuevas	73375	3/26/2021	School lunch supplies	169.80
Gabriela Gonzales	73376	3/26/2021	Alder Resident Stipend	1,818.18
GMD Linguistics	73377	3/26/2021	IEP translation	3,617.04
IT Savvy LLC	73378	3/26/2021	2020-0048	28,849.03
Janeth Castruita	73379	3/26/2021	Alder resident stipend	1,818.18
Jessica Berdak	73380	3/26/2021	Alder resident stipend	1,818.18
Josefina Belloso	73381	3/26/2021	Alder Resident Stipend	1,818.18
Light Keepers LLC	73382	3/26/2021	Rent for 444 Hegenberger Facility	58,000.00
Maritza Aiello	73383	3/26/2021	Translation services	60.00
Martha Carter	73384	3/26/2021	Alder Resident Stipend	1,818.18
Maxim Healthcare Staffing Services, Inc.	73385	3/26/2021	Staffing services	4,000.00
Dennise Moon	73386	3/26/2021	IEP material	253.85
Mundo Pato Inc.	73387	3/26/2021	P.O. 2020-0053 SPED material	6,350.00
Nicole Rodriguez	73388	3/26/2021	Alder Resident Stipend	1,818.18
Orkin LLC	73389	3/26/2021	Monthly Service fee	260.00
PCSD 701 105th ave LLC	73390	3/26/2021	Lodestar Rent	85,025.00
Pear Deck Inc	73391	3/26/2021	Pear Deck	2,499.12
Samuel Carter	73392	3/26/2021	Alder Resident Stipend	1,818.18

Check Register

Lighthouse Community Public Schools
 March
 2021



Vendor	Check Number	Check Date	Description	Check Amount
Seneca Family of Agencies	73393	3/26/2021	48NATHTRY- MH	22,013.00
Talia Gonzales-Medina	73394	3/26/2021	Alder Resident Stipend	1,818.18
Jacobo Torres	73395	3/26/2021	Landscaping December	4,000.00
Yesenia Sanchez	73396	3/26/2021	Alder Resident Stipend	1,818.18

Check Register

Lighthouse Community Public Schools

April

2021



Vendor	Check Number	Check Date	Description	Check Amount
Seneca Family of Agencies	0231323IN	4/30/2021		4,080.00
Seneca Family of Agencies	0231357IN	4/30/2021		4,692.00
Seneca Family of Agencies	0231457IN	4/30/2021		5,260.00
Seneca Family of Agencies	0231478IN	4/30/2021		5,260.00
Seneca Family of Agencies	0231483IN	4/30/2021		6,049.00
Dawson Electric	20210318-03	4/23/2021	Electrical works	1,118.00
Staples Advantage	3459071748	4/22/2021		293.78
ACCO Engineered Systems	73397	4/9/2021	MAINTENANCE BILL	1,782.50
Bohm Corp	73398	4/9/2021	Contract work	31,430.00
Alliance Pension Consultants, LLC	73399	4/9/2021	Consultation	2,978.26
CliftonLarsonAllen LLP	73400	4/9/2021	consulting and assistance with Paycheck Protection Program	500.06
Cogent Solutions & Supplies	73401	4/9/2021	Custodian supplies	124.71
Crosslink Network	73402	4/9/2021	Customized Internet Service	4,241.92
Dept Of Justice	73403	4/9/2021	Fingerprint	226.00
Amy Dobras	73404	4/9/2021	payment for course for CLAD certification	506.71
Edgility Consulting	73405	4/9/2021	Other Human Capital Consulting Second half of consulting fee	10,000.00
Edtec Inc.	73406	4/9/2021	Service fee	2,587.50
GMD Linguistics	73407	4/9/2021	IEP translation	1,680.00
Instruction Partners	73408	4/9/2021	Partnership Contract Invoice #2 out of 2	27,500.00
Jennifer Huff	73409	4/9/2021	Consultation fee	9,999.98
Jostens	73410	4/9/2021	Service fulfillment	13.13
Kone Inc.	73411	4/9/2021	Maintenance Period: 04/01/2021 - 04/30/2021	260.01
Maxim Healthcare Staffing Services, Inc.	73412	4/9/2021	Staffing service	4,025.00
Michael Sumpter	73413	4/9/2021	COVID-19 emergency funds	750.00
Oakland Enrolls	73414	4/9/2021		24,366.00
PS Print	73415	4/9/2021	4982705-7030587 & 4982705-7030588	86.29
Quality First Services, Inc	73416	4/9/2021	APRIL, 2021 JANITORIAL SERVICES	595.00
Sawia Almakrai	73417	4/9/2021	COVID-19 emergency funds	1,000.00
HWC Consultants, LLC.	73418	4/9/2021	E-Rate FY2018 Category Two application services	1,616.00
Swing Education	73419	4/9/2021	Substitute Services	4,010.00
The Speech Pathology Group	73420	4/9/2021	Speech services	100.00
JC Green Plumbing	73421	4/9/2021	Estimate deposit for Lighthouse	30,000.00
ACCO Engineered Systems	73422	4/23/2021	HVAC Rotation Correction	2,757.00
Alfredo Ramirez Ramos	73423	4/23/2021	Alder resident Stipend	1,818.18
Beretta Investment Group	73424	4/23/2021	433 ST 201/202 Rent	4,545.00
Carbon Lighthouse, Inc.,	73425	4/23/2021	Energy Services	3,700.00
Crosslink Network	73426	4/23/2021	Customized Internet Service (04/10/2021 - 05/10/2021)	1,637.01
Derrek A. Coleman	73427	4/23/2021	Consultation	1,080.00

Check Register

Lighthouse Community Public Schools

April

2021



Vendor	Check Number	Check Date	Description	Check Amount
Edgility Consulting	73428	4/23/2021	Language people translation refund	250.00
Gabriela Gonzales	73429	4/23/2021	Alder Resident Stipend	1,818.18
InsightOUT Intelligence, LLC	73430	4/23/2021	Consultation fee	6,238.75
Janeth Castruita	73431	4/23/2021	Alder resident stipend	1,818.18
Jessica Berdak	73432	4/23/2021	Alder resident stipend	1,818.18
Josefina Belloso	73433	4/23/2021	Alder Resident Stipend	1,818.18
Krishna Copy Center	73434	4/23/2021	Photocopy	892.02
Language People Inc.	73435	4/23/2021	Translation	915.00
Law Offices of Young, Minney & Corr, LLP	73436	4/23/2021	Legal fees	3,604.30
Light Keepers LLC	73437	4/23/2021	Rent for 444 Hegenberger Facility	58,000.00
Martha Carter	73438	4/23/2021	Alder Resident Stipend	1,818.18
Maxim Healthcare Staffing Services, Inc.	73439	4/23/2021	Staffing services	4,287.50
Mundo Pato Inc.	73440	4/23/2021	Monthly subscription	350.00
Nicole Rodriguez	73441	4/23/2021	Alder Resident Stipend	1,818.18
Nob Hill Catering, Inc.	73442	4/23/2021	NSLP - Lighthouse	8,260.00
Orkin LLC	73443	4/23/2021	PC Standard - Monthly	260.00
OverDrive Inc	73444	4/23/2021	Venom	570.34
PCSD 701 105th ave LLC	73445	4/23/2021	Reimbursement invoice to tenant for fixed charges and special assessments (2nd	98,131.70
Samuel Carter	73446	4/23/2021	Alder Resident Stipend	1,818.18
Seneca Family of Agencies	73447	4/23/2021	48ZUNIBRI-MH	121,254.02
Smartlite LLC	73448	4/23/2021	Advertising Display Space Rental	350.00
Swing Education	73449	4/23/2021	Substitute Services	21,500.00
Talia Gonzales-Medina	73450	4/23/2021	Alder Resident Stipend	1,818.18
The Advisory Group of San Francisco, LLC	73451	4/23/2021	Fee computed for period from April 1, 2021 to June 30, 2021	8,398.70
UC Regents	73452	4/23/2021	Destination College Advising Corps (DCAC) Programming for 2020-21	36,000.00
RICOH USA Program	73453	4/23/2021	Shared services copier	8,710.43
Yesenia Sanchez	73454	4/23/2021	Alder Resident Stipend	1,818.18
Kayla Zeal	73455	4/23/2021	Consultation fee	4,388.89
Zendesk Inc	73456	4/23/2021	Explore Professional Subscription -- Proration 03/10/2021-12/14/2021	1,159.89
AMS.NET (Inc)	73457	4/30/2021	Lighthouse Community Charter School- E-Rate	435.00
Beasley Plumbing	73458	4/30/2021	Backflow plumbing at Lodestar	4,800.00
Blackbaud Inc	73459	4/30/2021		450.00
CDW Government	73460	4/30/2021	P.O 2020-0059	17,580.00
Clare Computer Solutions	73461	4/30/2021	Service call remote	5,536.25
Cogent Solutions & Supplies	73462	4/30/2021	Custodia supplies	452.41
Edtec Inc.	73463	4/30/2021	Consultation fee	3,975.00
Jostens	73464	4/30/2021	Lighthouse Diploma	272.95
Kone Inc.	73465	4/30/2021	Maintenance Period: 05/01/2021 - 05/31/2021	260.01

Check Register

Lighthouse Community Public Schools

April

2021



Vendor	Check Number	Check Date	Description	Check Amount
Maritza Aiello	73466	4/30/2021	Translation services	60.00
Maxim Healthcare Staffing Services, Inc.	73467	4/30/2021	Staffing services	3,900.00
Nob Hill Catering, Inc.	73468	4/30/2021	NSLP - Lodestar	12,180.00
Orkin	73469	4/30/2021	Monthly service fee	161.55
PCSD 701 105th ave LLC	73470	4/30/2021	Reimbursement expenses - Carbon Lighthouse invoice # DG00116 , Farallon Con	13,175.81
RTW Sciences, LLC	73471	4/30/2021	Diagnostic tests completed during Feb, 2020	24,220.00
Staples Advantage	73472	4/30/2021	Office supplies	360.92
Swing Education	73473	4/30/2021	Substitute Services	17,092.00
Swing Education	73474	4/30/2021	Substitute Services	15,270.00
RICOH USA Program	73475	4/30/2021	Copier Lease for Lodestar	8,778.53
Zoom	73476	4/30/2021	Charge Name: Education Annual -- Proration	562.54
T-Mobile	73478	4/30/2021	Account number 971888715	2,175.00
T-Mobile	73479	4/30/2021	Account number 973132376	764.10
T-Mobile	73480	4/30/2021	Account number 970801535	1,500.00



QUOTATION:21CAM-534628/C

Lighthouse Community Charter School: Additional School Site

CREATED 5/20/2021 | Valid Through 8/18/2021





Lighthouse Community Charter School: Additional School Site

KI is pleased to present the enclosed quotation. The following items are included:

- Quote
- Summary
- Itemized Quote
- Detailed PO requirements
- Product Options*

* TBDs exist and must be selected prior to purchase. Please contact a sales team member for assistance with specifications.

Sales Team:

Jessica Gelin
Sales Rep
jessica.gelin@ki.com
(510) 593-3597

Carrie Manos
Inside Sales Specialist
carrie.manos@ki.com
855-853-8646



Quote Number: 21CAM-534628/C

CREATED 5/20/2021 | **Valid Through 8/18/2021**

PRODUCT TOTALS	\$17,068.41
See Quote Detail Summary	\$2,125.08
GRAND TOTAL	\$19,193.49

Contract Information:

CACB14518D FCCC-CSU (Seating, Tables, Lounge & Classroom)

Requested Delivery Date: To be Determined

Sold To
To be Determined

End User
Lighthouse Community Charter School
444 Hegenberger Road
Oakland, CA 94621
P. (510) 562-8801 F. (510) 271-8803
End User # 16932

Ship To
To be Determined

Installation
To be Determined

Client Notes:

Changes in fabrics, finishes and quantities may affect pricing. Pricing is based on the FCCC Delivered & Installed Contract Please send PO direct to carrie.manos@ki.com to process.



QUOTATION

CREATED 5/20/2021
 VALID THROUGH 8/18/2021
 Prepared By Carrie Manos
 Quote Filename Lighthouse Community Charter School: Additional School Site - 21CAM-534628/C

Product options that must be determined (aka TBDs) exist and must be selected prior to purchase order submittal. These items are notated in the far right column with (?)

Line	Model	Qty.	Sell Price	Extended Total	TBD Options
Tag 1: Desks & Chairs					
1.1	IW418 S21302044	61	\$68.48	\$4,177.28	
*Modified-Intellect Wave 4-Leg Chair, Large Glide Option Carton Code Option Intellect Wave Frame Color Shell Color Finish - Plastic color Finish - Plastic color		To Be Determined Racked Starlight Silver Metallic NA PMR Marine Teal Per Order Net Upcharge Additional 15 working days lead-time is required NON-STANDARD POLY- \$500 Setup Fee. If SKU total on order exceeds 100 units, fee will be waived (SKU=Product/Color)		TBD<< /RCK /SX NA *Modified Per Order Charge for Setup Fee Note: Lead-time Change External Note	
Price Description: Delivered/Open Market Lead Time: 11 - 13 Weeks; Ships from GREEN BAY, WI Please Note: Leadtime calculated on 5/20/2021 and is subject to change.					
1.2	RDEEA2030-74P 	61	\$211.33	\$12,891.13	
Ruckus,Adj Sit Height Post-Leg Desk 20-33",Rectangle,1-1/4"Top,74P Edge,20x30" Edge Color Laminate Color KI Laminates Base Finish Caster/Glides Under Table Storage		Black edge KI Laminates MISTED ZEPHYR 4843-60 Starlight Silver Metallic Casters No book storage		/EBL Standard /LMR /SX /CCC /NB	
Price Description: Delivered/Open Market Lead Time: 4 - 6 Weeks; Ships from BONDUEL, WI Please Note: Leadtime calculated on 5/20/2021 and is subject to change.					
Tag 1: Desks & Chairs				WorkGroup Product Subtotal	\$17,068.41

Quote Summary

Product SubTotal: \$17,068.41
Net Set Up Charge for Quantity under 100 for Poly \$500.00
Estimated Sales Tax 9.2500%: \$1,625.08
Quote Total: \$19,193.49

NOTES:

- Images shown above are intended for approximate visual reference only and may not represent the exact models, numbers, descriptions or options selected. Refer to the model number/description/options shown for full product specifications.
- Sales Tax (For Shipment within the United States Only): Estimated sales/use tax will be calculated when order is entered. It is the customer's responsibility to pay any applicable sales/use tax due upon invoicing. A customer will not be charged sales tax if (1) a Resale Certificate, (2) an Exempt Organization Certificate, or (3) a Direct Pay permit is on file with KI's Finance Department. If no certificate is on file, the appropriate sales/use tax rate in effect at shipment will be applied and tax will be added to the customer's invoice.
- This project contains non-standard items which are not returnable and not cancelable. The warranty on non-standard product that alters function is 1 year. The warranty on non-standard product that does not alter function, but only finish (i.e., paint or plastic color, laminate, grommet removal) matches that of the standard product. Modification to U.L. Listed products eliminates the listing. Product will not have U.L. Listing labels unless specifically spelled out on this quote.

PROJECT LEAD TIME SUMMARY:

- Manufacturing lead time begins once the order is complete and acknowledged. Delivery dates are determined per order based on the longest lead time per shipping location and are confirmed on the order acknowledgement.

Shipping Location **MFG Lead Time Range**
 BONDUEL, WI 4 - 6 Weeks

- Lead times are subject to change based on quantities, manufacturing capacity and surface material selections. Laminate and/or fabrics outside the standard KI in-grade program may have extended lead time.
- For more information or questions regarding delivery consolidation, contact KI Customer Service.



Customer represents that the product information contained within this quote is complete and accurate. Changes to quantities and/or options/finishes will affect this quote. If applicable, other charges such as freight, tax, installation and/or delivery fees may be added at time of order.

Sales resulting from purchase orders issued by the customer to KI (Whether related to this quotation or otherwise) are governed and controlled by the Terms and Conditions found at www.KI.com/terms

Prepared by Carrie Manos
Market Code: 2=2=K-12

Opportunity #: 534628

Quote Filename: Lighthouse Community Charter School:
Additional School Site - 21CAM-534628

Final Considerations:

To ensure your Purchase Order (PO) is processed quickly and efficiently, please adhere to the following requirements:

1. All purchase orders must be issued to KI or KI c/o the dealer with this address:
KI
1330 Bellevue Street
Green Bay, WI 54302
2. The following items must be included on all purchase orders:
 - Sold To/Bill To Information: complete legal name, address, telephone number and fax number
 - Ship To Information: complete legal name, address, contact name, contact phone number
 - Purchase Order Number: a customer-specific identifier, typically a sequential purchase order number or requisition number
 - Issue Date: date the purchase order was issued
 - Sales Tax: applicable sales tax will be added upon KI invoicing. If tax exempt, customer must provide or have the tax exempt certificate on file at KI
 - Purchase Order Total: total of all items and services included on the purchase order
 - Authorization: signature of authorized purchasing agent or buying entity
 - Order Details: reference a fully optioned KI quote (ex: 11KGH-85432) or include all the information listed below
 - Quantity of each item
 - Complete model number, including all finish and option information (by line item)
 - Net purchase price (by line item)
 - Extended net purchase price (all line items)
 - Any additional applicable charges (ex: installation and/or delivery charges)
 - Contract name and/or number if pricing is based on a contract reference
3. Signatures on a quote or a worksheet cannot be accepted as a purchase order.
4. In the event that you do not have a formal Purchase Order process, please contact your KI Sales Representative or call 1-800-424-2432, and we will assist you with creating a PO.

We appreciate your cooperation in providing us with all the required information listed above on your Purchase Order. Complete information helps us serve you better. Thank you for your order.

Purchase Orders that do not meet these requirements will be placed on hold until complete information is received by KI. Purchase orders on hold are not released to manufacturing or assigned a delivery date. KI order lead times begin once the order is released to manufacturing.



QUOTATION:21CAM-531977/C

Lighthouse Community Charter School: High School Classroom

CREATED 5/5/2021 | REVISED 5/20/2021 | Valid Through 8/3/2021





Lighthouse Community Charter School: High School Classroom

KI is pleased to present the enclosed quotation. The following items are included:

- Quote
- Summary
- Itemized Quote
- Detailed PO requirements
- Product Options*

* TBDs exist and must be selected prior to purchase. Please contact a sales team member for assistance with specifications.

Sales Team:

Jessica Gelin
Sales Rep
jessica.gelin@ki.com
(510) 593-3597

Carrie Manos
Inside Sales Specialist
carrie.manos@ki.com
855-853-8646



Quote Number: 21CAM-531977/C

CREATED 5/5/2021 | REVISED 5/20/2021 | Valid Through 8/3/2021

PRODUCT TOTALS	\$83,943.00
See Quote Detail Summary	\$7,764.73
GRAND TOTAL	\$91,707.73

Contract Information:

CACB14518D FCCC-CSU (Seating, Tables, Lounge & Classroom)

Requested Delivery Date: To be Determined

Sold To

To be Determined

End User

Lighthouse Community Charter School
444 Hegenberger Road
Oakland, CA 94621
P. (510) 562-8801 F. (510) 271-8803
End User # 16932

Ship To

Golden PMI
Attn: Receiving
4441 Enterprise Street
Fremont, CA 94538

Installation

Golden PMI
Attn: Lou Reguero
4441 Enterprise Street
Fremont, CA 94538
P. (510) 673-8236 F. (510) 498-5934
Vendor # 30097

Client Notes:

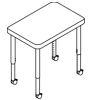
Changes in fabrics, finishes and quantities may affect pricing. Pricing is based on the FCCC Delivered & Installed Contract Please send PO direct to carrie.manos@ki.com to process.



QUOTATION

CREATED 5/5/2021
VALID THROUGH 8/3/2021
Prepared By Carrie Manos
Quote Filename Lighthouse Community Charter School: High School Classroom - 21CAM-531977/C

Product options that must be determined (aka TBDs) exist and must be selected prior to purchase order submittal. These items are notated in the far right column with (?)

Line	Model	Qty.	Sell Price	Extended Total	TBD Options
Tag 1: Desks & Chairs					
1.1	IW418 S21302044	300	\$68.48	\$20,544.00	
	*Modified-Intellect Wave 4-Leg Chair, Large Glide Option Carton Code Option Intellect Wave Frame Color Shell Color Finish - Plastic color Finish - Plastic color		To Be Determined Racked Starlight Silver Metallic NA PMR Marine Teal Per Order Net Upcharge Additional 15 working days lead-time is required NON-STANDARD POLY- \$500 Setup Fee. If SKU total on order exceeds 100 units, fee will be waived (SKU=Product/Color)		TBD<< /RCK /SX NA *Modified Per Order Charge for Setup Fee Note: Lead-time Change External Note
	Price Description: Delivered/Open Market Lead Time: 11 - 13 Weeks; Ships from GREEN BAY, WI Please Note: Leadtime calculated on 5/20/2021 and is subject to change.				
1.2	RDEEA2030-74P	300	\$211.33	\$63,399.00	
	 Ruckus,Adj Sit Height Post-Leg Desk 20-33",Rectangle,1-1/4"Top,74P Edge,20x30" Edge Color Laminate Color KI Laminates Base Finish Caster/Glides Under Table Storage	Black edge KI Laminates MISTED ZEPHYR 4843-60 Starlight Silver Metallic Casters No book storage		/EBL Standard /LMR /SX /CCC /NB	
	Price Description: Delivered/Open Market Lead Time: 4 - 6 Weeks; Ships from BONDUEL, WI Please Note: Leadtime calculated on 5/20/2021 and is subject to change.				
Tag 1: Desks & Chairs				WorkGroup Product Subtotal	\$83,943.00

Quote Summary

Product SubTotal: \$83,943.00
Estimated Sales Tax 9.2500%: \$7,764.73
Quote Total: \$91,707.73

NOTES:

- Images shown above are intended for approximate visual reference only and may not represent the exact models, numbers, descriptions or options selected. Refer to the model number/description/options shown for full product specifications.
- Sales Tax (For Shipment within the United States Only): Estimated sales/use tax will be calculated when order is entered. It is the customer's responsibility to pay any applicable sales/use tax due upon invoicing. A customer will not be charged sales tax if (1) a Resale Certificate, (2) an Exempt Organization Certificate, or (3) a Direct Pay permit is on file with KI's Finance Department. If no certificate is on file, the appropriate sales/use tax rate in effect at shipment will be applied and tax will be added to the customer's invoice.
- This project contains non-standard items which are not returnable and not cancelable. The warranty on non-standard product that alters function is 1 year. The warranty on non-standard product that does not alter function, but only finish (i.e., paint or plastic color, laminate, grommet removal) matches that of the standard product. Modification to U.L. Listed products eliminates the listing. Product will not have U.L. Listing labels unless specifically spelled out on this quote.

PROJECT LEAD TIME SUMMARY:

- Manufacturing lead time begins once the order is complete and acknowledged. Delivery dates are determined per order based on the longest lead time per shipping location and are confirmed on the order acknowledgement.

Shipping Location	MFG Lead Time Range
BONDUEL, WI	4 - 6 Weeks

- Lead times are subject to change based on quantities, manufacturing capacity and surface material selections. Laminate and/or fabrics outside the standard KI in grade program may have extended lead time.
- For more information or questions regarding delivery consolidation, contact KI Customer Service.



Customer represents that the product information contained within this quote is complete and accurate. Changes to quantities and/or options/finishes will affect this quote. If applicable, other charges such as freight, tax, installation and/or delivery fees may be added at time of order.

Sales resulting from purchase orders issued by the customer to KI (Whether related to this quotation or otherwise) are governed and controlled by the Terms and Conditions found at www.KI.com/terms

Prepared by Carrie Manos
Market Code: 2=2=K-12

Opportunity #: 531977

Quote Filename: Lighthouse Community Charter School:
High School Classroom - 21CAM-531977

Final Considerations:

To ensure your Purchase Order (PO) is processed quickly and efficiently, please adhere to the following requirements:

1. All purchase orders must be issued to KI or KI c/o the dealer with this address:
KI
1330 Bellevue Street
Green Bay, WI 54302
2. The following items must be included on all purchase orders:
 - Sold To/Bill To Information: complete legal name, address, telephone number and fax number
 - Ship To Information: complete legal name, address, contact name, contact phone number
 - Purchase Order Number: a customer-specific identifier, typically a sequential purchase order number or requisition number
 - Issue Date: date the purchase order was issued
 - Sales Tax: applicable sales tax will be added upon KI invoicing. If tax exempt, customer must provide or have the tax exempt certificate on file at KI
 - Purchase Order Total: total of all items and services included on the purchase order
 - Authorization: signature of authorized purchasing agent or buying entity
 - Order Details: reference a fully optioned KI quote (ex: 11KGH-85432) or include all the information listed below
 - Quantity of each item
 - Complete model number, including all finish and option information (by line item)
 - Net purchase price (by line item)
 - Extended net purchase price (all line items)
 - Any additional applicable charges (ex: installation and/or delivery charges)
 - Contract name and/or number if pricing is based on a contract reference
3. Signatures on a quote or a worksheet cannot be accepted as a purchase order.
4. In the event that you do not have a formal Purchase Order process, please contact your KI Sales Representative or call 1-800-424-2432, and we will assist you with creating a PO.

We appreciate your cooperation in providing us with all the required information listed above on your Purchase Order. Complete information helps us serve you better. Thank you for your order.

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DRAFT
Alder GSE Education Services Agreement
Branch Partner, Combined Cohort

This Education Services Agreement (this “Agreement”) is made and entered into effective as of **July 1, 2021** (the “Effective Date”), and shall expire at the end of the Term (defined herein), by and between Alder Graduate School of Education, a California nonprofit public benefit corporation, hereinafter called “Alder GSE,” and **Lighthouse Community Public Schools**, hereinafter called “Partner” or “Branch Partner.” Alder GSE and Partner together are the parties (“Parties”) to this Agreement.

Recitals

WHEREAS, Partner is a **charter management organization** known as **Lighthouse Community Public School**;

WHEREAS, subject to the terms and conditions of this Agreement, Partner desires to recruit teaching candidates (“Residents”) to participate in Alder GSE’s teacher preparation program that will provide multiple subject, single subject, and/or educational specialist teaching credentials from Alder GSE; support in completing requirements for bilingual authorization; and either a Master of Arts in Education with a concentration in Teaching or a Master of Arts in Education with a concentration in Special Education from Alder GSE; as well as a year-long apprenticeship with a mentor teacher hereinafter referred to individually as the “Teacher Residency at Alder GSE.”

WHEREAS, Partner has joined or desires to join with one or more additional partners (the “Additional Partners”; collectively with Partner the “Partners”) to recruit teaching candidates in a combined cohort of Residents (the “Combined Cohort”). The Additional Partners include **Envision Education (the “Root Partner”)**, **Yu Ming Charter School, Education for Change Public Schools** and may include other partners. The Combined Cohort is also known as the “Alder Bay Teacher Residency at Alder GSE”

WHEREAS, the Parties acknowledge and agree that, as of the Effective Date of this Agreement, this Agreement supersedes and replaces in its entirety the **Education Services Agreement** between the Parties dated **June 29, 2018**.

In consideration of the promises and mutual covenants and agreements set forth below, the Parties hereto agree as follows:

Agreement

- 1) Program Coordination and Administrative Communication.
 - a) The program consists of 34 units of coursework for a Master of Arts in Education with a concentration in Teaching or 37 units of coursework for a Master of Arts in Education with a concentration in Special Education, and includes Takeover Days as set forth in Exhibit B (the “Program”). The Program is focused on preparation for a California teaching credential and Master’s degree, combined in a single program of study. Residents who successfully complete the sequence of courses and pass the assessments within the program, as well as the requisite state of California assessments required of all credential and Master’s degree candidates, will be awarded a Master of Arts in Education with a concentration in Teaching or Special Education, as the case may be, from Alder GSE, and be recommended to the California Commission on Teacher Credentialing for the corresponding preliminary teaching credential by Alder GSE.
 - b) Alder GSE shall be responsible for the coordination, administration, and the delivery of credit bearing instruction

with respect to the Program, as more specifically set forth in this Agreement.

- c) Alder GSE designates **Shayna Sullivan, Dean** as the Alder GSE Liaison who will serve as Partner's primary point of contact. The Alder GSE Liaison shall act as liaison to Partner with respect to matters pertaining to this Agreement. Alder GSE shall not designate a different individual as the Alder GSE Liaison without at least two weeks' notice to Partner from Alder GSE.
- d) Partners shall designate an individual who will act as the Partner Director of the Teacher Residency (the "**Partner Director**") with the approval of Alder GSE. The Partners designate **Brianna Winn** as the Partner Director. The Partner Director shall act as formal and integral player with respect to matters pertaining to this Agreement. The Partners shall not designate a different individual as the Partner Director without the prior approval of Alder GSE from which approval shall not be unreasonably withheld. The requirements of the Partner Director are set forth in **Exhibit F**. **The Partner Director will support the Combined Cohort and be recognized by Partners in this role. Per the terms of Exhibit A, Alder GSE will contribute a variable amount to support one Partner Director for the Combined Cohort.**
- e) Residents who have been admitted to the Teacher Residency at Alder GSE in accordance with this Agreement will be concurrently enrolled in credential courses and Master's courses at Alder GSE. The field/classroom placements for the California teaching credential shall take place on the Partner campuses. The specific placement assignments for each Resident shall be mutually agreed upon by the Parties. Partner shall be responsible for the administration and delivery of the weekly seminar to Residents in coordination with Alder GSE.
- f) Partner agrees to participate in surveys to provide feedback to Alder GSE.

2) The Program.

- a) Alder GSE shall be responsible for the design and teaching of all courses. The coursework (course titles, number of units per course, and course sequence) is set forth in **Exhibit B** attached hereto.
- b) Partner shall provide one mentor ("**Mentor Teacher**") for each Resident who will be responsible for the mentoring of that Resident during the field/classroom placements on the Partner campuses. These mentoring relationships will last for one full academic year. The Partner shall be responsible for the cost of Mentor Teachers in accordance with **Exhibit A**. The Mentor Teachers shall be responsible for all duties set forth in the Mentor Teacher job description attached hereto as **Exhibit C**. Alder GSE shall be responsible for the training of the Mentor Teachers. All Mentor Teachers will meet the requirements for cooperating mentor teachers set forth by federal, state, and local agencies. In California they must hold the Clear Credential that the resident is seeking, be recognized as excellent teachers by their program, and have not less than three years of teaching experience. In the event a Mentor Teacher is unable to complete the full academic year, Partner shall be responsible for finding a replacement Mentor Teacher as soon as reasonably practical.
- c) Partner must ensure that all Residents have obtained a 30-Day Substitute Teaching Permit prior to the first day of their field/classroom assignment.
- d) In addition to its obligations in this Agreement, Partner agrees to meet all Partner criteria set forth in **Exhibit D**. Partner understands and acknowledges: (i) that Resident training and participation in the program is tied to Alder GSE's formal education program, academic calendar and the Resident's receipt of academic credit in pursuit of an advanced degree; (ii) the attendance requirements expectations for Residents and Mentor Teachers; (iii) that Residents must be supervised by and coached by a Mentor Teacher at all times; (iv) and that Partner must not use

Residents for substitute teaching or to otherwise displace the work of paid personnel of the Partner; (v) that Residents should have no expectation of compensation for work performed during the program; (vi) that the duration of the residency program is limited in relation to Alder GSE's formal education program; and (vii) that there is no guarantee of a paid job for the Resident with the Partner at the end of the program.

- e) Partner shall permit and encourage the Partner Director to attend at least four days of faculty development per year. Travel and lodging expenses for this professional development will be shared with Alder GSE as set forth in Exhibit A. Exhibit G sets forth Alder GSE's faculty development policy for Partner Directors including a list of the faculty development options available.

3) Marketing and Admission.

- a) The Parties shall work jointly for the marketing and promotion of the Teacher Residency at Alder GSE, including development and distribution of promotional materials; provided, however, that notwithstanding anything in this Agreement to the contrary, Partner agrees that it will not publicly distribute promotional or descriptive materials about the Program (including application materials) until the Partner Director and Alder GSE Liaison have reviewed and mutually approved such materials. Unless otherwise set forth in Exhibit A, each party shall be responsible for its own costs and expenses associated with the marketing and promotion of the Program.
- b) All marketing and other program materials will refer to Alder GSE clearly and display the Alder GSE logo in order to build Alder's brand and awareness of the teacher residency as a pathway for preparing teachers. Partner will use the naming convention "Lighthouse CPS Teacher Residency at Alder GSE" to refer to its program on all materials.
- c) Throughout the Term, Partner agrees to recruit and nominate potential Residents for the Teacher Residency at Alder GSE. Alder GSE will provide support for recruitment efforts via regular check ins, tools, collateral, and collaboration opportunities with Alder GSE and other partner recruiters. Partner and Alder GSE shall mutually agree upon interview processes and follow application deadlines that align with the goals of the Teacher Residency at Alder GSE. Potential Residents may apply for admission to the Teacher Residency at Alder GSE by submitting an initial online application on Alder GSE's system. Applications must be complete and be received by the applicable admission deadline. Alder GSE will grant Partner access to applications requesting placement at Partner schools.
- d) Partner shall be responsible for the nomination of candidates to the Program using the criteria attached hereto as Exhibit E. Alder GSE will keep Partner informed of any changes in criteria and nomination systems. Partner shall be responsible for all other aspects related to the nomination of candidates, including, but not limited to (i) the hiring, training and costs associated with application readers, (ii) managing applications, (iii) ongoing communications with candidates, (iv) coordinating interviews, and (v) conducting reference checks.
- e) Partner shall review all relevant applications, implement a nomination process, and provide Alder GSE with a list of nominated candidates submitted by the applicable deadline. Alder GSE shall grant admission based on the criteria set forth in Exhibit E. Alder GSE will communicate admission decisions to Partner, and then to Residents.
- f) Partner may recruit candidates who are considering applying to one or more other Alder GSE partner programs, provided that once a candidate has formally applied to a specific Alder GSE partner program, Partner will cease to recruit that Resident.
- g) The Parties agree that, unless otherwise mutually agreed in writing with respect to any given Program Combined

Cohort, in order for the Program to go forward for that combined cohort, at least 20 Residents must be enrolled in the Combined Cohort every year by Partners (implying a minimum target of 18 Residents who complete the program after allowing for expected attrition); or philanthropic support must have been identified to ensure tuition funding at the level of 20 Residents in any year. Partner agrees to reaffirm in writing the target minimum number of residents each year prior to the start of the program year. Potential Residents will be notified of this contingency as part of the application process. Should Partners desire to enroll more than 23 in any year, Partners will request approval from Alder GSE.

4) Classroom Facilities and Course Scheduling.

- a) Each party will be responsible for the costs associated with (i) the facilities/classrooms required for the delivery of Program instruction (the “Program Facilities”); (ii) all classroom furniture, audiovisual equipment, flip chart pads, and other classroom equipment as applicable for the delivery of Program instruction (the “Program Equipment”); and (iii) all custodial services with respect to the Program Facilities, each as applicable for each party and as set forth in Exhibit A. Partners will provide a room large enough to accommodate the full cohort of Residents during the weekly seminar facilitated by the Partner Director (described in Exhibit E) and the full cohort of Mentor Teachers during mentor trainings (described in Exhibit C).
- b) The Partner Director and the Alder GSE Liaison will jointly prepare a complete schedule of courses, takeover days, and other activities in the Program (the “Schedule”) and will make it available to Residents. There will be no changes to the Schedule unless such changes have been approved, in writing, both by Alder GSE and Partner.
- c) Residents will register for courses in the Program directly through Alder GSE’s online registration system. Registration for all courses will occur before the beginning of each term.
- d) Residents will be required to complete and pass all courses in the Program. If a Resident misses a course or fails to pass a course, then it is the responsibility of the Resident to make up the course at its next offering, provided the Resident has obtained the prior approval of the Partner Director to do so. Residents will complete all assessment processes required by Alder GSE, e.g. the EdTPA and all others.
- e) At the conclusion of each Program cohort, all Residents will participate in Master’s oral examinations. Oral examinations will take place at locations as mutually agreed by the Parties, and will be scheduled and conducted, and the Resident’s performance during the examination will be evaluated, in accordance with Alder GSE’s practices.

5) Faculty; Program Support; and Resident Services.

- a) Alder GSE shall select Instructors for the Program, following the processes and requirements set forth by Alder GSE’s Faculty Hiring, Development, and Evaluation committee.
- b) Both Parties will communicate directly with, and disseminate information directly to Residents, Mentor Teachers and Instructors as needed, and will include the other party in such communications.
- c) Alder GSE will provide initial and ongoing advisement to Residents including recommendation of successful program completers to the California Commission on Teacher Credentialing, in accordance with Alder GSE policies.
- d) Alder GSE will maintain transcripts and permanent records for the Residents in accordance with its existing

policies for maintenance of student records.

e) Partner shall provide stipends to Mentor Teachers as described in Exhibit A.

6) Financial and Payment Terms.

a) Residents will remit tuition payments for the Program directly to Alder GSE.

b) Each party shall be responsible for all other costs, fees and stipends in connection with the Program as set forth in Exhibit A.

c) Each party shall invoice the other party for all amounts owed to such party as calculated per Exhibit A periodically during the year. Each party shall remit payment to the other party within thirty (30) days after receipt of invoice.

7) Term and Termination.

a) Term. This Agreement shall commence on the Effective Date and shall continue until **June 30, 2023**. This Agreement will renew automatically for one year unless either party provides the other party with written notice via email by January 1 of their intention not to renew on June 30 of that same year. During the year following a nonrenewal, enrolled Residents will participate in the Program, but no new Residents will be recruited. The initial term and any successive renewal terms are collectively referred to as the "Term".

b) Termination for Cause. Each party shall have the right to terminate this Agreement in the event of the other party's material breach of this Agreement; provided, however, that such termination will not become effective unless and until (i) the party not in default has given the other party written notice of breach, which notice shall state in reasonable detail the nature of said breach, and (ii) the party allegedly in default shall have failed to remedy said default to the reasonable satisfaction of the party not in default within 30 business days following the giving of the notice.

c) Effect of Termination. Any early termination of this Agreement shall be without prejudice to any claims or damages or other rights of one party against the other party. In the event of early termination of this Agreement by either party:

i) Residents affected by early termination may continue in obtaining their Master's degree, but will no longer be considered part of a Program cohort. Alder GSE, in its discretion, may place affected Residents into a different teacher residency program. Partner will reasonably cooperate with Alder GSE with such transition.

ii) Partner shall immediately pay to Alder GSE all outstanding amounts due to Alder GSE based on the operation of the Program up to and including the date of notification of termination of this Agreement.

iii) Alder GSE shall immediately pay to Partner all outstanding amounts due to Partner based on the operation of the program up to and including the date of notification of termination of this Agreement.

8) Confidentiality.

a) At all times hereafter, each party (the "Receiving Party") will keep in confidence and trust all confidential and proprietary information of the other party (the "Disclosing Party") that the Receiving Party learns of or receives

from the Disclosing Party during the Term of this Agreement, and will not use, reproduce, or disclose to others any confidential information of the Disclosing Party without the Disclosing Party's advance written consent, except as may be directly necessary in the ordinary course of performance of its obligations under this Agreement, or as otherwise may be required by law. This Section shall not apply to any information which Receiving Party can establish (i) was known to Receiving Party before disclosure to Receiving Party under this Agreement as a result of being made generally available in the public domain, or (ii) becomes publicly known and made generally available in the public domain after disclosure to Receiving Party under this Agreement, or is received by Receiving Party from a source other than Disclosing Party, in both cases other than by a breach of an obligation of confidentiality. The Receiving Party's failure to comply with the provisions of this Section 8(a) shall constitute a material breach of this Agreement.

- b) If Alder GSE provides Partner with access to Student Data (as defined below) or if Partner provides Alder GSE with access to Student Data, the following provisions shall apply:
- i) Definition of Student Data. All "education records" and the "personally identifiable information" contained in those records, as those terms are defined by the Family Educational Rights and Privacy Act and its implementing regulations, that relate to Alder GSE students and are provided by Alder GSE to Partner or that relate to Partner students and are provided by Partner to Alder GSE shall be deemed "Student Data" for purposes of this Agreement.
 - ii) Use of Student Data. Both Partner and Alder GSE shall use the other party's Student Data only for the purpose of fulfilling their respective duties and providing services under this Agreement or otherwise performing pursuant to the terms of this Agreement. In particular, Partner and Alder GSE shall use the other party's Student Data to for purposes of completing the objectives of the Program as defined herein.
 - iii) Access to Student Data. Student Data provided by Alder GSE to Partner shall be accessed only by authorized employees of Partner, and Student Data provided by Partner to Alder GSE shall be accessed only by authorized employees of Alder GSE.
 - iv) Sharing of Student Data. Neither Partner nor Alder GSE shall share the other party's Student Data with any additional parties without prior written consent of the party that provided the Student Data, as applicable, except as may be required by law.
 - v) Rights and License in and to Student Data. All rights, including any intellectual property rights, relating to the Student Data that is shared by Alder GSE with Partner, shall remain the exclusive property of Alder GSE. Partner has a limited, nonexclusive license to the Student Data provided by Alder GSE to Partner solely for the purpose of performing its obligations as outlined in this Agreement. This Agreement does not give Partner any rights to Student Data provided by Alder GSE, implied or otherwise, including the right to sell or trade Student Data, except as expressly stated in this Agreement. All rights, including any intellectual property rights, relating to the Student Data that is shared by Partner with Alder GSE, shall remain the exclusive property of Partner. Alder GSE has a limited, nonexclusive license to the Student Data provided by Partner to Alder GSE solely for the purpose of performing its obligations as outlined in this Agreement. This Agreement does not give Alder GSE any rights to Student Data provided by Partner to Alder GSE, implied or otherwise, including the right to sell or trade Student Data, except as expressly stated in this Agreement.
 - vi) Security of Student Data. Both Partner and Alder GSE shall store and process the other party's Student Data in accordance with industry best practices. This includes reasonable and appropriate administrative, physical, and technical safeguards and security measures (including, but not limited to, encryption, where appropriate or

required by law) designed to secure Student Data from destruction, loss, unauthorized access, alteration, disclosure, and use and which shall be (i) no less rigorous than those maintained by both Partner and Alder GSE as of the Effective Date, and (ii) no less rigorous than those maintained by both Partner and Alder GSE for its own information of a similar nature. In addition, Alder GSE will establish and follow security measures designed to prevent unauthorized access to Partner's data files. Both Partner and Alder GSE maintain appropriate security measures to protect personal information consistent with applicable federal and state laws. Both Partner and Alder GSE shall conduct periodic risk assessments and remediate any identified security vulnerabilities relating to the other party's Student Data in a timely manner.

vii) Student Data Breach. Both Partner and Alder GSE agree that each shall notify the other without undue delay (and in no more than 24 hours) if either Partner or Alder GSE becomes aware of a breach or reasonably suspected breach of security leading to the accidental or unlawful destruction, loss, or alteration of the other party's Student Data or the unauthorized disclosure of or access to the other party's Student Data. In such a case, Partner or Alder GSE, as appropriate, shall provide all information reasonably required by the other party, shall investigate, mitigate, and remediate the breach, and shall provide reasonable assistance to the other party in relation to any breach notifications required by applicable law.

viii) Return/Destruction of Student Data. When this Agreement is terminated or at the request of Alder GSE, Partner shall return to Alder GSE the Student Data that had been provided by Alder GSE to Partner or destroy that Student Data. When this Agreement is terminated or at the request of Partner, Alder GSE shall return to Partner the Student Data that had been provided by Partner to Alder GSE or destroy that Student Data.

ix) Security Audit. For as long as Partner and Alder GSE collects, receives, maintains or stores information in connection with this agreement, Partner and Alder GSE agree to permit, enable, and support a review by a third-party security expert selected and engaged by the other party, following any material information security incident, of existing controls having a direct or indirect impact on the privacy, security, availability, or integrity of program-related data or information. Such review may include, but not be limited to, the other party's security policies, procedures, practices relating to software and hardware inventory management, perimeter protection and malware defenses, network monitoring, security maintenance and patch management, endpoint protection, wireless device control, incident response and incident management, data recovery, secure configurations, control of administrative privileges, secure network engineering, security and privacy awareness, encryption, user authentication, data access controls, data classification and data loss prevention, log retention and analysis, data transfer methods, third party access management, user activity monitoring, vulnerability management, and penetration testing, DDoS protections and application security. Partner and Alder GSE agree to provide necessary access to relevant personnel, documentation, and other information as required to perform such review. Security audits performed in accordance with this provision shall be subject to the following conditions:

- (1) Both Partner and Alder GSE and any auditor shall conduct no more than one audit in any calendar year except that they may conduct additional audits when:
 - (a) Party reasonably considers it necessary because of genuine concerns as to compliance with the cybersecurity provisions of this agreement.
 - (b) Party is required or requested to carry out an audit by applicable law.
- (2) The cost of any audits conducted by Partner and/or its auditors shall be borne solely by Partner.
- (3) The cost of any audits conducted by Alder GSE and/or its auditors shall be borne solely by Alder

GSE.

(4) Parties shall give reasonable notice of any audit and shall make (and ensure that auditor makes) reasonable efforts to avoid causing (or, if party cannot avoid, to minimize) any damage, injury or disruption to party's premises, equipment, personnel, and business while its personnel are on those premises in the course of such an audit.

(5) Both Partner and Alder GSE need not give access to their premises for the purpose of such an audit:

(a) to any individual unless he or she produces reasonable evidence of identity and authority; or

(b) outside normal business hours at those premises, unless the audit needs to be conducted on an emergency basis and Partner or Alder GSE has given notice to the other party that this is the case before attendance outside those hours begins.

x) Partner's failure to comply with the provisions of Section 8(b) shall constitute a material breach of this Agreement. Alder GSE's failure to comply with the provisions of Section 8(b) shall constitute a material breach of this Agreement.

9) Proprietary Rights.

- a) Ownership of Work Product. Alder GSE and Partner acknowledge and agree that Alder GSE shall own all course syllabi, course descriptions (including title, course scope and sequence), cumulative assessments from each course prepared by either party and all other work product or deliverables prepared for, arising from, related to, or incorporated in the Teacher Residency at Alder GSE, including without limitation, all corrections, modifications, and derivative works to such material ("Alder GSE Work Product").
- b) License to Work Product. During the Term, Alder GSE hereby grants to Partner a limited, nonexclusive, non-assignable, nontransferable, royalty-free license to use the Alder GSE Work Product solely in the performance of its obligations under this Agreement. The foregoing license terminates when the Agreement expires or terminates.
- c) License to Data. Upon reasonable request by Alder GSE, Partner agrees to provide data and information related to the background, characteristics, and performance of any applicants, Residents, alumni, and Mentor Teachers associated with the Program as compared to their peers. Partner agrees that Alder GSE may use such data to measure the impact and value of the program for Partner and Alder GSE. Alder GSE seeks to share impact and value information with Partner to facilitate the calculation of Partner's Return on Investment and continual improvement of the program. Outcomes that Alder GSE will track across partners include but are not limited to (i) demographics of applicants, Residents, alumni, and Mentor Teachers, (ii) retention of Alder GSE graduates, and (iii) effectiveness of Alder GSE graduates including analyses of anonymized student data. Alder GSE shall provide a template for such data requests in advance. Partner designates [Name], [Title] to be the main contact for such data requests.

Partner hereby grants Alder GSE a non-exclusive, sublicensable, perpetual, irrevocable, worldwide, royalty-free right to use, copy, modify, create derivative works and otherwise exploit the foregoing for its lawful business purposes.

10) Indemnification.

- a) Each party (“Indemnifying Party”) shall, at its own cost, defend, hold harmless and indemnify the other party and its directors, officers, employees and agents (“Indemnified Party”) from and against any and all costs, liabilities, and expenses (including reasonable attorneys’ fees) payable to third parties for claims arising in whole or in part out of the acts or omissions of the Indemnifying Party, its officers, employees or agents. To avoid any doubt, the term “third parties” includes any individual or entity other than Alder GSE and Partner, including but not limited to employees and students of Alder and the Partner; and their respective parents/guardians, heirs, assigns or estates. The covered claims include, but are not limited to, those arising from breach of this Agreement, violation of applicable laws or regulations, breach of any duty, or other common law claims, in contract or tort. Provided, however, that (i) the Indemnified Party will promptly notify the Indemnifying Party of such claim, (ii) the Indemnifying Party will have the sole and exclusive authority to defend and/or settle any such claim (provided that the Indemnifying Party may not settle any claim without Indemnified Party’s prior written consent, which will not be unreasonably withheld) and (iii) the Indemnified Party reasonably cooperates with Indemnifying Party in connection therewith.
- b) Notwithstanding Section 10(a) of this Agreement, Partner shall at its own cost, defend, hold harmless and indemnify Alder GSE and its affiliates, directors, officers, employees and agents from and against all loss, claim, damage, penalty, cost, expense and attorneys’ fees related to or arising out of any allegation, lawsuit, charge, claim, or audit (“Claims”) brought by or on behalf of any Resident, group of Residents or government agency against Alder GSE (whether as an individual defendant/respondent or co-defendant/respondent) arising out of or in any way related to Partner’s classification or treatment of Residents as employees or non-employees for purposes of Partner’s employee benefit plans and any and all federal, state and local laws, including but not limited to Claims brought under the Fair Labor Standards Act, Title VII of the Civil Rights Act, the Age Discrimination in Employment Act, the American’s with Disabilities Act, the Fair Employment and Housing Act, the California Labor Code, the Family Medical Leave Act, the California Family Rights Act, and any and all other local, state and federal employment-related, wage-and-hour, and tax laws. Partner acknowledges and understands that there is no employment relationship between Alder GSE and Residents.

11) Insurance.

- a) Insurance Requirements. Prior to the commencement of services and throughout the term of the Agreement, Partner shall maintain the following insurance coverages at its sole cost and expense:
- i) Commercial General Liability insurance which shall be written on an occurrence basis covering claims against bodily injury (including death) and property damage with limits not less than those specified below. Said policy shall include broad form contractual liability and products-completed operations coverage.
- (1) \$1,000,000 per Occurrence for Bodily Injury, Personal and Advertising Injury and Property Damage
 - (2) \$2,000,000 General Aggregate
 - (3) \$2,000,000 Products-Completed Operations
- To the fullest extent permitted by law, Alder GSE, its directors, officers, employees, agents, and volunteers must be covered as Additional Insureds by way of an endorsement on a primary and noncontributory basis on all underlying and excess and/or umbrella policies.
- ii) Commercial Automobile Liability insurance covering all owned, non-owned, and hired automobiles with a combined single limit of not less than \$1,000,000 per accident. To the fullest extent permitted by law, Alder GSE, its directors, officers, employees, agents, and volunteers must be covered as Additional Insureds by way

of an endorsement on a primary and noncontributory basis on all underlying and excess and/or umbrella policies.

- iii) Worker's Compensation insurance as required by the State of California, and Employer's Liability coverage with limits of not less than \$1,000,000 per accident or disease. The Workers' Compensation policy shall be endorsed with a waiver of subrogation in favor of Alder GSE, its directors, officers, employees, agents, and volunteers.
- iv) Educator's Legal Liability/Professional Liability with limits of not less than \$1,000,000 per occurrence or claim and \$2,000,000 in the aggregate. If Professional Liability/Educator's Legal Liability coverage is maintained on a claims-made basis, the following shall apply:
 - (1) The retroactive date must be shown, and must be before the date of the contract or the beginning of the contract services.
 - (2) Insurance must be maintained and evidence of insurance must be provided for at least three (3) years after completion of the contract services.
 - (3) If coverage is canceled or non-renewed, and not replaced with another claims-made policy form with a retroactive date prior to the effective date of the contract, Partner must purchase an extended reporting period (tail coverage) for a minimum of three (3) years after completion of the contract services.
- b) Continuous Coverage. Should any of the insurance required of Alder GSE or Partner under this Agreement be provided under a claims-made form, Alder GSE and Partner shall maintain such coverage continuously throughout the term of this Agreement and, without lapse, for a period of three (3) years beyond the expiration or earlier termination of this Agreement, such that, should occurrences during the term of this Agreement give rise to claims made after the expiration or termination of this Agreement, such claims shall be covered by such claims-made policy (or an equivalent policy affording prior acts coverage).
- c) Insurance Carriers. All insurance required to be maintained by Partner shall be issued by insurance carriers authorized to do business in the State of California with an A.M. Best rating of not less than A- VII.
- d) Certificates and Endorsements. Prior to the commencement of services, Partner shall provide the Alder GSE with Certificates of Insurance evidencing the insurance required under the Agreement. Acceptance of Certificates of Insurance by the Alder GSE shall not relieve Partner of any of the insurance requirements, nor decrease the liability of Partner under the Agreement.
- e) Waiver of Subrogation. Each insurance policy required of Alder GSE and Partner under this Agreement shall include a waiver of subrogation clause.
- f) Cancellation. Each party agrees that in the event of cancellation or non-renewal of any of the policies referenced in this Agreement, the party whose insurance is being cancelled will fax to the other party a copy of the insurer's cancellation or non-renewal notice at least twenty (20) days prior to such cancellation or non-renewal.
- g) The insurance required under the Agreement may be obtained by a combination of primary, excess, and/or umbrella insurance and coverage shall be as broad as the requirements listed in the Agreement.
- h) Partner's insurance shall be primary with respect to its performance under this Agreement and any insurance or self-insurance procured or maintained by Alder GSE shall not be required to contribute to it.
- i) The insurance requirements under the Agreement shall be the greater of (i) the minimum coverage and limits

specified in the Agreement; or (ii) the broader coverage and maximum limits of coverage of any insurance policies or proceeds available to the Named Insured. It is agreed that these insurance requirements shall not in any way act to reduce coverage that is broader or that includes higher limits than the minimums required herein. No representation is made that the minimum insurance requirements of the Agreement are sufficient to cover the obligations of Partner under this Agreement.

- j) A severability of interest provision must apply for all the Additional Insureds, ensuring that Partner's insurance shall apply separately to each insured against whom a claim is made or suit is brought, except with respect to the policies' limit(s).

12) Limitation of Liability. EXCEPT FOR EACH PARTY'S INDEMNIFICATION OBLIGATIONS, IN NO EVENT SHALL EITHER PARTY BE LIABLE TO THE OTHER PARTY FOR (A) ANY SPECIAL, CONSEQUENTIAL, INDIRECT, EXEMPLARY, PUNITIVE, INCIDENTAL, OR SIMILAR DAMAGES (INCLUDING, WITHOUT LIMITATION, LOSS OF PROFITS), EVEN IF SUCH PARTY HAS BEEN APPRISED OF THE POSSIBILITY THEREOF; OR (B) ANY DIRECT DAMAGES IN EXCESS OF THE GREATER OF FIFTY THOUSAND (\$50,000) OR THE AMOUNTS PAID OR PAYABLE UNDER THIS AGREEMENT IN THE TWELVE MONTHS PRECEDING THE DATE OF THE CLAIM.

13) Miscellaneous.

- a) Governing Law; Dispute Resolution. This Agreement, and any dispute between the Parties arising out of or related to this Agreement, shall be governed by and construed in accordance with the laws of the State of California, excluding its conflict of laws rules. Any and all legal action that is initiated to enforce any provision of this Agreement or arising out of or related to this Agreement must be brought or filed in either the state or federal court located in California. Each party shall be entitled to recover the cost of enforcing the understanding and agreements as reflected herein, including, without limitation, any attorney's fees and costs incurred.
- b) Use of Names and Logos. Both Parties agree that they shall not use the other's name, or the name of any school or division thereof, or any logo or insignia of or otherwise identify the other or any of its schools or divisions in any form of publicity or disclosure without the prior written permission of the other, which permission may be given or withheld in other's sole discretion.
- c) No Assignment. Neither party may assign or otherwise transfer this Agreement, in whole or in part, without the other party's prior written consent. Any attempted assignment, delegation, or transfer by either party in violation hereof will be null and void. Subject to the foregoing, this Agreement will be binding on the Parties and their successors and assigns.
- d) Notices. All notices or other communications given hereunder shall be in writing and shall be deemed to have been duly given (a) on the date delivered if delivered by personal delivery or by overnight delivery service (such as FedEx); or (b) on the third (3rd) business day after mailing via U.S. registered or certified mail, first class, postage prepaid. Any notices or other communications given hereunder shall be addressed as follows, provided that either party may specify a different address by written notice to the other party in accordance with this paragraph:

If to Partner: Lighthouse Community Public Schools
 444 Hegenberger Road
 Oakland, CA 94621
 Attn: Anna Martin, Director of Talent and HR

If to Alder GSE: Alder GSE
2946 Broadway, Suite B
Redwood City, CA 94062
Attn: Julie Fabrocini

- e) Compliance with Laws. Each party shall be separately responsible for compliance with all laws, rules, and regulations which may be applicable to its respective activities under this Agreement. The Parties recognize that the Teacher Residency is or may be considered a “program or service” of both Alder GSE and Partner, and that Residents are participants or beneficiaries of the program or service, under various federal, state and local laws, including but not limited to non-discrimination laws (e.g. ADA Title II, Section 504, Title VI, Title IX and the Age Discrimination Act). The Parties agree that they will comply with these and all other laws applicable to applicants for residency or Residents. The Parties will coordinate with each other regarding any overlapping issues that may arise (e.g. discipline or termination) under such procedures as the Parties may establish under this MOU. Issues involving requests for accommodations by applicants or Residents will be addressed under the Resident Accommodation Procedures (Exhibit H).
- f) Program Accreditation and Other Compliance Issues
- i) State Authorization, Accreditation of Alder GSE. Partner shall fully cooperate with Alder GSE and take all measures necessary should authorization, evaluation, or other actions be required by WASC Senior College and University Commission (“WSCUC”) (Alder GSE’s accrediting agency), California Commission on Teacher Credentialing (“CCTC”), or California’s Bureau of Private Postsecondary Education (“BPPE”) or for other reasons as required by WSCUC, CCTC, or BPPE (including, with limitation, providing Program or entity details beyond what is contained in this Agreement, or temporary suspension of the Program or new student enrollment while seeking WSCUC, CCTC, or BPPE approval or while the Program is under review by WSCUC, CCTC, or BPPE).
- ii) Accreditation, Licensing, and Credentials. Each party shall be separately responsible for accreditation, licensing, and credentialing of its own entities and employees, as applicable, and each party agrees to furnish to the other evidence of such accreditation, licensing, and credentials upon request by the other.
- g) Alder GSE Research Studies. Partner will participate in Alder GSE-led research studies when participation does not create an unreasonable burden for Partner.
- h) Captions. All paragraph and section captions and headings in this Agreement are for convenience of reference only and shall not be considered in construing this Agreement.
- i) Construction. This Agreement shall be interpreted in an even-handed manner and without regard to any presumption against the party that was responsible for its drafting.
- j) Amendment: This Agreement shall not be altered, modified, or amended except by a subsequent written instrument executed by the Parties hereto. Such an amendment shall not be effective until all Parties approve it.
- k) Integration of Contract: This Agreement together with the exhibits hereto incorporates all the agreements,

covenants, and understandings between the Parties hereto concerning the subject matter hereof, and constitutes the entire agreement between the Parties and supersedes any prior agreement between the Parties. No prior agreements or understandings, oral or otherwise, of the Parties or their agents, officers or representatives shall become valid or enforceable, and no party is relying upon any warranties, representations or inducements, unless specified in this Agreement.

- l) Severability of Terms. If any provision of this Agreement is held invalid, illegal, or unenforceable, the validity, legality, and enforceability of the remaining provisions will not in any way be affected or impaired thereby.
- m) Survival. The provisions of Sections 9 (regarding ownership of intellectual property), 7 (regarding effect of termination), 8 (Confidentiality), 10 (Mutual Indemnification), 12 (Limitation on Damages), and 13 (Miscellaneous) shall survive the termination or expiration of this Agreement for any reason.
- n) Counterparts. This Agreement may be executed in several counterparts, each of which so executed shall constitute one and the same instrument, and signatures may be exchanged by facsimile transmittal or electronically and such signatures shall be deemed as original.

IN WITNESS WHEREOF, this Agreement has been duly executed on behalf of the Parties hereto as of the Effective Date.

Partner

Alder GSE

By: _____

By: _____

Name: _____

Name: Heather Kirkpatrick

Title: _____

Title: President & CEO

Exhibit A
Budget

The Parties agree to be responsible for Program costs according to the following:

Cost	Covered by Alder GSE	Covered by Partners
Facility overhead and administrative costs	100% of costs when on Alder GSE secured sites	100% of costs when at Partner Sites including provision of a room large enough to host Resident and Mentor Seminars
Partner Director Salary & Benefits	\$4,750 maximum contribution per Resident ¹ paid pro rata during the Program year to Root Partner. Partner will reaffirm in writing its target minimum number of residents prior to the start of each program year annually	All other costs
Partner Director Faculty Development Costs (travel, fees, etc.; see Exhibit G)	Up to \$2,000	Up to \$2,000 to cover Partner Director's attendance at two Alder staff retreats per year
Instructors	100%	\$0
Mentor Teachers	Curriculum and Instruction Costs for Mentor Seminar Only	\$Amount Mentor Stipend
Recruiting and Marketing	Alder GSE materials and shared materials	Partner costs (Option to divide marketing events strategically with Alder GSE)
Testing Support	\$200 support for credential test fee per Resident	
Materials and Supplies	50% discount on test prep for individual Residents	

¹ The contribution to the Root Partner for each individual Resident in the Combined Cohort is capped at \$4,750 (e.g., a continuing cohort or dual credential Resident who is enrolled across multiple academic years would not generate additional contribution amounts after their Resident contribution limit of \$4,750 was met in the first year). The contribution will be paid pro-rata over the Resident's first year in the Program.

Exhibit B
Program Courses

**Alder Graduate School of Education Course Scope and Sequence-
2021-2022**

Courses	Units Single Subject Credential	Units Multiple Subject Credential	Units Ed Specialist Credential	Format
Term - Summer				
ED 200- Identity and Teaching	3	3	3	in person
ED 220- Resident Seminar 1	1	1	1	in person
SPED 200- SPED Foundations of Inclusive Education	3	3	3	in person
ED 230- Elementary Literacy & Content Methods 1	n/a	3	3	in person
ED 240: Principles of Teaching Science in Secondary I	2 (SS Science Only)	n/a	n/a	in person
ED 250: Principles of Teaching Math in Secondary I	2 (SS Math Only)	n/a	n/a	in person
ED 260: Principles of Teaching English Language Arts in Secondary I	2 (SS ELA Only)	n/a	n/a	in person
ED 270: Principles of Teaching Social Studies in Secondary I	2 (SS Social Science Only)	n/a	n/a	in person
ED 280: Principles of Teaching Spanish/World Languages in Secondary I	2 (SS Spanish Only)	n/a	n/a	in person
ED 235- Disciplinary Literacy in the Secondary Classroom	1	n/a	n/a	in person
Term - Fall				
ED 224 - Residency Fieldwork 1	1	1	1	fieldwork
ED 221 - Residency Seminar 2	3	3	3	in person in seminar, taught by directors
ED 231- Elementary Literacy & Content Methods 2	n/a	2	2	hybrid- 1 unit taught online, 1 unit taught in regions

ED 241: Science Planning, Assessment, and Instructional Strategies I	2 (SS Science Only)	n/a	n/a	hybrid- 1 unit taught online, 1 unit taught in person
ED 251: Math Planning, Assessment, and Instructional Strategies I	2 (SS Math Only)	n/a	n/a	hybrid- 1 unit taught online, 1 unit taught in person
ED 261: ELA Planning, Assessment, and Instructional Strategies I	2 (SS ELA Only)	n/a	n/a	hybrid- 1 unit taught online, 1 unit taught in person
ED 271: Social Science Planning, Assessment, and Instructional Strategies I	2 (SS Social Science Only)	n/a	n/a	hybrid- 1 unit taught online, 1 unit taught in person
ED 281: Spanish/World Languages Planning, Assessment, and Instructional Strategies I	2 (SS Spanish Only)	n/a	n/a	hybrid- 1 unit taught online, 1 unit taught in person
SPED 201- Positive Behavior Support	n/a	n/a	2	online
ED 205 - Language Use in Multilingual Classrooms	3	3	3	online
ED 210: Child and Adolescent Development and Learning Theory (Developmental Science in the 21st Century, Theoretical Models for Early Childhood and Adolescence)	3	3	3	online
Term - Spring (session 1)				
ED 225 - Residency Fieldwork 2	2	2	2	Fieldwork
ED 222 Residency Seminar 3	2	2	n/a	in person at seminar
ED 242: Science Planning, Assessment, and Instructional Strategies II	3 (SS Science Only)	n/a	n/a	hybrid- 2 units taught online, 1 unit taught in person
ED 252: Math Planning, Assessment, and Instructional Strategies II	3 (SS Math Only)	n/a	n/a	hybrid- 2 units taught online, 1 unit taught in person
ED 262: ELA Planning, Assessment, and Instructional Strategies II	3 (SS ELA Only)	n/a	n/a	hybrid- 2 units taught online, 1 unit taught in person

ED 272: Social Science Planning, Assessment, and Instructional Strategies II	3 (SS Social Science Only)	n/a	n/a	hybrid- 2 units taught online, 1 unit taught in person
ED 282: World Languages Planning, Assessment, and Instructional Strategies II	3 (SS Spanish Only)	n/a	n/a	hybrid- 1 unit taught online, 1 unit taught in person
ED 232: Elementary Literacy and Content Methods 3	n/a	3	n/a	hybrid- 2 units taught online, 1 unit taught in person
ED 290 - Action Research	2	2	2	online
SPED 202 - The Art of Case Management & Collaboration	n/a	n/a	3	hybrid- 1 unit taught online, 2 units taught in person
SPED 203 - Instructional Methods for Mild/Moderate Disabilities	n/a	n/a	3	hybrid- 1 unit taught online, 2 units taught in person
Term - Spring (session 2)				
ED 226 Residency Fieldwork 3	1	1	1	fieldwork
ED 291- Scholarship, Synthesis, and Setting the Foundation	1	1	1	online
ED 233: Elementary Literacy and Content Methods IV	n/a	1	n/a	online
ED 243: Principles of Teaching Science in Secondary II	1 (SS Science Only)	n/a	n/a	online
ED 253: Principles of Teaching Math in Secondary II	1 (SS Math Only)	n/a	n/a	online
ED 263: Principles of Teaching ELA in Secondary II	1 (SS ELA Only)	n/a	n/a	online
ED 273: Principles of Teaching Social Science in Secondary II	1 (SS Social Science Only)	n/a	n/a	online
ED 283: Principles of Teaching Spanish/World Languages in Secondary II	1 (SS Spanish Only)	n/a	n/a	online
SPED 204: Math Methods for Ed Specialists	n/a	n/a	1	online

Exhibit C

Mentor Teacher Requirements

SAMPLE

Residency Mentor

Memorandum of Understanding (MOU) of Responsibilities and Payment

Statement of Purpose

This Memorandum of Understanding (“MOU”) is established between the ABC Program and (name) _____, who will be performing the role of the Mentor Teacher (the “Mentor”) for the ABC Program during the XYZ school year. The purpose of the MOU is to articulate basic guidelines, performance expectations and mutual understandings/agreements necessary to ensure the success of training Teacher Residents (the “Residents”). The MOU clarifies the focus and intent of the joint working relationship, support, cooperation and coordination between the Mentor and ABC Program.

Expectations for Mentors

All Mentors will meet the requirements for cooperating mentor teachers set forth by federal, state, and local agencies. In California they must hold the Clear Credential that the resident is seeking and, be recognized as excellent teachers by their program, and have not less than three years of teaching experience.

To support Residents’ deliberate learning and their development in the profession of teaching, Mentors must perform their work at a high level and meet the expectations described in this MOU. Mentors are also responsible for ensuring that their classroom, with Residents, delivers what is needed to support the achievement of our students.

Time Commitment

The role of a Mentor Teacher is a significant time commitment. It is expected that Mentors will make mentoring duties their top after school priority. This may mean that, as a Mentor, the teacher will need to drop one or more extra commitments such as being a lead teacher, working in the after school program or running a student club. There is no absolute prohibition of other activities, but each Mentor should discuss his or her plans with his or her principal as well as with the Regional Director to reach consensus on what commitments are reasonable.

Time Commitments of the Mentor role include:

Mentors will be expected to formally plan with their Residents, which includes at least 2 hours of “Sacred Meeting Time” every week.

Mentors need to be available during the entire school year in order to participate in the program.

Mentors agree to be supported and coached by the Residency Program Director in their work as Mentors. These biweekly or monthly coaching sessions will run on site in the Mentor’s classrooms.

Mentors will attend ten Mentor trainings which includes the one day orientation in the summer.

New Mentors will attend a “Mentoring 101” session before the start of the XYZ school year.

Mentors will respond to email within the 24 -48 hour turnaround time frame.

Mentors will attend at least one ABC Program event of their choosing throughout the year (e.g. Interview Day, Application Scoring, etc.)

(initials): ___/___

Mentors perform many roles for their Residents including coach, administrator and evaluator as well as being a model for best practices. Mentor roles and responsibilities include:

Modeling

- Mentors are asked to model best practices for the Resident and ask the Resident questions about coursework so that all of us are sharing vocabulary and expectations throughout the year. This type of sharing will allow for more focus and better collaboration.
- All practices should be modeled and guided before releasing them to the Resident.

(initials): ___/___

Co-Teaching

- Mentors will work one-on-one sharing their classroom, preparation and teaching with a Resident four full days each week of the year.
- Mentors will introduce the Resident to students on the first day as a Co-Teacher.
- Mentors will be expected to analyze their decision making and explain it to their Residents daily. Out loud thinking and “naming it while you are doing it” is what will make your planning and teaching decisions transparent so Residents can begin to develop similar thinking patterns or allow them to challenge you/their Mentors’ thinking.

(initials): ___/___

Gradual Release

- Mentors will gradually release increasing responsibility to their Residents, while providing oversight and supervision of Residents. For example, Mentors model specific techniques, then Residents and Mentors co-teach, then Residents Lead Teach for 15 minutes, then 30 minutes, then an hour and so on so that by the spring the Residents are (ideally) making many of the classroom decisions and leading much of the classroom work under the direct supervision of the Mentors.
- Mentors will release all teaching responsibilities to Resident during the designated takeover days and weeks.

(initials): ___/___

Coaching

- Mentors will observe and provide feedback to Resident at least once per week. This weekly feedback will be in written form that is communicated with the Director.
- Mentors will review lesson plans and provide feedback before the Resident teaches them at least once per week, including lesson plans for Director visits.
- Being an effective coach for adult learners, including:
 - Establishing effective relationships with each Resident, including showing through words and actions the belief that the Resident can meet high expectations
 - Making explicit to Residents and the Mentor’s philosophical approach and reasoning behind instructional decisions

- Using reflective conversation skills to engage Residents in collaborative problem solving
- Designing and implementing effective routines to support Residents' learning
- Promoting Residents' development of professional responsibility and creating opportunities for the Resident to engage with families and the broader school community

(initials): ___/___

Evaluation

- Mentors will be engaged in ongoing formative and informal evaluations of their Residents throughout the year, including a mid-year survey that involves an evaluation of their Resident.

(initials): ___/___

Administration

- Mentors will include Residents in all school retreats, meetings, events, team meetings, parent-teacher and student-led conferences.
- Mentors will serve as an ambassador of their Resident to colleagues and their principal to make sure that the Resident is included and supported by the school from day one.
- Mentors will complete two surveys on what is working and what is not about the Residency Program over the course of the year.
- Mentors will be video-taped and observed, with advanced notice, periodically throughout the school year in their work with their Resident.
- Mentors will make every reasonable effort to be present at school, limit absences, and model professionalism in terms of presence on the school site.

(initials): ___/___

ABC Teacher Residency Mentor Benefits

- Mentors will receive a \$___ stipend over the course of the school year.
- Mentors will receive \$_____ to spend on their own professional growth goals.
- Mentors will be trained as described above.
- Mentors will receive coaching from ABC director to support them as described above.
- Mentors will have a cohort of fellow Mentors with whom to think and discuss teaching, learning and mentoring, including once monthly mentor buddy meetings.
- Mentors will share the work of planning, grading and teaching with someone else.
- Mentors will have the satisfaction of bringing someone into one of the most extraordinary professions in the world and

ensuring that they are the most successful teachers they can be.

(initials): ___/___

Assignment

Assignments are contingent upon a match at your school site and will change each school year. We will also evaluate your work as a Mentor to determine whether or not you are eligible to continue working with the Residency Program. This means that while we recognize you as eligible to work as a Mentor, there must be someone for you to mentor.

A Mentor may not assign or delegate any mentoring tasks to anyone for any part of his/her duties under this MOU without prior approval from the Residency Program Manager.

Assigned tasks and expectations are listed in the first portion of this MOU.

Payment

In consideration for the coaching services to be performed by the Residency Mentor:

ABC Public schools agrees to pay the Residency Mentor at the rate of \$ _____ per year.

(initials): ___/___

Terms of Payment

ABC schools shall pay the Residency Mentor. The Residency Mentor will receive the \$ _____ stipend in bi-weekly payments.

Term of MOU

This MOU will become effective when signed by both Parties and will terminate on _____, unless terminated earlier as provided below.

Terminating the MOU

Either party may terminate this MOU without cause effective after sixty (60) days prior written notice. Either party may terminate this MOU, with cause, effective immediately.

Confidentiality

Residency Mentor will not disclose or use, either during or after the term of this MOU, any confidential information of the participating teacher and/or ABC without the participating teacher's prior written permission except to the extent necessary to perform services on participating teacher's behalf. Confidential information includes without limitation:

- Names, identities, information, grades, or any other information whatsoever, directly or indirectly, related to any pupil in attendance at any of ABC sites, or any family information associated with any pupil in attendance at any of our school sites.
- Names, identities, information, grades, or any other information whatsoever, directly or indirectly, related to any teacher, principal or staff member employed at any of ABC sites, or any family information associated with any teacher, principal or staff member of any of our school sites.

Implementing the Memorandum of Understanding

This Memorandum of Understanding expresses our agreement on and common understanding of the goals of the ABC Mentor as described by, but not limited to, the above items. This MOU will become effective when signed by all parties below, and will remain effective through the XYZ school year.

Commitment to Teaching Position & School

Once the Mentor has met a Resident and agreed to mentor him or her, the Mentor is also agreeing to stay in the same teaching position for that school year. It is imperative that the Mentor stay at the same school and in the same position because the Resident is anticipating this consistency. If a Mentor were to leave a school or position, the Resident may end up without a placement. Please **initial** (____/____) that as a Mentor you understand the importance of this commitment.

Signatures

Residency Mentor _____
print

Residency Mentor _____ Date _____
signature

Program Director _____
print

Program Director _____ Date _____
signature

Exhibit D

Partner Expectations

The following represent Alder GSE's programmatic expectations of all Partners:

- Partner serves a population of students from traditionally underserved communities.
- Partner is willing to engage in conversations about what makes a great teacher and to collect and provide data on metrics such as retention, effectiveness and demographics.
- Partner's board, union, parents and leaders are supportive of the partnership.
- Partner engages in collaborative conversations to establish a shared understanding of effective teaching.
- Partner commits to appointing one full FTE who meets the criteria for Director role (cost to be shared by Partner and Alder GSE after the planning year and once students are paying tuition as specified in Exhibit A) and Partner commits to supporting Mentors with stipends.
- Partner supports the professional development of the Partner Director.
- Partner recognizes that Residents are students and will seek to invest in the development of the Residents as lifelong educators.
- Partner is ready, willing and able to organize meetings with the appropriate range of interested parties; to ensure open lines of communication throughout the partnership; and to support the cadre of individuals committing to this work.
- Partner is ready, willing and able to release Mentors once/month and during take over weeks.
- Partner is ready, willing and able to participate in recruiting and selection as set out in this agreement.
- Partner expects its Residents to be committed to the Program and not have more than 10 absences in the classroom for any reason; In the event a Resident has ten or more absences, Partner and Alder GSE shall work together to address the issue with the Resident.
- Partner demonstrates commitment to collaborative evidence-based practices and continuous program improvement.
- Partner has partnerships with appropriate other educational, social, and community entities that support teaching and learning.
- Partner places students with disabilities in the Least Restrictive Environment (LRE).
- Partner will ensure education specialist candidates have the opportunity to interact with different age groups in both general and special education settings reflecting the continuum of placement options in a way that meets the requirement of their academic program.
- Partner places students, where applicable in an environment that will provide support for dual language learners with disabilities.
- Partner provides robust programs and support for English learners.
- Partner reflects to the extent possible socioeconomic and cultural diversity.
- Partner permits video capture for candidate reflection and TPA completion.
- Partner ensures that school sites hosting Residents have a fully qualified site administrator.
- Partner is committed to equal employment opportunity and non-discrimination in employment, and all other programs and services, on the basis of any status protected by applicable federal, state and local laws, including race, sex, national origin, religion, age, disability, gender identity and sexual orientation.
- Partner has established procedures for promptly investigating and remedying harassment based upon protected characteristics.
- The Partner's policies and procedures for sexual assault and sexual harassment meet or exceed the

requirements of Title IX.

- Partner is committed to diversity and inclusion in its programs and services.

Alder GSE has the following additional organizational expectations for Partners –both public districts and public charter management organizations:

- Partner actively engages and elevates teacher voices.
- Partner ensures that selection of K-12 students is transparent.
- Partner abides by fair and transparent teacher qualification requirements, student enrollment and exit policies.
- Partner advocates for equitable funding across all local public charter and local public district schools.
- Partner encourages transparency of funding sources.
- Partners contributes to a network of schools established by the publicly elected board that grants charters and oversees the public schools so that the public school network serves all students and all families.
- Partner promotes accountability to the publicly elected board and to the commitments made to the students and families.
- Partner understands the important role that organized labor and unions have played in our country's history.

Exhibit E

Resident Application Criteria

To be eligible to apply to the Teacher Residency at Alder GSE, applicants must:

- Complete a bachelor's degree from an accredited domestic institution
- Have maintained a GPA of 3.0 or higher on the last 60 semester of 90 quarter units earned²
- Be eligible to work in the U.S. for purposes of teacher credentialing

To be selected for the Teacher Residency at Alder GSE, an applicant must demonstrate the Alder GSE Competencies listed below.

1. **Academic Achievement & Performance:** Demonstrates a commitment to excellence and exhibits a history of excellence in education.
2. **Communication Skills:** Demonstrates the capacity to communicate and write clearly.
3. **Commitment to Career in Teaching in Underserved Schools:** Believes that learning to teach is a lifelong endeavor worth the pursuit. Embodies our commitment that every student has access to great teachers and equitable education.
4. **Commitment to Inclusive Community:** Believes in the tenets of equity and inclusion. Can work with others across communities, beliefs and backgrounds. Empathetically understands the needs and desires of the students and families we serve.
5. **Purposefulness & Resiliency:** Understands, embraces and consistently takes deliberate action to achieve Alder's vision and mission (see below). This includes long term goal setting, backwards mapping from the goal(s) and taking steps along the path toward the goal(s). Remain committed and actively engaged even when faced with difficult challenges.
6. **Collaboration:** Develops strong relationships with colleagues, works from a "one for all, all for one" premise in order to accomplish more together than is possible alone.
7. **Growth Mindset:** Demonstrates the discipline to continually improve. This includes the habit of reflection and analysis of what worked and what did not work and what the best next steps are.

Alder GSE will keep Partner informed of any changes in criteria and nomination systems.

² Individuals with a GPA below 3.0 may apply, but must follow the Alder GSE process for application appeals.

Exhibit F

Sample Partner Director of Teacher Residency Job Description

GENERAL SUMMARY

The mission of the Alder Graduate School of Education is to create opportunity and cultivate success for every student by recruiting and educating excellent teachers and leaders who reflect our schools' communities. At Alder GSE we invest in and develop great teachers. Partner directors collaborate in building Alder GSE's educational program with TK-12 school partners, and in ensuring the realization of our vision: outstanding teachers and leaders change students' lives and make the world a better and more just place.

The Partner Director of Teacher Residency is responsible for the oversight and execution of the Teacher Residency Program for their region. The Residency will include seminar instruction as well as individual coaching to support and create an excellent pipeline of teachers.

ESSENTIAL DUTIES & RESPONSIBILITIES

- Design and facilitate group instruction for all Residents in their region each week based on best practices in adult learning and teacher education, working very closely with the other Alder Directors to align trainings to meet the needs of the Residents in the region.
- Engage in collaborative, cross-regional work
- Lead site visits that foster resident and mentor growth
- Supervise, manage, and support Residents through the Residency year
- Design and facilitate group instruction for all Mentors each month and provide on-going coaching and support
- Work with the Lead Mentor, Program Supervisors, and departments in the Region to successfully support Residents and Mentors
- Promote the growth of the Alder Graduate School of Education
- Support and collaborate with principals who work with Residents
- Collaborate with the Alder team to recruit, select, and match an excellent Resident/Mentor cohort each year
- Travel as necessary to school sites
- Co-plan and run summer Mentor-Resident Orientation and other training activities for Mentors and Residents
- Participate in weekly Residency team meetings, Leadership Retreats, all Resident selection and assessment and other events as part of the Leadership Team (e.g., Director's Meetings)
- Demonstrate knowledge of, and support, regional mission, vision, value statements, standards, policies and procedures, operating instructions, confidentiality standards, and the code of ethical behavior
- Perform other related duties as required and assigned

QUALIFICATIONS

1) Required knowledge, skills & abilities:

- Experienced in supporting highly effective and new teachers
- Deep knowledge in curriculum, instruction and adult learning
- Excellent organization, time management and follow-up skills; high sense of urgency; demonstrated ability to handle multiple projects concurrently; ability to work independently

- Ability to handle confidential and sensitive issues with diplomacy and even-handedness and ability to work effectively with teammates of all levels
- Proven leadership skills with exceptional ability to bridge and enhance cooperative working relationships
- Ability to work in ambiguous, complex, and rapidly changing environments
- Excellent communication skills and demonstrated experience collaborating with diverse stakeholders
- Enthusiasm for the role and required tasks
- Belief that education transforms lives and that every student deserves the opportunity to go to college
- Passion for graduate schools of education and their communities
- Enthusiasm for Alder GSE's mission and vision, as well as that of partner organization

2) Minimum educational level:

- Doctoral level degree preferred. Master's level degree in relevant field also accepted

3) Experience required:

- 5 or more years of experience and success in related roles

COMPENSATION

varies by partner

Exhibit G

Alder GSE Faculty Development Policy for Partner Directors

FACULTY DEVELOPMENT OPPORTUNITIES

Our WHY: Alder GSE's mission (and hedgehog) is excellent teachers. We invest and support the development of everyone on the team to think and iterate and continue to grow and learn more each year about how to come closer and closer to realizing our mission and ensuring that every K-12 teacher is excellent. Our policy around teacher educator/faculty support below is an effort to do this well for Partner Directors.

Partner Directors are classified as Clinical Faculty in Alder and are encouraged to attend faculty development experiences each year.

Root Partner³ Directors are encouraged to attend two Alder retreats, two Alder faculty meetings, and at least one other event. Among the faculty development experiences Alder recommends are events facilitated by:

- American Association of Colleges of Teacher Education (AACTE)
- National Center for Teacher Residencies (NCTR)
- National Equity Project (NEP)
- Learning to Teach/Teacher Prep Portfolio (or other Schusterman Foundation events)
- UnboundEd
- Teaching Works

Directors should work with the Alder Dean/Associate Dean and their Supervisor in their program to identify faculty development experiences best aligned with professional and program goals.

Branch Partner Directors⁴ are encouraged to attend one local Alder retreat and two Alder faculty meetings.

COVID-19 UPDATE: In light of the pandemic, all in-person faculty development is on hold until further notice: Alder retreats will be virtual at least through December 2020 Alder will look for other virtual development opportunities

EXPENSE REIMBURSEMENT

Alder will contribute up to \$2,000/year toward expenses related to this faculty development. (Should the position be shared by more than one person throughout the year, the \$2,000 will be shared between them. During the Planning Year, Alder will prorate its contribution based on the number of months the Partner Director is employed in the position.) The K12 partner (or partners in a combined cohort) will be expected to contribute up to a total of \$2,000/year toward

³ Root Partner is defined as the organization who employs the Partner Director for a cohort; the Root Partner Director is the primary person responsible for a given cohort and is designated in the MOU.

⁴ A Branch Partner Director may exist for some combined cohorts and will be designated in the MOU. That person may support the Root Partner Director with observations or related work.

development opportunities other than Alder retreats, and Alder will cover the Partner Director's expenses related to attendance at the two Alder retreats. Allowable expenses include:

- Airfare or mileage
- Parking and tolls
- Lyft, Uber or taxis
- Rental cars
- Lodging (shared room when possible)
- Meals
- Registration fees
- Other expenses as appropriate and approved by Alder Dean and Partner Supervisor

Note that faculty development funds are not intended for expenses unrelated to faculty professional development (ie seminar supplies or lunches, which are covered by Partner etc).

Exhibit H

Resident Accommodation Procedures

As described in Alder's GSE [Disabilities and Accommodations Procedures](#), we are committed to complying with the ADA and Section 504 in connection with all of our programs and services, including residency. This includes ensuring that reasonable accommodations are provided for qualified students with disabilities.

Teacher Residency is or may be considered a "program or service" of both Alder and its Partner, where each have obligations under ADA II, Section 504 and potentially other laws that prohibit discrimination on the basis of disability, including the affirmative requirement to provide reasonable accommodations. These procedures set out how Alder and its Partners will handle such requests.

We recognize that Alder and the Partner must be in agreement on any accommodations that will occur at the School site. The K-12 partner (using its own procedures, which will typically include the site-administrator and its human resources department), must decide whether to agree to accommodations and how those will be monitored. Alder and the Partner will also need to determine who will bear the cost of any necessary accommodations.

Initial Intake

Alder asks all students requesting accommodations whether they will need accommodations at their site-placement. Sometimes students will not know they have a need until they are at the site, or a need for accommodations may develop during the Residency. If a Resident with a disability makes a request directly to the Partner, that request shall be forwarded to the Alder GSE Office of Student Services.

That Office will make an initial determination of whether the Resident has a disability, and whether the Resident's documentation supports the need for an accommodation during the site placement. If the Resident is not already approved for academic accommodations, the Office of Student Services will follow its usual procedures. The Office of Student Services will also make a preliminary determination of whether the requested accommodation is reasonable (e.g. burden) and would not waive essential requirements or result in a fundamental alteration of the Residency program.

Interactive Process

After the initial intake and assessment, the Office of Student Services will coordinate with the Partner director, share relevant documentation, and discuss with the Partner whether the requested accommodation can be provided, alternatives, cost, burden and other considerations. Alder and the Partner will then engage the Resident in the interactive process.

Under Alder's Accommodation Procedures each Resident must authorize Alder to share information with Partners. This information is confidential, and should only be shared with need-to-know individuals at the site-placement.

Under federal law a decision to reject a request for accommodations based upon undue burden or fundamental alteration of program requirements is typically vested with the head of the entity or its designee. The President of Alder GSE has delegated this authority to [insert title]. The K-12 Partner's School District will have a designated office or level for such decisions.

Resident Support Plan and Agreement

Once the K-12 Partner, Alder and the student reach an understanding on site-placement accommodations, this will be memorialized in an official agreement letter indicating what accommodations will be provided and any requested accommodations that were denied. The Director of Student Services and the Partner director must both approve this letter. The second page of this document contains a partner [site-placement accommodations agreement letter template](#). Once the letter is signed by the partner director and resident, it should be sent to the Office of Student Services to be added to the student's file and tracked appropriately.

Under Alder GSE Accommodation Procedures, all accommodations are memorialized in a Support Plan that is monitored by the Director of Student Services. Residents who are receiving accommodations for the Academic Program will have this additional support added to their current Support Plan. For residents who are only requiring site-placement accommodations, a Support Plan will be created.

Resident Accommodations Agreement

Template- Please only use this a reference and add the content to your partner letterhead

[Note: This Agreement is used to memorialize accommodations that have been agreed to by all parties. If all requests have been denied, a different letter should be used stating the reason, the level at which the decision was made, and any appeal rights.]

Partner Letterhead

Dear **Student Name**,

The mission and purpose of the **Partner Teacher Residency** at Alder GSE is to develop and support excellent teachers. Therefore, we are keenly committed to ensuring all our students are able to thrive and succeed in their school-placement. On **Date**, Alder GSE provided us with its determination that you were a qualified individual with disabilities who had requested an accommodation during the Residency.

In consultation with the Alder GSE, the Resident, site-administrator, and mentor, the following are the accommodations approved: **Description of the modifications or accommodations**. These accommodations will begin on **State Date** and will continue [throughout the residency year unless otherwise requested by the student or medical provider] [until Date when they will be reviewed].

Our hope is that these accommodations will allow you to meet the learning outcomes and expectations of the site-placement. These accommodations should not alter the current education program or fieldwork placement. During takeover weeks or other times where the accommodations might alter the academic program or fieldwork, the partner director will consult in advance with the resident to develop alternative plans, if needed.

To mutually support these accommodations, the following are the responsibilities of the Resident and Partner Director:

Resident's Responsibilities:

- Communicate extension requests or specific accommodation with advance notice to ensure implementation of accommodation
- Notify partner director if medical condition changes (if accommodations are based on temporary condition)
- Notify partner director if additional support is needed

Director's Responsibilities:

- Monitor accommodation in the resident's Support Plan, with support from the Office of Student Services at Alder GSE.
- Inform appropriate individuals regarding the resident's accommodations and ensure they are established.
- Provide intervention if performance is being affected; inform the Office of Student Services and Academic team in case additional support is needed.

These accommodations have been approved based on the documentation provided by the resident. Requests to amend or modify these accommodations may need to be supported by additional documentation.

Resident Signature: _____ Date: _____

Director Signature: _____ Date: _____

Office of Student Services Signature: _____ Date: _____

Alarcon • Bohm

Project Name: Add wall at Library

4/30/21

Address:	Lighthouse Community Charter School	Total Cost	Labor Cost	Material Cost
SF:				
1.0 Mobilization/Set-Up				
1.1	mob & plastic set up	\$ 4,810	\$ 4,560	\$ 250.00
1.2		\$ -	\$ -	\$ -
1.10		\$ -	\$ -	\$ -
2.0 Demolition		\$ -	\$ -	\$ -
2.1	remove cabinetry, wall panels remove lighting in areas where new lights will go	\$ 3,490	\$ 3,040	\$ 450.00
2.2		\$ 2,730	\$ 2,280	\$ 450.00
2.3		\$ -	\$ -	\$ -
2.4		\$ -	\$ -	\$ -
2.10		\$ -	\$ -	\$ -
3.0 Framing and drywall		\$ -	\$ -	\$ -
504.0 3.1	frame new wall at library patch drywall - new library wall, and at sink install areas	\$ 16,370	\$ 14,720	\$ 1,650.00
3.2		\$ 7,810	\$ 7,360	\$ 450.00
3.3	insulation	\$ 3,135	\$ 2,760	\$ 375.00
504.0 3.4	drywall	\$ 8,110	\$ 7,360	\$ 750.00
3.5	taping and texture	\$ 11,990	\$ 11,040	\$ 950.00
3.6		\$ -	\$ -	\$ -
3.7		\$ -	\$ -	\$ -
3.8		\$ -	\$ -	\$ -
3.9		\$ -	\$ -	\$ -
3.10		\$ -	\$ -	\$ -
4.0 Plumbing				\$ -
4.1	add sink at media room	\$ 14,900	\$ 12,000	\$ 2,900.00
4.2	add sink at humanity room	\$ 14,900	\$ 12,000	\$ 2,900.00
4.3		\$ -	\$ -	\$ -
4.4		\$ -	\$ -	\$ -
				\$ -
5.0 Electrical				\$ -
5.1	install (30) 4' hanging LED fixtures - allowance non specified at time of budget, add (6) recepticals at new wall	\$ 30,300	\$ 16,800	\$ 13,500.00
5.2		\$ -	\$ -	\$ -
5.3		\$ -	\$ -	\$ -
5.10		\$ -	\$ -	\$ -
8.0 Flooring		\$ -	\$ -	\$ -
8.1	baseboard at new library wall	\$ 1,110	\$ 760	\$ 350.00
8.2	VCT at new sink areas - each 4' x 6'	\$ 3,760	\$ 3,040	\$ 720.00
8.3	wall base - new sink areas	\$ 720	\$ 570	\$ 150.00
8.4		\$ -	\$ -	\$ -
8.5		\$ -	\$ -	\$ -
8.10		\$ -	\$ -	\$ -
9.0 Paint		\$ -	\$ -	\$ -
9.1	interior paint - new wall	\$ 7,790	\$ 6,840	\$ 950.00
9.2	touch ups at new sink areas	\$ 1,870	\$ 1,520	\$ 350.00
9.3		\$ -	\$ -	\$ -
9.4		\$ -	\$ -	\$ -
9.10		\$ -	\$ -	\$ -
13.0 General Conditions				
13.1	General conditions, supervision, project management, safety, daily site clean- up, etc.	\$ 8,750	\$ 8,750	
13.2	Disposables	\$ 3,967		\$ 3,967
13.3	Final Clean	\$ 1,520	\$ 1,520	\$ -
13.4		\$ -	\$ -	\$ -
	HARD COST TOTAL	\$ 148,032	\$ 116,920	\$ 31,112.00
14.0 Overhead/Fee		\$ -		
14.1	General requirements, overhead items and equipment rental	\$ 4,441		
14.2	GL insurance	\$ 2,287		
14.3	fee	\$ 13,928		
	TOTAL COST	\$ 168,688		

Cover Sheet

Resolution: Retirement Plan Trustees

Section: II. Consent Items
Item: D. Resolution: Retirement Plan Trustees
Purpose: Vote
Submitted by:
Related Material:
2021_06_09 - LCPS - Retirement Plan Trustee Appointment.docx



**Lighthouse Community Public Schools (LCPS)
Resolution of the Board of Directors**

Resolution #2021_06_09-a

**REPLACEMENT OF TRUSTEE
of the
Lighthouse Community Charter Public Schools, Inc. Retirement Plan**

WHEREAS, Lighthouse Community Charter Public Schools, Inc., a California nonprofit public benefit corporation, (the "School") is the plan sponsor of the Lighthouse Community Charter Public Schools, Inc. Retirement Plan (the "Plan");

WHEREAS, Jenna Stauffer and Susan Harper were previously appointed the sole trustees of the Plan's trust ("Trustees");

WHEREAS, the School's Board of Directors (the "Board") hereby wishes to replace the current Trustees;

WHEREAS the Plan's Trust Agreement, at Section 4.3, authorizes the School to remove one or more of the Trustees at any time and appoint one or more successor Trustees;

THEREFORE, BE IT RESOLVED, that, effective June 9, 2021, or such later date that this appointment is accepted by either or both successor, Jenna Stauffer and Susan Harper are hereby removed as Trustees of the Plan and Rich Harrison and Anna Martin are hereby appointed as successor Trustees of the Plan, each effective upon written acceptance.

By: _____
Name: Kimi Kean
Title: Board Chair
Date: June 9, 2021

ACCEPTANCE:

I, Rich Harrison, hereby accept appointment as Trustee of the Lighthouse Community Charter Public Schools, Inc. Retirement Plan as of the date executed below.

Rich Harrison:

Signature

Date

ACCEPTANCE:

I, Anna Martin, hereby accept appointment as Trustee of the Lighthouse Community Charter Public Schools, Inc. Retirement Plan as of the date executed below.

Anna Martin:

Signature

Date

Cover Sheet

End of Year - LCPS Organizational Priorities, OKR, and Academic Update

Section: III. Discussion and Approval Items
Item: A. End of Year - LCPS Organizational Priorities, OKR, and Academic Update
Purpose: Discuss
Submitted by:
Related Material:
6_9 AAC Deck 2020-21.pdf
_LCPS - OKR Scorecard - Update 6_9 Board Of Directors Meeting.pdf



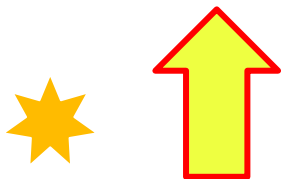
Academic Performance Update & Reflection



LCPS End of Year Assessments

LCPS Goal: 95% aggregate completion by July 1st

<i>LCPS</i>	<i>California Department of Education</i>		
NWEA MAP	ELPAC	CAASPP	CAST
ELA + Math Grades 2-11	English Language Learners Grades K-12	ELA + Math Grades 3-8 + 11	Science Grades 5, 8, 11-12



LCPS NWEA MAP - Math Progress

LCPS Goal: 95% aggregate completion by July 1st



Math				
School	%	Complete	Incomplete	Total
LH K8	97%	491	15	506
LH 9-12	97%	226	7	233
LS K-5	98%	325	6	331
LS 6-12	93%	274	20	294
LCPS	96%	1,316	48	1,364



LCPS NWEA MAP - ELA Progress

LCPS Goal: 95% aggregate completion by July 1st



ELA				
School	%	Complete	Incomplete	Total
LH K8	96%	493	19	512
LH 9-12	95%	224	13	237
LS K-5	98%	322	7	329
LS 6-12	89%	254	31	285
LCPS	95%	1,293	70	1,363



LCPS End of Year Assessments

LCPS Goal: 95% aggregate completion by July 1st

<i>LCPS</i>	<i>California Department of Education</i>		
NWEA MAP	ELPAC	CAASPP	CAST
ELA + Math Grades 2-11	English Language Learners Grades K-12	ELA + Math Grades 3-8 + 11	Science Grades 5, 8, 11-12



ELPAC Completion *(As of Monday 5/26)*

State Requirement: 100% aggregate completion by July 1st

	Total Eligible	Summative ELPAC All Four domains <i>(Listening, Speaking, Reading, & Writing)</i>	% Completed as of 05/25/2021
Lighthouse K-8	281	71	25.3%
Lighthouse 9-12	90	32	35.6%
Lodestar K-9	260	55	21.2%
LCPS	631	158	25.0%



LCPS End of Year Assessments

LCPS Goal: 95% aggregate completion by July 1st

<i>LCPS</i>	<i>California Department of Education</i>		
NWEA MAP	ELPAC	CAASPP	CAST
ELA + Math Grades 2-11	English Language Learners Grades K-12	ELA + Math Grades 3-8 + 11	Science Grades 5, 8, 11-12



CAASPP Completion *(As of Monday 5/24)*

LCPS Goal: 95% aggregate completion by July 1st

	Total % Completed	ELA % Completed	Math % Completed	CAST % Completed <small>(Science, Grades 5, 8, & 11)</small>	CAA % Completed <small>(Combined ELA, Math, CAST)</small>
Lighthouse Grades 3-8	92.94	92.26	89.97	88.71	63.63 <small>(11 students)</small>
Lodestar Grades 3-8	92.29	89.78	89.03	84.44	100 <small>(1 student)</small>
Lighthouse Grades 11 + 12	75.35	84.62	87.18	58.5	n/a



Around the Corner



Key Outcomes for Summer

Wrap up SY2021

- Meet EOY assessment goals w/ in-person testing
- Execute Summer School
 - K-5:
 - June 7th-30th
 - 9-12:
 - 2 Week Intensive (Rising 10th)
 - Credit Recovery LHS
 - Dual-Enrollment w/ Peralta
- Closeout Report Cards and Transcripts
- Hiring open roles across the Family of Schools

Transition Plan for SY2122

- Academic Team transition plan
 - OKR and Strategic Plans
- Support CAO + CoS transition as needed
 - External partners handoff
 - Summer Professional Development Learning Priorities
 - Fall Reopening Plans



END





LCPS - OKR Scorecard - Update 6/10

Board Of Directors Meeting

- Review Organizational Priorities and OKRs (Slide 2)
- Updated OKRs (Slide 3)

<p>QUALITY</p> <p>All Students, every day.</p>	<p>Priority #1: Educational Justice and Excellence: Dramatically improve the quality and create non-racialized outcomes of our academic program.</p> <ol style="list-style-type: none"> LCPS Model Articulation: Develop clear academic programs and expectations aligned to grade-level standards. Lighthouse instructional stances, and college readiness. Strategic Execution of our Academic Core: Consistently implement LCPS core assessments, instructional practices, and curriculum aligned to EL Education across our schools. System-Wide Tools and Processes: Manage the quality of instruction and crew with system-wide tools and processes with fidelity across our schools. Teacher, Leader, and Staff Development: Implement clear talent development strategies for instructional staff. The 2020-21 SY will focus on quality curriculum delivery, instructional effectiveness of virtual and in person learning, and assessment implementation. 	<p>1. Our students are at school and engaged every day.</p>	<p>A) Attain attendance/ engagement + work completion rates of 96%+ at each school and across all student groups.</p>
<p>CULTURE</p> <p>All Belong.</p> <p>All take responsibility for equity.</p>	<p>Priority #2: Culture of Shared Responsibility for Equitable Outcomes: With an equity lens, strengthen our leadership with 100% follow through on our OKRs, monitoring our progress, and our individual and team expectations.</p> <ol style="list-style-type: none"> LCPS Alignment Priorities: Focus the LCPS leadership and board on a few, high-leverage priorities grounded in equitable outcomes. Accountability: Model accountability through frequent monitoring of progress toward our priorities, key results, and disaggregated data by race or other student sub groups (ELL, SWD, SES) <p>Priority #3: DEI Integration: Develop a yearly Action Plan grounded in our Diversity, Equity, and Inclusion Pillars and Commitments with a focus on addressing Anti-Blackness and systemic racism throughout LCPS.</p> <ol style="list-style-type: none"> Ownership and Planning: Continue our DEI work with a clear action plan. Connection to Quality & Academic Outcomes: Interrupt racialized outcomes for our African American and Latinx students and make explicit DEI connections to our academic program, student and family experiences, and college/career readiness. Teacher and Leader Pipelines: Intentionally develop leadership pipelines and professional development opportunities for our African American and Latinx teachers, deans, APs, and principals. 	<p>4. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.</p>	<p>A) Reduce suspension rates across all student groups to <2%, particularly our African American and SWD.</p> <p>B) 70% positive responses on Family Survey questions on Panorama across all student sub groups</p> <p>C) Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups.</p> <p>D) Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)</p> <p>E) 50% of all new instructional/ leadership staff for 2021-22 SY identify as African American and Latinx</p>
<p>IMPACT</p> <p>All in. In Oakland.</p>	<p>Priority #4: Powerful Community Engagement: Build stronger relationships and political presence in our Oakland Community.</p> <ol style="list-style-type: none"> Empowering Informed Voices: Build shared leadership in our students and families through effective School Site Councils (SSC/ELAC) and uplift Black and Brown excellence and joy in our Oakland Community Political Visibility: Organize, mobilize, and be politically visible in school board elections and charter renewals. <p>Priority #5: Strong and Sustainable Financial Model: Ensure strong, sustainable financial model in response to our state funding challenges</p> <ol style="list-style-type: none"> Prioritization and Planning: Ensure LCPS is financially solvent through judicious financial planning and prioritization across the organization 	<p>5. We guarantee our commitment to Oakland children and families.</p>	<p>A) Successfully renew charters at Lighthouse K-8 and Lodestar.</p> <p>B) Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.</p>
		<p>6. We have a sustainable financial model.</p>	<p>A) Enroll 100% of budgeted seats every day.</p> <p>B) Finish 2020-21 with a 3.2% contribution to reserves.</p>

	Objectives	LCPS Key Results	Indicator	Thresholds	Lighthouse K-6	Lighthouse 7-12	Lodestar K-5	Lodestar 6-9	LCPS Aggregate
QUALITY All Students, every day.	1. Our students are at school and engaged every day.	A) Attain attendance/ engagement + work completion rates of 96%+ at each school and across all student groups. NEARLY MET for Attendance; NOT MET for Engagement	<ul style="list-style-type: none"> Attendance (external) Engagement % (internal) 	Green: 96%+ Yellow: 95-96% Red: below 95%	<ul style="list-style-type: none"> 96.2% 80.6% 	<ul style="list-style-type: none"> 94.1% 81.4% 	<ul style="list-style-type: none"> 95.8% 82.9% 	<ul style="list-style-type: none"> 97.2% 86.9% 	<ul style="list-style-type: none"> 95.85% 82.6%
	2. Our students are learning, equipped with SEL skills, and meeting growth/ performance targets to succeed in college.	A) Meet 50% proficiency across SBAC (or equivalent on MAP/ANET) ELA & Math across Grades 3-8; for Grade 11, 50% in Math and 75% in ELA; eliminate local and state variances by student sub groups. NOT MET Updated in August	<ul style="list-style-type: none"> % Proficient on MAP or last ANET Interim; K-2 Standard Mastery in Altitude (Y: 45%-50%) 	Green: 50%+ Yellow: 45-49% Red: below 45% Note: Excluded K	<ul style="list-style-type: none"> 1-2: 24%R; 33%M 3-5: 27%R; 23%M 6-8: 23%R; 21%M 	<ul style="list-style-type: none"> 9-10: 42%R; 38%M 11-: 31%R; 29%M 	<ul style="list-style-type: none"> 1-2: 19%R; 23%M 3-5: 16%R; 20%M 	<ul style="list-style-type: none"> 6-8: 25%R; 12%M 9: 10%R; 10%M 	<ul style="list-style-type: none"> 1-2: 21%R; 28%M 3-5: 22%R; 21%M 6-8: 24%R; 16%M 9-12: 33%R; 30%M
	3. We grow and develop in the service of our students.	A) 100% of all staff receive a documented biweekly 1:1 check-in with a direct supervisor grounded in observation, data, feedback, and/or development. MET	<ul style="list-style-type: none"> % to date (Y:95-99) 	Green: 100% Yellow: 90-99% Red: below 90%	886 total (24) <ul style="list-style-type: none"> 36.9 per teacher 	520 total (17) <ul style="list-style-type: none"> 30.6 per teacher 	391 total (14) <ul style="list-style-type: none"> 27.9 per teacher 	238 total (15) <ul style="list-style-type: none"> 15.8 per teacher 	2035 total (70) <ul style="list-style-type: none"> 29.1 per teacher
CULTURE All Belong. All take responsibility for equity.	4. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.	A) Reduce suspension rates across all student groups to <2%, particularly our African American and SWD. MET	A. Suspension Rates to date (Y: 15-2%)	A. Green: below 15% / Yellow: 15-2% / Red: below 2%	<ul style="list-style-type: none"> 0% 	<ul style="list-style-type: none"> 0% 	<ul style="list-style-type: none"> 0% 	<ul style="list-style-type: none"> 0% 	<ul style="list-style-type: none"> 0%
		B) 70% positive responses on Family Survey questions on Panorama across all student sub groups MET	B. % of Families with positive response on latest SLC survey (Y: 65%-69%)	B. Green: 70%+ / Yellow: 65-69% / Red: below 65%	<ul style="list-style-type: none"> 77.8% 	<ul style="list-style-type: none"> 66.4% 	<ul style="list-style-type: none"> 89.7% 	<ul style="list-style-type: none"> 88.3% 	<ul style="list-style-type: none"> 79.1%
		C) Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups. Incomplete	C. % of Staff with positive response on internal survey (Y: 65%-69%)	C. Green: 70%+ / Yellow: 65-69% / Red: below 65%	<ul style="list-style-type: none"> 64% (-4%) 	<ul style="list-style-type: none"> 49% (-4%) 	<ul style="list-style-type: none"> 82% (+9%) 	<ul style="list-style-type: none"> 70% (-1%) 	<ul style="list-style-type: none"> 68% (+2%)
		D) Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review) Nearly Met	D. Net change of staff from start of year (Y: 1-2)	D. Per school: Green: 0 / Yellow: 1 / Red: 2+ E. Org-wide: Green: 0 -3 / Yellow: 4-7% Red: 7+	<ul style="list-style-type: none"> 91% 	<ul style="list-style-type: none"> 70% 	<ul style="list-style-type: none"> 88% 	<ul style="list-style-type: none"> 78% 	<ul style="list-style-type: none"> 83%
		E) 70% of all new instructional/ leadership staff for 2021-22 SY identify as African American and Latinx Updated in August							
IMPACT All in. In Oakland.	5. We guarantee our commitment to Oakland children and families.	A) Successfully renew charters at Lighthouse K-8 and Lodestar. MET	<ul style="list-style-type: none"> % of AA students Retained from last year Loss of AA students from last year (except Seniors) / # new AA students 	Green: 0%+ from overall Yellow: 0 to -4% Red: below -4% Overall - 96%	<ul style="list-style-type: none"> 94% -3 / +5 	<ul style="list-style-type: none"> 100% -0 / +2 	<ul style="list-style-type: none"> 96% -3 / +8 	<ul style="list-style-type: none"> 81% -8 / +5 	<ul style="list-style-type: none"> 92% -14 / +20
	6. We have a sustainable financial model.	A) Enroll 100% of budgeted seats every day. MET	<ul style="list-style-type: none"> Enrollment 	Green: 5 students above Minimum Yellow: Minimum to 4 students above Red: below minimum	<ul style="list-style-type: none"> 510 avg. Minimum: 510 	<ul style="list-style-type: none"> 307 avg. Minimum: 296 	<ul style="list-style-type: none"> 342 avg. Minimum: 328 	<ul style="list-style-type: none"> 299 avg. Minimum: 298 	<ul style="list-style-type: none"> 1458 avg. Min: 1,432
		B) Finish 2020-21 with a 3.2% contribution to reserves. MET	<ul style="list-style-type: none"> School Budgets aligned to reserve 	Green: 32%+ Yellow: 27-3.2%	<ul style="list-style-type: none"> 6.5% 	<ul style="list-style-type: none"> 5.2% 	<ul style="list-style-type: none"> 2.5% 	<ul style="list-style-type: none"> 3.3% 	<ul style="list-style-type: none"> 4.5%

Cover Sheet

Edgility HR/Talent Analysis and Next for LCPS

Section:	III. Discussion and Approval Items
Item:	B. Edgility HR/Talent Analysis and Next for LCPS
Purpose:	Discuss
Submitted by:	
Related Material:	Edgility - Lighthouse Internal Findings_042821 (1).pdf

Lighthouse Community Public Schools

Internal Findings & Decision Points

April 2021

INTERNAL RESEARCH

3

DECISION POINTS

21



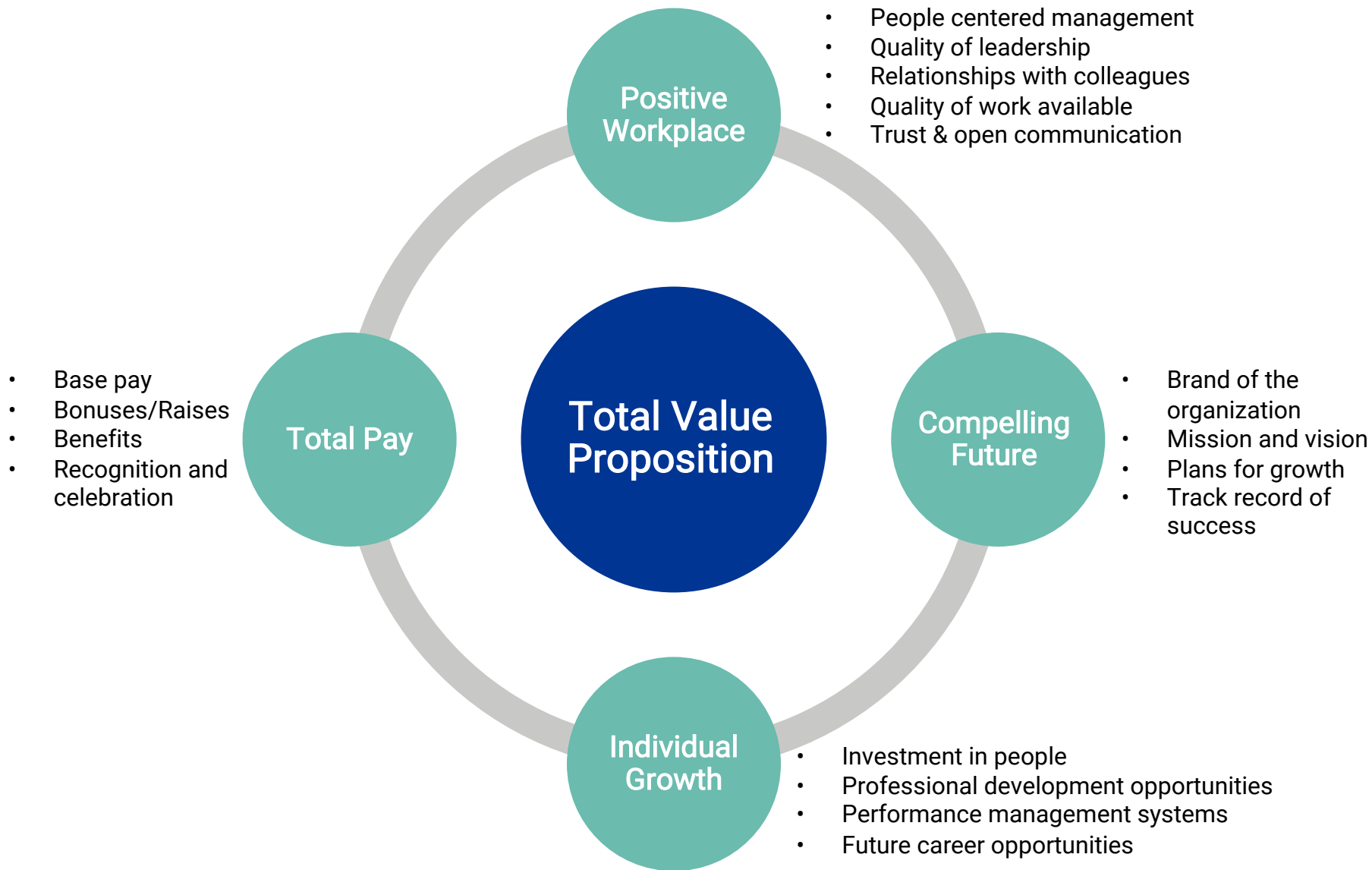
INTERNAL RESEARCH



Staff at LCPS are overall energized by the mission of the organization and the relationships that they have with colleagues ...

- **And they are seeking a clearer understanding the overall direction and vision for LCPS with the new leadership, a better understanding of growth and development opportunities as well as a more robust rewards and recognition program.**

OVERVIEW: A HOLISTIC APPROACH TO RETENTION



Total Value Proposition

OVERVIEW: RETENTION

Positive Workplace: 3.3

Total Pay: 3.09

Recognition: 3.94

Rewards: 3.50

Individual Growth 3.1

Professional Development: 3.26

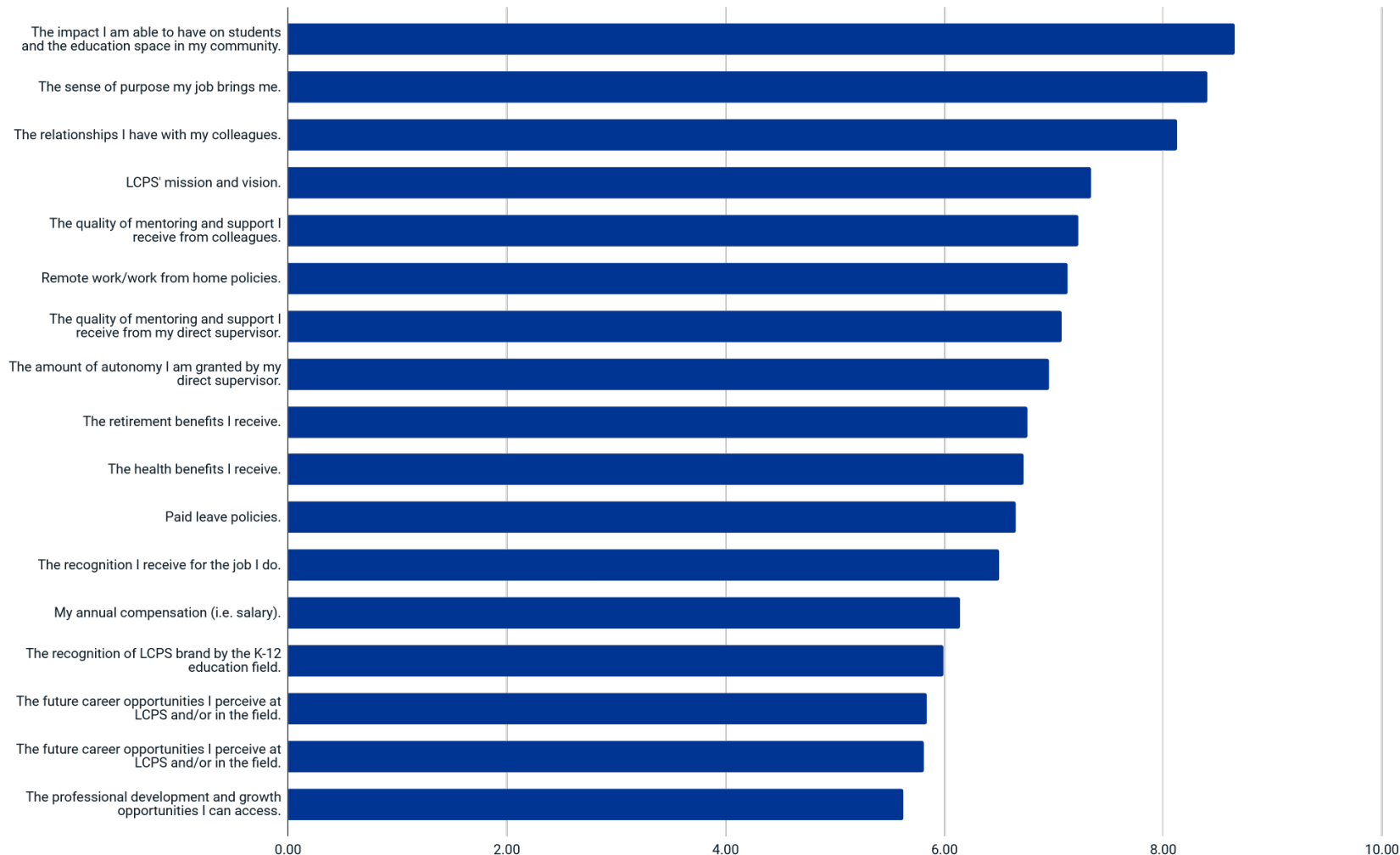
Performance Management: 3.44

Career Advancement: 2.73

Responses from the survey were rated on a scale of 1 to 5, with 5 being strongly agree and 1 strongly disagree. Responses represent all staff.

OVERVIEW: RETENTION

What impact do the following have on your decision to stay at Lighthouse Community Public Schools?



OVERVIEW: RETENTION

These are the most important factors for staff when considering whether or not to stay at LCPS:

1st Lighthouse Mission and Vision

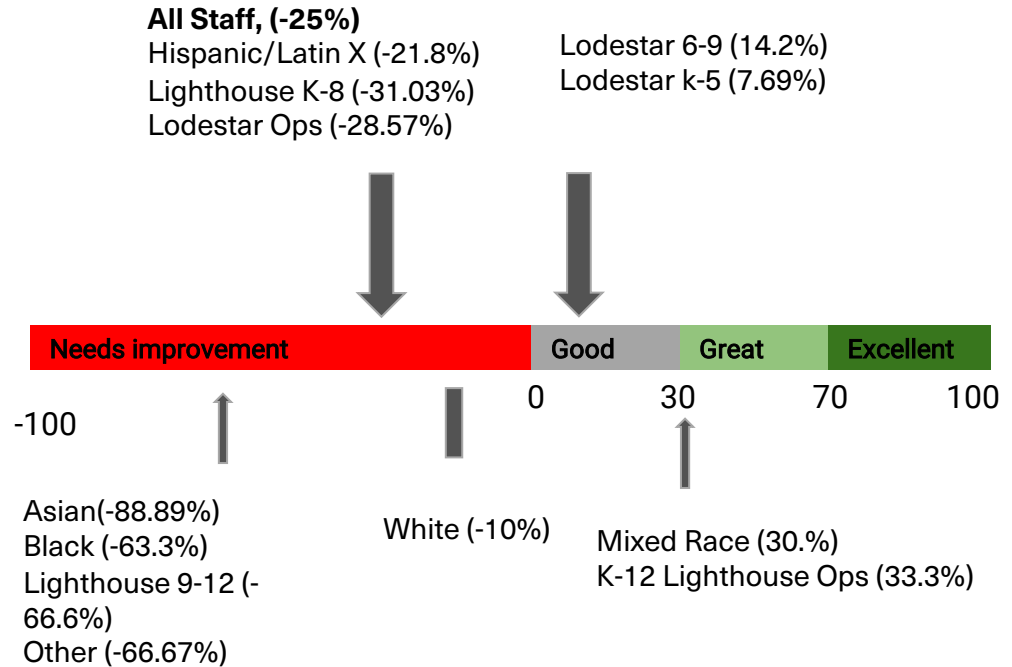
2nd Sense of Purpose

3rd Relationships with Colleagues

Rankings

OVERVIEW: LOYALTY

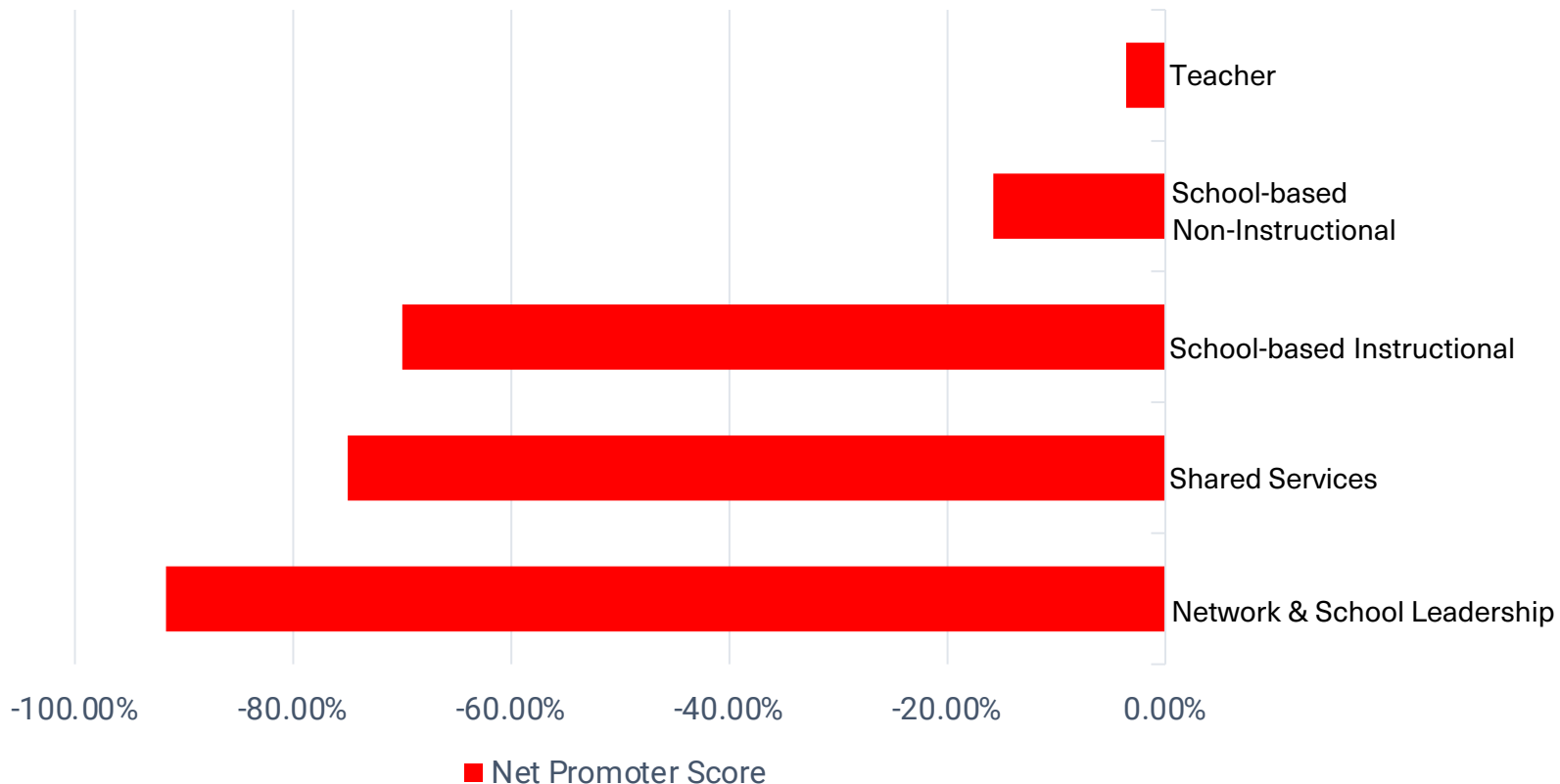
Net Promoter Score



Net Promoter Score (NPS) is used to measure employee loyalty and how likely they are to refer your services to others. **NPS** helps identify what percentage and who among your staff are promoters, passives, and detractors.

*Other race/ethnicity includes Native American/Alaskan Native, Native Hawaiian/Pacific Islander

OVERVIEW: LOYALTY BY ROLE

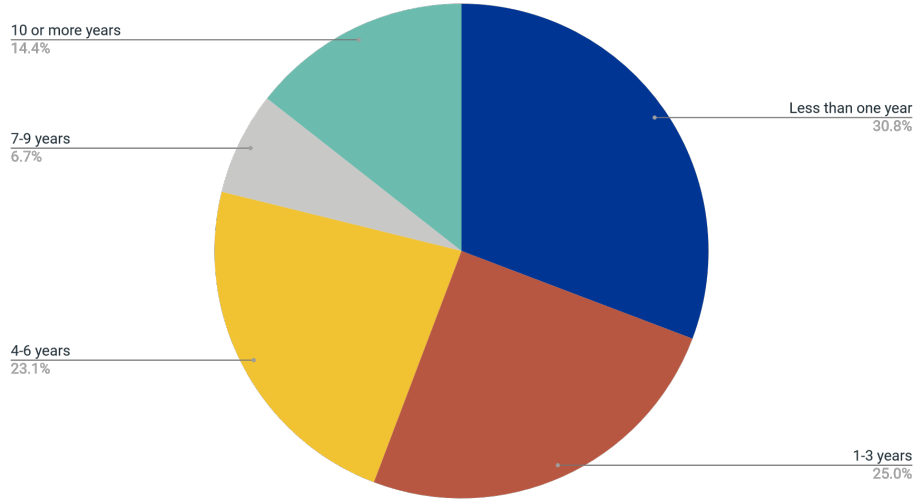


Net Promoter Score

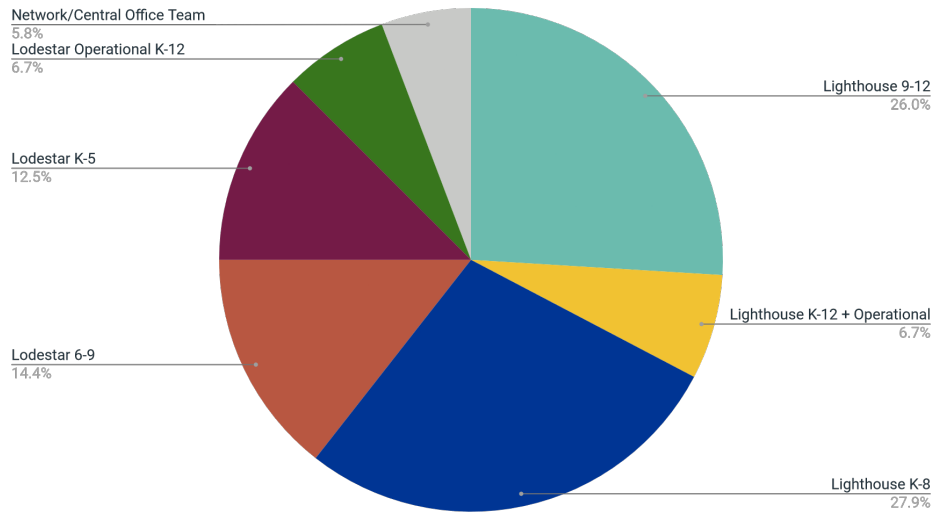
Net Promoter Score (NPS) is used to measure employee loyalty and how likely they are to refer your services to others. **NPS** helps identify what percentage and who among your staff are promoters, passives, and detractors.

OVERVIEW: BREAKDOWN OF RESPONSES

How many years have you worked at Lighthouse Community Public Schools?



What Lighthouse Community Public Schools team are you on?



Breakdown of Responses

Strengths

Staff identified the following as positive drivers for staying at Lighthouse Community Public Schools:

Mission and Impact

LCPS staff are overwhelmingly driven by a sense of purpose and the ability to make a positive and tangible impact on their communities. The mission of college and/or career for all students and “walking the talk” as an anti-racist organization resonates with staff and for them, is a sign of LCPS’ commitment to improve outcomes of students.

Positive Work Environment

Staff cited relationships with colleagues and a sense of autonomy in their work as real strengths in their work and a positive factor in their experience.

Recognition from Colleagues

LCPS staff generally cited recognition from colleagues and peers as a largely positive influence on their experience. Teachers in particular cited the fact that colleagues and supervisors provided recognition and mentorship as an important factor in their desire to stay at LCPS.

Areas of Growth

Staff expressed the most desire for change in the following areas:

Career Advancement and Performance Management

All staff raised concerns about the lack of structure and clarity around career advancement opportunities. Many also voiced frustration around the lack of available opportunities and the fact that they felt LCPS leadership did not sufficiently value or put enough supports into performance management.

Professional Development

Teachers are looking for more targeted and consistent PD opportunities, with a particular interest in PD focused on Expeditionary Learning. Administrative staff cited a desire for more individualized support and mentorship with clearer lines of communication to leadership.

LCPS Brand Recognition

Staff raised concerns around the reputation of LCPS in the broader community. They wondered about organizational stability as well as negative perceptions associated with the work environment, which could make it difficult to recruit new teachers and staff.

Areas of Growth

Staff expressed the most desire for change in the following areas:

Rewards and Recognition

Teachers feel recognized and appreciated by their school leaders when they are doing good work, however, they expressed that they do not feel that there is an intentional, systematic process across the organization for recognizing and rewarding outstanding performance.

Clarity of Instructional Vision

Teachers feel a lack of agency around changes to the instructional vision at LCPS and feel curricular and instructional decisions are being made without teacher and stakeholder input. There is a sense of frustration from teachers with regards to the level of autonomy they have with curriculum.

Leadership Shifts/Culture Shift

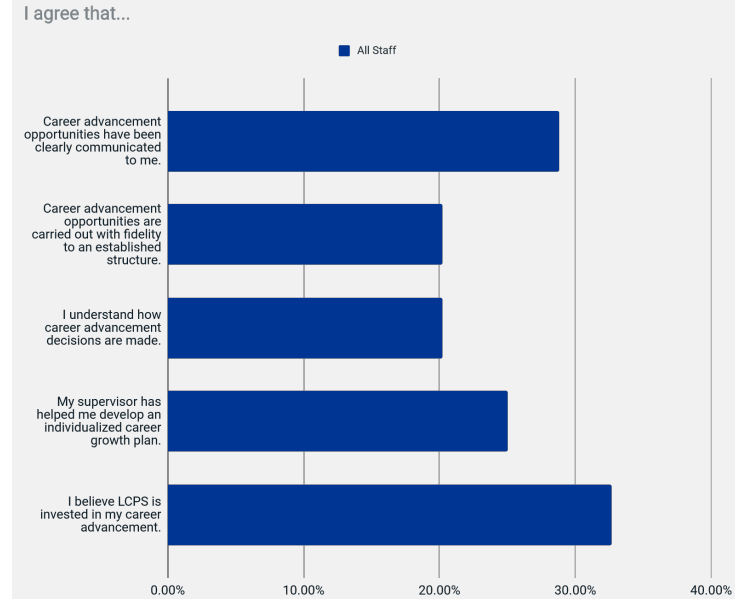
Staff have found the change management process created by the implementation of new initiatives challenging, making their jobs feel unsustainable. Leaders cited a lack of clarity around when they do or do not have a say in decision-making.

WHAT WE HEARD: Career Advancement and Performance Management

Universally across all staff, challenges around career advancement were related to a lack of availability, transparency and clarity around the structure for advancement opportunities.

Staff voiced concerns about the lack of engagement from leadership (and in some cases from their immediate supervisors), with a specific focus on not being uncertain on the leadership’s investment in growing, retaining and developing staff.

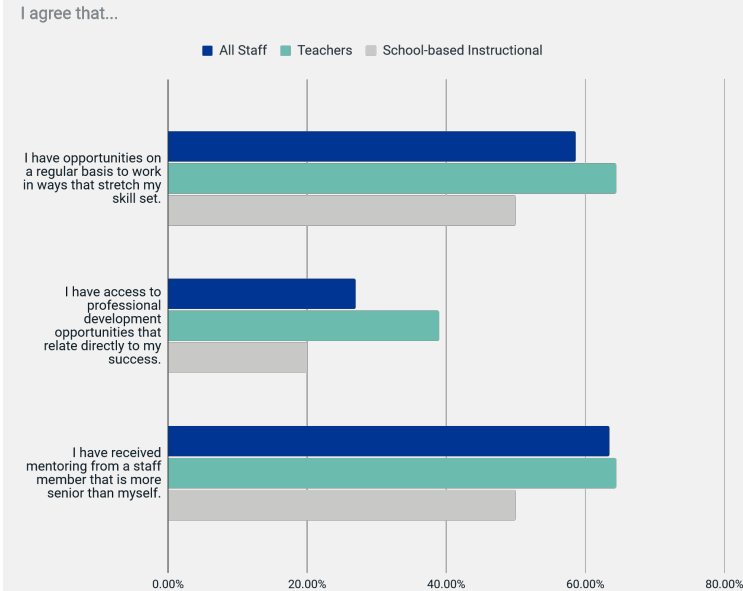
Some individuals questioned how much authority school based leadership has to promote staff and others suggested that because the performance review system is not consistently used in an effective manner, growing and advancing staff is not universally valued at LCPS.



WHAT WE HEARD: Professional Development

Teachers at LCPS are very eager for more targeted and specific professional development. We heard a desire for more instructional PD for teachers and less organization-wide training.

While staff are generally pleased with the DEI work underway at LCPS, teachers and instructional staff would like more opportunities to collaborate and create with one and other. A few staff mentioned an opt in staff driven DEI initiative through the National Equity Project that they would like to see brought back to LCPS.



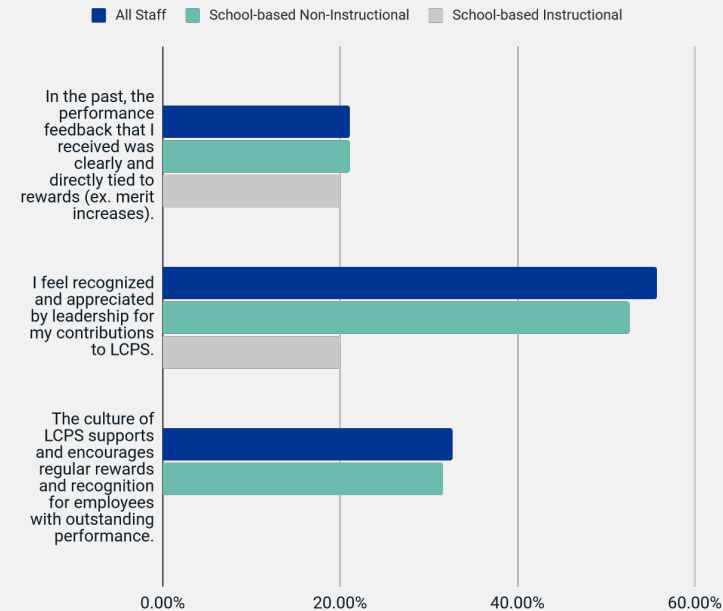
WHAT WE HEARD: Rewards and Recognition

Staff would like to see a consistent and more structured approach to rewards and recognition at LCPS. We heard from some individuals that they miss the use of “Apologies and Appreciations” and would like to understand why that is no longer a consistent practice. These staff members expressed a wondering if leadership will institute something new in its place.

We heard from school based staff that the inconsistent use of performance management tools leads to less appreciation and acknowledgement from supervisors around the challenging work that staff do on a daily basis.

The organizational environment and community of LCPS has historically been a huge driver of retention. There is a desire for more consistent and coherent practices around both non-monetary and monetary forms of recognition. With the new leadership, staff is really waiting and hoping to see how this will play out in building and sustaining the LCPS culture.

I agree that...



“Schools serve many different students with many different needs, learning styles, and abilities. Rather than attempt to make all classes the same experience, it would be great if school leadership could recognize teachers who are effective at their style of instruction and recognize the benefits of many styles of instruction to reach the many different styles of students.”

WHAT WE HEARD: Stakeholder Groups

Teachers: With the exception of recognition, this group ranked all areas higher than the organizational average. Lodestar K-5 staff ranked all areas significantly higher while Lodestar 6-9 and Lighthouse K-8 ranked areas around the organizational average. Lighthouse 9-12 staff ranked all areas lower than the organizational average.

Operational Staff: Lighthouse staff generally rated all areas higher than the organizational average with the exception of recognition performance management which rated lower. Lodestar staff rated areas similar to the average with the exception of recognition and performance management which rated lower.

Central Office and Network Staff: This group generally ranked all areas lower than the staff average, with total compensation and relationships with colleagues much lower. Relationships with supervisors/leadership ranked higher.

Teachers who intend to stay: This group ranked most areas with the organizational average, however relationships with colleagues and autonomy were ranked higher. Recognition was ranked significantly lower.

Teachers who are undecided: This group rated all areas at the organizational average but rated performance management, relationship with supervisors and recognition significantly lower than the average.

Percent Difference from Full Org						
-15%	-15% to -10%	-10% to -5%	-5% to 0%	0% to 5%	5% to 10%	10%+

	Work Environ.	Indiv. Growth	Total Comp.
Full Org	3.33	3.10	3.22
Teachers	3.54	3.32	3.45
Network/ Central Office	3.22	3.00	2.67
Lighthouse K-12 and Operational	4.13	3.32	3.93
Lodestar Operational	3.45	3.11	3.25

	Work Environ.	Indiv. Growth	Total Comp.
Full Org	3.33	3.10	3.22
Intend to Stay	3.48	3.22	3.34
Undecided	3.39	2.94	2.98

WHAT WE HEARD: Stakeholder Groups

Staff who identify as Asian: With the exception of relationships with colleagues, this group rated all areas lower than the organizational average.

Staff who identify as Black: This group ranked all areas lower than the organizational average. Relationships with supervisor, rewards and recognition were significantly lower.

Staff who identify as Hispanic or Latinx: This group ranked all areas at or higher than the organizational average. Relationships with supervisors, performance management and autonomy were ranked significantly higher. Only recognition was ranked significantly lower.

Staff who identify as White: This group ranked most areas higher than the organizational average with the rest being at the organizational average. The only exception was recognition which was ranked lower.

Staff who identify as Mixed Race: This group rated most areas lower than the organizational average, with performance management and recognition significantly lower.

Staff who identify as American Indian Alaskan Native (AI/AN) Native Hawaiian: This group ranked most items at the organizational average. Relationships with colleagues and performance management ranked higher. Recognition and advancement opportunities ranked significantly lower.

Percent Difference from Full Org						
-15%	-15% to -10%	-10% to -5%	-5% to 0%	0% to 5%	5% to 10%	10%+

	Work Environ.	Indiv. Growth	Total Comp.
Full Org	3.33	3.10	3.22
AI/AN Native Hawaiian	3.26	3.07	3.13
Asian	2.82	2.89	3.03
Black	3.11	2.84	2.59
Hispanic/Latinx	3.47	3.18	3.35
Mixed Race	3.22	2.78	3.09
White	3.52	3.27	3.42

We recommend LCPS focus on the following:

Alignment of Vision and Organizational Leadership:

LCPS is going through a period of significant transition. We encourage leadership to more intensively and publicly acknowledge this transition and lay out the areas of greatest change as it relates to the evolving vision and organizational culture at LCPS.

Opportunities for Stakeholders to share Perspectives and have their voices heard:

We encourage all levels of leadership to conduct a listening tour with all stakeholders of the LCPS community. For those teachers that are on the fence about staying and/or others who LCPS sees as the future of the program, we recommend implementing advisory groups and leadership opportunities.

Cohesive Systems and Comprehensive Guidelines:

The direction of a performance-based culture that will place a greater emphasis on testing and assessments is causing alarm to some pockets of the LCPS community. We encourage open and transparent dialogue around proposed changes and rationale for them with clear communication about next steps, especially those that impact staff directly. Explicit clarity around non-negotiables will be essential to ensuring success on getting everyone on board.

Performance Management and Recognition Systems:

We recommend a closer look at LCPS' existing performance management systems with a focus on how to differentiate and reward high performing teachers. We also recommend an overall organizational strategy to address concerns around rewards and recognition from leadership.

Reflection and Discussion

- What surprises you?
- What are you curious to learn more about?
- Where do you want to take action? What feels most urgent?



thank you!

It has been a pleasure beginning this conversation with Lighthouse. Should there be any questions or comments about the findings and recommendations in this report, feel free to reach out to Edgility staff to assist you.

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Cover Sheet

Local Control Accountability Plans for 2021-2024

Section: III. Discussion and Approval Items
Item: D. Local Control Accountability Plans for 2021-2024
Purpose: Vote

Submitted by:

Related Material:

LCAP _ OKR 21-22 draft (aligned to LCAP) v5 (3).pdf

0413 -

2021_Local_Control_and_Accountability_Plan_Lighthouse_Community_Charter_School_20210604.pdf

0413 -

2021_Local_Control_and_Accountability_Plan_LCP_Annual_Update_Lighthouse_Community_Charter_School_20210604.pdf

0413 - budgetoverviewparent2021 LHK8.pdf

0700 -

2021_Local_Control_and_Accountability_Plan_Lighthouse_Community_Charter_High_School_20210604.pdf

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2021_Local_Control_and_Accountability_Plan_LCP_Annual_Update_Lighthouse_Community_Charter_High_School_20210604.pdf

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2021_Local_Control_and_Accountability_Plan_Lodestar__A_Lighthouse_Community_Public_School_20210604.pdf

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2021_Local_Control_and_Accountability_Plan_LCP_Annual_Update_Lodestar__A_Lighthouse_Community_Public_School_20210604.pdf

1783 - budgetoverviewparent2021 Lodestar.pdf

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Lighthouse Community Charter School	Rich Harrison Chief Executive Officer	rich.harrison@lighthousecharter.org 510-562-8801

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1: Lighthouse students are academically proficient.

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of students scoring level 3 or level 4 on the ELA portion of the SBAC will grow by 1% annually until the goal of 75% or greater is met, overall and in all statistically significant subgroups.</p> <p>Baseline Overall — 29% Low Income — 25% Latino — 27% African American — 19% English Learners — 6% SPED — 5%</p>	<p>The LEA did not complete testing as expected in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator The percent of students scoring level 3 or level 4 on the Math portion of the SBAC will grow by 1% annually until the goal of 75% or greater is met, overall and in all statistically significant subgroups.</p>	<p>The LEA did not complete testing as expected in Spring 20 due to COVID 19.</p>

Expected	Actual
<p>Baseline Overall — 23% Low Income — 21% Latino — 21% African American — 16% English Learners — 7% SPED — 6%</p>	
<p>Metric/Indicator The percent of students who are high achieving or high growth on the ELA portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.</p> <p>Baseline 2018-19 will be baseline</p>	<p>The LEA did not complete testing as expected in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator The percent of students who are high achieving or high growth on the Math portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.</p>	<p>The LEA did not complete testing as expected in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator The percent of English Learners making annual progress in English Fluency will grow by 1.5% annually until the goal of 75% or higher is met.</p> <p>Baseline 2018-19 will be baseline, given transition to ELPAC</p>	<p>The LEA did not complete testing as expected in Spring 20 due to COVID 19.</p>

Actions / Services

<p>1a. Assess student reading achievement triennially to monitor student growth and identify students in need of interventions.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 11,448</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 6296</p>
<p>1b. Assess student math achievement triennially to monitor student growth and identify students in need of intervention.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 11,448</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 6296</p>

1c. Refine and utilize data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.	4000-4999: Books And Supplies LCFF Supplemental and Concentration 5,724	4000-4999: Books And Supplies LCFF Supplemental and Concentration 6490
1d. Provide targeted interventions for students identified as needing additional academic support through MTSS.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 93,927	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 137598
1e. Quarterly Professional Development Institutes support teachers to develop the EL Core Practices.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 22,869	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 75460
1f. Regularly observe and provide feedback to teachers to continually improve practice.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base 84,534	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base 34568
1g. Provide teachers with Preliminary credentials with BTSA training and a BTSA coach to ensure they clear their credential within the term of licensure.	funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$0	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 8000
1h. Provide Designated ELD instruction targeted to student proficiency levels, aligned to ELD standards, and designed to move students toward English proficiency.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 39,074	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 57692
1i. Hire EL Coordinator to oversee the assessment, placement and support of English Learners.	funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$0	funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration

1j. Implement interim assessments to assess student mastery of CCSS in ELA and math.	4000-4999: Books And Supplies LCFF Supplemental and Concentration \$14,118	Funded via Actions 1a and 1b LCFF Supplemental and Concentration 35,089
1k. Utilize grade-level and standards-aligned ELA and math curricula in all classrooms, including Foundational Reading curriculum in K-2 classrooms.	4000-4999: Books And Supplies LCFF Base \$17,827	4000-4999: Books And Supplies 19878
1l. Support teacher knowledge of CCSS-aligned curriculum through weeklong summer Curriculum Institute and quarterly Professional Development course groups.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 25,650	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 18429
1m. Review student progress towards standards mastery and plan next steps for student growth at bi-weekly data meetings.	funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$0	funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 0
1n. Roll-out modified MTSS structures in order to identify students in need of additional academic supports.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$56,356	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base 100,629
1o. Support student development of Spanish academic language and literacy through home language program.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$118,771	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 157520
1p. Support student academic proficiency through increased Instructional Aide support.	2000-2999 Classified Staff 3000-3999 Benefits Title I \$127,429	2000-2999 Classified Staff 3000-3999 Benefits Title I 142616
1q. Closely monitor SBAC test completion to ensure all students take the test.	funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits \$0	funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 0

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were largely used as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In the 2019-20 school year, our academic team had focused on aligning curriculum, and students were demonstrating progress in their academic growth.

In March 2020, like all California schools, we shifted into Distance Learning. This posed a unique challenge to executing this as the conclusion of the school year approached. The LEA implemented the actions/services listed. School closure due to the COVID 19 pandemic meant that the LEA pivoted in March 2020 to provide distance learning to students for the remainder of the 19-20 school year.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of students who have a suspension will decrease by a minimum of 2016-17 baseline -.3% until the goal of 4% or fewer is met, overall and within each of the significant subgroups.</p> <p>Baseline Overall — 4.4% FRL — 4.3% Latino — 4.4% African American— 8.2% EL — 3.5% SPED — 11.8%</p>	<p>The LEA does not have a complete year’s worth of in-person suspension data due to COVID 19.</p>
<p>Metric/Indicator The percent of students who are chronically absent will decrease by a minimum of 2016-17 baseline -1% until the goal of 5% or fewer is met, overall and within each of the significant subgroups.</p> <p>Baseline Overall — 8.2% FRL — 8.6% Latino — 7.6% African American—10.2% EL — 10.1%</p>	<p>The LEA does not have a complete year’s worth of in-person attendance data due to COVID 19.</p>

Expected	Actual
<p>SPED — 11.8%</p>	
<p>Metric/Indicator The percent of positive responses on the Student Interactions and Attitude & Culture dimensions of the SCAI will increase by a minimum of 2016-17 baseline +1% until the goal of 70% or higher is met, overall and within each of the significant subgroups.</p> <p>Baseline Overall — 51% FRL — 53% EL — 55% Latino — 54% African American — 43% SPED — 56%</p>	<p>The LEA did not complete surveys as expected in Spring 20 due to COVID 19.</p>

Actions / Services

<p>2a. Utilize crew as a venue in which students are supported socially, emotionally, and academically.</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>2b. Utilize Leadership Team structures to support student empowerment and engagement.</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>2c. Roll-out modified MTSS structures in order to identify students in need of additional behavioral and social-emotional supports.</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>

2d. Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$187,854	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 172856
2e. Provide targeted interventions, including individual and group therapy, for students identified as needing additional behavioral and social-emotional support through MTSS.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$78,147	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 119,562
2f. Incorporate community fieldwork, service learning and Making, Arts and Design into the curriculum.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 5000-5999 Services & Operating Expenses LCFF Supplemental and Concentration \$68,224	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 5000-5999 Services & Operating Expenses LCFF Supplemental and Concentration 16,902
2g. Design and implement Restorative Justice training to support use of RJ practices in the classroom.	funded in Action 5a 5000-5999: Services And Other Operating Expenditures LCFF Base \$0	funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
2h. Use Habits of Work and Learning (HOWL) Learning Targets to promote classroom character development.	funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
2i. Examine school culture data in School Culture Team and implement school-wide interventions to address identified needs.	funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
2j. Hire School Culture leader to support development of positive academic culture across Middle School.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits Oakland Measure G1 \$68,755	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits Oakland Measure G1 61465

<p>2k. Align attendance procedures to support the identification of students at risk of chronic absence and implement identified interventions.</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>2l. Adopt new data management systems to track student cultural and behavioral data and train staff in their use.</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>2m. Align discipline procedures to support consistent application of restorative actions and consequences.</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>2n. Articulate and launch pilot shared Tier 1 practices around Social-Emotional Learning.</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>

Goal Analysis

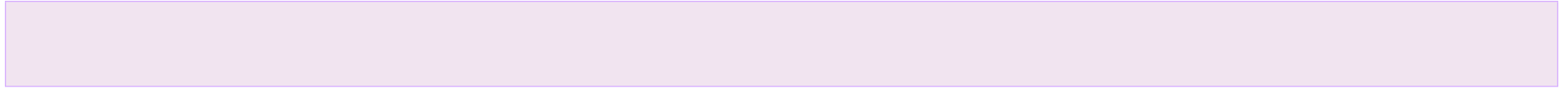
A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were largely used as planned. However, Lighthouse was unable to expend its full fieldwork budget. That funding had actually been reallocated to support MTSS efforts by providing Behavior Intervention supports.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In the 2019-20 school year, our academic team had focused on aligning curriculum, and students were demonstrating progress in their academic growth.

In March 2020, like all California schools, we shifted into Distance Learning. This posed a unique challenge to executing this as the conclusion of the school year approached. Crew (advisory) was a place where many of these actions/services came to life, including during school closure due to the COVID 19 pandemic. The LEA needed to develop specific strategies to identify and support students who were not engaged in learning during Spring 2020.



Goal 3

Goal 3: Lighthouse Families are connected to the school and each other as partners in their children's education

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of families that attend Individualized Learning Plan meetings will continue to maintain a minimum of 95%.</p> <p>Baseline 99%</p>	<p>The LEA did not complete ILP meetings in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator Percent of positive responses to Winter Family Survey Connection questions will increase by a minimum of 2016-17 baseline +1% until goal of 85% is met.</p> <p>Baseline 80%</p>	<p>The LEA did not complete surveys as expected due to COVID 19.</p>
<p>Metric/Indicator Percent of positive response to Winter Family Survey Partnership questions will increase by a minimum of 2016-17 baseline +1% until goal of 90% is met.</p> <p>Baseline 87%</p>	<p>The LEA did not complete surveys as expected due to COVID 19.</p>

Actions / Services

<p>3a. Hold Student-Led Conferences three times per year with families and crew leaders to monitor progress toward Graduate Profile and set goals.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$28,587</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 54,778</p>
<p>3b. Hold family learning events based on parent interest, need, and school goals.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$43,958</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 35727</p>
<p>3c. Utilize Family Portal in SIS to better keep families informed of student progress and school events.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$5,786</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 4582</p>
<p>3d. Principals hold twice yearly “State of the School” meetings with families around areas of school focus to share data and get input.</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>3e. Provide Spanish translation at all parent meetings and Student-Led Conferences as needed.</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$17,325</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 13680</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were largely used as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In the 2019-20 school year, our families were able to engage in Student-led conferences at nearly full participation.

In March 2020, like all California schools, we shifted into Distance Learning. This posed a unique challenge to executing this as the conclusion of the school year approached. The LEA took specific actions to support families to continue to engage in learning over Spring 2020, including providing devices, hotspots, food, and financial support for families affected by the COVID 19 pandemic. Family townhalls regarding distance learning were well attended and families reported largely positive feedback about the LEA's response to COVID 19.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of staff who are engaged on the Q12 engagement survey will increase by a minimum of 2016-17 baseline +1% until goal of 75% is met.</p> <p>Baseline 52%</p>	<p>The LEA did not complete surveys as expected in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator Percent of staff not dissatisfied with their total compensation package will increase by a minimum of 2016-17 baseline +1% until goal of 85% is met.</p> <p>Baseline 77%</p>	<p>The LEA did not complete surveys as expected in Spring 20 due to COVID 19.</p>

Actions / Services

<p>4a. Support teacher knowledge of CCSS-aligned curriculum through weeklong summer Curriculum Institute and quarterly Professional Development course groups. (Same as 1l)</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
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<p>4b. Regularly observe and provide feedback to teachers to continually improve their practice. (same as 1f)</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded in Action 5a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>4c. Continue to implement new compensation model, including retention bonuses, for staff at key retention points.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$19,837</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 16070</p>
<p>4d. Provide 8% matching retirement contribution for all staff.</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration \$283,891</p>	<p>3000-3999: Employee Benefits LCFF Supplemental and Concentration 288939</p>
<p>4e. Review and revise teacher evaluation framework.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$44,071</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 2220</p>
<p>4f. Support Diversity, Equity and Inclusion work through quarterly professional development.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$5,000</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 3500</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were largely used as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In March 2020, like all California schools, we shifted into Distance Learning. This posed a unique challenge to executing this as the conclusion of the school year approached. In light of that, our staff engaged with students and families with extraordinary efforts. The

LEA continued staff professional development during distance learning, allowing staff to continue to stay connected with each other and engaged in professional learning. Staff survey data reflected largely positive feedback about the LEA's response to COVID 19.

Goal 5

Goal 5: Lighthouse is an operationally-sound organization with the capacity to carry out goals 1-5.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Lighthouse acquires and maintains a sound facility. Baseline Met	Met
Metric/Indicator Lighthouse is fully staffed by the beginning of the school year. Baseline 98% staffed	Met
Metric/Indicator Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis.	Met

Actions / Services

5a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$3,163,690	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 3,155,143
5b. Acquire and maintain books, materials and supplies necessary to support strong school operations.	4000-4999: Books And Supplies LCFF Base \$393,904	4000-4999: Books And Supplies 347,777

<p>5c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$2,084,602</p>	<p>5000-5999: Services And Other Operating Expenditures 2,036,921</p>
<p>5d. Maintain depreciating capital as necessary to support strong school operations.</p>	<p>funded in Action 5a 6000-6999: Capital Outlay LCFF Base \$0</p>	<p>funded in Action 5a</p>
<p>5e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.</p>	<p>funded within Action 5c 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Action 5c 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were largely used as planned. However, total expenditures were slightly down relative to budget, given unexpended funds at the conclusion of the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The LEA continued to operate with healthy reserves and a positive financial outlook for the next year despite financial uncertainty related to COVID 19. The LEA began preparing for potential return to in-person learning in the 20-21 school year by: acquiring PPE, modifying classroom spaces, installing HEPA filters, preparing for asymptomatic testing routines, and adopting health and safety policies related to campus access for staff, students, and families.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We are prioritizing a return to safe, in-person instruction when state and county guidance allows for that, and dedicating funds to operational and custodial needs that will provide a safe environment for students and staff.	\$36,180	23,360	No
We are creating sufficiently separate spaces to support smaller learning groups for our hybrid learning scenarios.	\$57,371	0	Yes
Instructional Leadership and Culture Teams structure year-long learning arcs to address shifts from distance to in-person learning.	\$41,558	34,500	Yes
We provide enrichment courses to improve educational outcomes (this applies in Distance Learning as well).	\$170,926	319,523	Yes
We are providing in-class teacher residents to support the quality of instruction and to provide additional supports for student learning.	\$58,140	73,309	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The LEA spent less on hybrid/in-person learning than planned because the majority of its students remained in distance learning through this year. The LEA spent more than planned on enrichments because a variety of classes that had been previously classified in other ways were counted as enrichments.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

While the majority of students at the LEA accessed learning via distance for the entirety of the 20-21 school year, a small group of students (primarily students with IEPs) accessed learning from on campus beginning in November 2020. The LEA had substantial

successes in building systems and preparing the facility for student/staff safety (a range of actions from a system for asymptomatic testing, HEPA filters, to physical classroom setup). One challenge experienced by the LEA were differences in overall COVID rates between Alameda county and its resident zip codes (which remained in the highest tier even when the surrounding county began to drop into tiers in which reopening was permitted). Next steps for the LEA include increasing the number of students and staff back on campus for summer programing.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We are ensuring connectivity for all students by providing: Chromebooks, hotspots or other access to connectivity.	\$101,160	274,358	No
We are providing office hours staffed by our technology team, to support the ongoing needs of students and staff. These tech supports will continue as instruction shifts back to in-person learning, as devices are managed and in-person technology services are transitioned.	\$90,929	69,402	Yes
We are improving our communication systems to more effectively communicate with families and amongst stakeholders. This includes, among our initiatives: a website update, licenses for video conferencing and implementation of project software.	\$13,500	27,128	No
We are providing weekly Professional Development, and additional planning days in the lead up to the school year, to support teachers with the implementation of distance learning practices.	\$153,218	193,751	No
We are providing targeted Professional Development to implement a streamlined academic platform (Altitude learning).	\$10,800	10,800	No
We are increasing available materials (physical copies of books, materials, etc.) to distribute to students and teachers to use in their individual learning spaces.	\$25,169	8,718	No
We are repurposing available non-instructional roles, and providing the necessary training, to support with direct student interaction.	\$110,026	47,962	Yes
We are adding additional Special Education services to accommodate IEP needs during a distance learning environment.	\$110,519	63,922	No
We are adding ELD support services to ensure the fidelity of ELD instruction while in a distance learning environment.	\$75,276	31,345	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The LEA spent more than expected on technology (devices, software, video conferencing) and in training staff in use of distance learning tools and platforms. The LEA originally anticipated needing a variety of non-instructional staff to meet student needs but were able to address these needs with our general education teacher roles in distance learning.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The LEA had substantial success with distance learning, translating to ADA of 95%+. Initial efforts in the early part of the 20-21 school year were on ensuring all students had a chromebook to get online and a hotspot if needed. The LEA's tech team put substantial work in to family-facing services during this time. One initial challenge experienced in this area was delivery of chromebooks and hotspots (due to global supply chain disruptions) but these were mostly resolved by October 2020, with additional chromebook inventory provided by local initiatives like the Oakland Undivided campaign during this time. Student engagement with learning was tracked with the rollout of the Altitude Learning LMS, which was rolled out specifically for this purpose during distance learning.

The LEA has engaged in substantial data tracking (with Interim Assessments, MAP, and CAASPP) to identify students who may need more support in the return to school. One challenge related to this is the number of students who are expected to need some kind of additional support given learning loss; the LEA is proactively planning for these supports through an MTSS approach during summer of 2021.

Staff roles and responsibilities were quickly updated ahead of the 20-21 school year and staff were developed to provide virtual instruction to students.

Students with unique needs who were not successful in distance learning were identified and brought on campus as part of our first in-person cohorts in November 2020. The LEA was not able to open more broadly to in-person learning given COVID positivity rates in our immediate zip codes.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We are purchasing and distributing additional copies of Curriculum for student use in a home setting.	\$12,600	50,443	No
We are leveraging after school personnel to integrate into the core day and function as additional academic support staff during synchronous learning times.	\$169,636	302,014	Yes
We provide online learning management systems to assess and provide instructional resources to address Learning Loss.	\$32,400	52,137	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The LEA spent more than anticipated on ensuring students had extra copies of learning materials for use at home and on our learning management system. In addition, after school staff supported core day programming more than originally anticipated.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The LEA has engaged in substantial data tracking (with Interim Assessments, MAP, and CAASPP) to identify students who may need more support in the return to school. Professional development for the 21-22 year focused on using data for corrective instruction, taking advantage of structures including office hours, small group instruction, and 1:1 check ins with students to address gaps present in this data. Initial data shows that many students have unfinished learning from the previous grade; all teachers will need to plan to support this unfinished learning as part of Tier 1 instruction as well as through a coherent Tier 2 approach to remediation, providing all students access to both grade-level content and instruction that targets specific gap areas.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students across the LEA continued to participate in crew (advisory) over the 21-22 school year, a space where student relationships are prioritized and SEL curriculum is delivered. In addition to proactive supports provided in crew, teachers also filled out Social Emotional Screeners, analyzed by school clinicians, to identify additional targeted supports by grade levels and for students in need of small group or 1:1 counseling. The LEA continued to provide mental health services during the 20-21 year (for ERMHS and non-NRMHS students). One challenge in supporting mental health needs during this year was the large number of students who needed mental health supports, leading clinical teams to need to refer students and families to community agencies when the need for support was not immediate/acute.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The LEA's attendance team reached out to students and families who were not present or engaged in a systematic way, providing increasing support to students and families where needed. Families were updated on student progress every 6 weeks of the year, with Student-Led Conferences happening twice as a deeper opportunity for families and students to engage with teachers around student progress.

The LEA's plans for next year include increasing opportunities for family voice at sites through SSC/ELAC structures (the LEA is looking to increase family participation in these structures).

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The LEA distributed food to families twice weekly in a drive-through format. In addition, the LEA delivered food to families that did not have access to transportation or were otherwise unable to come to campus.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	The Deans on staff are providing Professional Development support for teachers & staff as they communicate with families and students.	\$11,291	8,789	No
Mental Health and Social and Emotional Well-Being	We are providing counseling through virtual touchpoints during distance learning.	\$50,122	80,323	No
Pupil Engagement and Outreach	We provide additional translation supports to ensure that students & families have access to materials and information from the school.	\$15,480	17,083	No
School Nutrition	We are shifting our staffing needs during Distance Learning to accommodate meal pick-up by families, rather than distribution during a normal school day.	\$18,852	43,286	No
Pupil Engagement and Outreach	We ensure that our additional administrative and support roles are in a position to provide outreach with families, by holding 1:1 check-in's, sending regular communication, providing hard-copy materials, and other activities to support distance learning.	\$378,594	307,500	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The LEA spent more than anticipated on mental health services for students during the pandemic. The LEA also spent significantly on food service to ensure that families could drive through campus and pick up meals. Both of these actions reflect a stance of working to support students' basic needs in service of their academic success. The LEA spent less than anticipated on administrative support roles doing family outreach, relying on core administrative staff (principals, assistant principals, deans) do to this work.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

One key theme that came from the implementation of the LEA's distance learning and in-person programs during 20-21 is the need for alignment across all of the schools in our LEA in terms of program (curriculum, instruction, assessment) and supports for program (finance, operations, HR). Our academic programs and student support programs became increasingly aligned over 20-21 with increased impact on students, and this is an area where the LEA will continue to work on alignment in 21-24.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The LEA will continue with robust assessment practices that allow it to identify students who have learning gaps. The LEA is investing in MTSS and SEL supports for students (including curriculum, personnel, and partnerships) and from a schedule perspective is prioritizing continued focus on grade level standards and intervention designed to support unfinished learning. Coaching and development of teachers is focused on providing rigorous grade level instruction and on addressing unfinished learning. For pupils with unique needs, the LEA is investing in staffing in the Special Education and Clinical Departments. The LEA has also made substantial investments in student services designed to support unhoused students and families as part of our commitment, in a material revision in our charter, to give enrollment preference to Oakland's unhoused students and families.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The LEA was adaptive in meeting the needs of English Learners, Foster Youth, and Low-Income students given the COVID-19 pandemic. The vast majority of the LEA's students (80%+) are English Learners, Foster Youth, and/or Low-Income. The LEA prioritized actions to give students access to school and to ensure students were engaged in school when present, including providing support with basic needs, technology, mental health supports, and relationships when needed in service of students' overall academic success.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Reflection and analysis on student outcomes from the 19-20 LCAP and the 20-21 LCP, as well as meaningful stakeholder engagement, have informed the following priorities for the 21-22 through 23-24 LCAP:

Improving the quality of academic program through aligning systemwide tools and processes and teacher, leader, and staff development -- increased alignment and staff development will translate to meaningful instructional improvement and academic growth for all students.

Alignment in implementation of systems and structures designed to support specific student populations: English Learners, Unhoused Students, and Students with Unfinished Learning -- Aligned systems and structures, implemented consistently, are needed to provide increased supports to students as they re-enter school in the fall.

Alignment in supports around operations, technology, and finance.

Increased focus on college/career programs, including updates to A-G course sequence and dual credit pathways.

Increased opportunities for meaningful family voice and advocacy through SSC/ELAC.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	7,004,035.00	7,136,683.00
	0.00	5,559,719.00
LCFF Base	5,744,557.00	135,197.00
LCFF Supplemental and Concentration	1,063,294.00	1,237,686.00
Oakland Measure G1	68,755.00	61,465.00
Title I	127,429.00	142,616.00
	68,224.00	0.00
	0.00	16,902.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	7,004,035.00	7,136,683.00
	4,175,287.00	4,411,504.00
3000-3999: Employee Benefits	283,891.00	288,939.00
4000-4999: Books And Supplies	460,255.00	391,319.00
5000-5999: Services And Other Operating Expenditures	2,084,602.00	2,044,921.00
6000-6999: Capital Outlay	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	7,004,035.00	7,136,683.00
		0.00	3,155,143.00
	LCFF Base	3,248,224.00	135,197.00
	LCFF Supplemental and Concentration	730,879.00	917,083.00
	Oakland Measure G1	68,755.00	61,465.00
	Title I	127,429.00	142,616.00
3000-3999: Employee Benefits	LCFF Supplemental and Concentration	283,891.00	288,939.00
4000-4999: Books And Supplies		0.00	367,655.00
4000-4999: Books And Supplies	LCFF Base	411,731.00	0.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	48,524.00	23,664.00
5000-5999: Services And Other Operating Expenditures		0.00	2,036,921.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	2,084,602.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	8,000.00
6000-6999: Capital Outlay	LCFF Base	0.00	0.00
		0.00	8,000.00
		0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	510,404.00	806,561.00
Goal 2	402,980.00	370,785.00
Goal 3	95,656.00	108,767.00
Goal 4	352,799.00	310,729.00
Goal 5	5,642,196.00	5,539,841.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$364,175.00	\$450,692.00
Distance Learning Program	\$690,597.00	\$727,386.00
Pupil Learning Loss	\$214,636.00	\$404,594.00
Additional Actions and Plan Requirements	\$474,339.00	\$456,981.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,743,747.00	\$2,039,653.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$36,180.00	\$23,360.00
Distance Learning Program	\$489,642.00	\$610,022.00
Pupil Learning Loss	\$45,000.00	\$102,580.00
Additional Actions and Plan Requirements	\$95,745.00	\$149,481.00
All Expenditures in Learning Continuity and Attendance Plan	\$666,567.00	\$885,443.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$327,995.00	\$427,332.00
Distance Learning Program	\$200,955.00	\$117,364.00
Pupil Learning Loss	\$169,636.00	\$302,014.00
Additional Actions and Plan Requirements	\$378,594.00	\$307,500.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,077,180.00	\$1,154,210.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lighthouse Community Charter School	Rich Harrison Chief Executive Officer	rich.harrison@lighthousecharter.org 510-562-8801

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Lighthouse Community Charter School is a K-8 charter school located in East Oakland. It is co-located and runs a coherent academic program with Lighthouse Community Charter High School. Our mission is to prepare a diverse student population for college and the career of their choice by equipping each youth with the skills, knowledge, and tools to become self-motivated, lifelong, learners. Dedicated to service a student population that has been historically underserved by the school system, the majority of Lighthouse students will be the first in their family to go to college. The Lighthouse program is designed to support students in getting to and through college with high expectations for academics and behavior; crew to provide a sense of belonging and support with socio-emotional issues; and strong family involvement to support students in their academic careers.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 20-21 school year, the LEA continued to center student learning and achievement by ensuring that all students had access to synchronous core classes daily. The LEA also continued to track student growth in core content areas through the following actions: 1) LEA started giving rigorous, standards-aligned interim assessments (ANet Interims) in grades 2+; 2) Continued giving NWEA MAP to track student growth in ELA and Math; 3) Gave CAASPP as an external measure of college/career readiness in Grades 3-8, 11. In addition, the LEA established several key structures to respond to this data, including starting weekly Academic Progress Monitoring meetings where site administrators reviewed leading indicators of academic progress to inform coaching, observation, and feedback. ELA and Math: Academic proficiency in ELA and Math are areas where improvement is needed for the LEA, with less than 45% of students being proficient in MAP or ANet interims (and disproportionality for some student subgroups).

Suspensions and Attendance: Due to the LEA's distance learning for the 2020-21 school year, there were 0 (zero) suspensions. The LEA's ADA rate for the 20-21 school year exceeded 95%.

ELD Learner Progress: this year, the LEA examined its practices for identifying, serving, monitoring, and reclassifying our EL students. This resulted in a significant update to our EL Master Plan for the 21-22 school year.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Strong academic achievement for all subgroups is an area of focus for the LEA. Fewer than 45% of students are proficient in ELA or Math as measured by MAP and ANet Interim Assessments. For 21-22, the LEA is focused on defining the level of rigor expected in each classroom (with the use of SAP's Instructional Practice Guide as a common observation and feedback tool) with coaching and feedback centered on these indicators. In addition, the LEA is investing in the growth and development of our teaching staff -- through professional development for teachers and instructional leaders -- centered on implementing our core curricula in alignment with the priorities called out by the instructional practice guide.

As we reopen from distance learning, the LEA is focused on ensuring that school is a welcoming and supportive place for all students. While there were no suspensions for 20-21 (due to distance learning), the LEA is continuing to focus on the sense of belonging felt by our AA and SWD students as measured by overall suspension rates, with a target of less than 2% for the 21-22 school year. Substantial work and resources are going into developing LEA's overall approach to MTSS for academics, behavior, and social-emotional supports coming out of the pandemic and re-entering our buildings this fall.

Finally, substantial work has been done (with staff, student, and family input) to redesign our approach to serving our EL students. The 21-22 school year will be focused on implementing this master plan with fidelity, including practices for identifying, serving, monitoring, and reclassifying our EL students.

LEA's high school course sequence has been re-designed to prioritize access to a rigorous, college-prep curriculum as well as dual credit classes. This course sequence has also been aligned across the schools in the LEA's CMO.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The elements of the 21-22 LCAP were developed to align with the Organizational Priorities. The LCAP emphasizes the following organizational values: Quality - All students, every day. Culture - All Belong. All take responsibility for equity. Impact - All in. In Oakland. The LCAP Goals are centered around four primary categories: Educational Justice and Excellence, Culture of Shared Responsibility for Equitable Outcomes, Powerful Community Engagement, and, Strong and Sustainable Operational, Technology, and Financial Models. The described Objectives were developed in support of the LCAP Goals, as follows: 1. Our students are at school and engaged every day; 2. Our students are learning, equipped with SEL skills and meeting performance targets to succeed in college; 3. We grow and develop in the service of our

students; 4. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders; 5. We guarantee our commitment to Oakland children and families; and, 6. We have a sustainable financial model.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No schools in the LEA are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

n/a

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

n/a

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

To meet the Lighthouse Community Public School's vision for family and staff engagement and feedback, Lighthouse engaged stakeholders, including family members who have limited English proficiency and parents and family members with disabilities. Parent and family member feedback was gathered at school meetings/forums, district and school advisory committee meetings, and ELAC meetings, and School Site Council (SSC) meetings. The information gathered is used to revise the district's LCAP and LCAP Federal Addendum, and our School, Parent, and Family Engagement Policy, and to inform Extended Learning opportunities.

Staff members had the opportunity to provide feedback during a series of staff surveys and staff focus group meetings wherein staff feedback was collected, analyzed, and presented to the Lighthouse Community Public School Cabinet Team and Board for consideration.

Lighthouse will continue to collaborate with and invite all parents and family members annually to take an active role by participating in student-led conferences, during which they establish academic and character goals for their students, by monitoring their student's learning through understanding of our school's grading policy and system, available instructional supports and programs, and available Extended Learning opportunities.

A summary of the feedback provided by specific stakeholder groups.

Parent, guardians, stakeholders, and staff provided similar feedback at each LCAP session. There was an expressed need for improved services for English Learners, Special Education students, and increased opportunities for Family Engagement. There were also numerous requests for more counseling and wrap-around student services. Additionally, stakeholder groups expressed a need for improved technology services and supports.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Actions and Measurable Outcomes were developed to align with the feedback collected during the LCAP stakeholder sessions.

The LEA developed a goal around Family Engagement: Build stronger relationships and political presence in our Oakland Community, shared leadership in our students and families through effective School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community's students and families that qualify for McKinney Vento.

To monitor effectiveness of the Family Engagement Goal, the LEA developed the following Measurable Outcomes:
 90% of all LCPS families participate in SLC, SSC/ELAC, Community Celebrations, and/or Family workshops 3x each year
 Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.

The LEA will implement the following Actions in support of the Family Engagement Goal:

Organize SSC, ELAC, and empowering parent learning events based on parent interest, need, and school goals, and support school events such as Student-Led Conferences, Black and Brown excellence events, and community experiences.

Hold twice yearly "State of the School" and "Family/School Advocacy" meetings with families (led by Site Administrators) around areas of school focus to share data and get input.

Train families in use of Family Portals of our SIS and LMS systems to better keep families informed of student progress, grade level updates, and school and community events.

Provide bilingual translation at all parent meetings and Student-Led Conferences as needed. —Provide translation and interpretation services.

Train staff to engage and support families including a McKinney Vento liaison.

To address the stakeholder feedback around improved services and supports for English Learners and Special Education students, the LEA developed a goal around a Culture of Shared Responsibility for Equitable Outcomes: Create a high performing team culture grounded in equitable outcomes and develop yearly Action Plans grounded in our Diversity, Equity, and Inclusion Pillars and Commitments and LCPS Board Resolution to Promote Equity and Anti-Racism and combat Anti-Blackness.

To monitor the effectiveness of the Culture of Shared Responsibility for Equitable Outcomes Goal, the LEA developed the following Measurable Outcomes:

Reduce suspension rates across all student groups to <2%, particularly our African American and SWD

Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups

Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)

50% of all new instructional/ leadership staff for 2022-23 SY identify as African American and Latinx.

The LEA will implement the following Actions in support of the Goal:

Provide Newcomers and English Language Learners Integrated and Designated ELD instruction that is targeted toward their proficiency level, aligned to the ELD standards, and designed to support their content-area achievement

Support ELD instruction through monthly ELD meetings and the implementation of ELlevation to track data, communication, and evaluation of our program.

Provide professional development around inclusion so that students are supported through increased collaboration with general education teachers and involvement in lesson planning & data analysis, opportunities to provide direct instruction aligned to the curriculum students are learning and in support of individualized IEP goals, personalized, student-specific, direct intervention.

Refine moderate-severe programming balances inclusion with increased opportunities for direct instruction targeting individualized goals in support of building independent living skills and student's post-secondary access.

Provide transition planning and services that begin in 9th grade and move through high school and/or age 22 (when appropriate) done in collaboration with Department of Rehabilitation and other outside agencies; clearly articulated pathway to graduation for participating in certificates of completion.

Refine our Tier 1 student support aligned to EL Education programming by using HOWL Learning Targets (Habits of Work and Learning) to align to promote classroom character development and culture, utilizing crew as a venue in which students are supported socially,

academically, and emotionally, and increasing the student extracurricular and leadership opportunities to support empowerment and engagement

Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students, with a particular emphasis on post-pandemic supports through the design and implementation of training for all teachers to support use of RJ practices in the classroom; Align discipline procedures to support consistent application of restorative actions and consequences.

Refine and utilize data management systems to track student cultural and behavioral data, roll-out modified MTSS structures and review school culture data in order to identify students in need of additional behavioral and social-emotional supports; provide and access effectiveness of targeted interventions for students identified as needing additional behavioral, social-emotional, and counseling support.

Support LCPS's equitable outcomes through Diversity, Equity and Inclusion PD, active recruitment of Teacher residents, and the development of a teacher evaluation and career pathways framework / leadership performance management system.

Refine and implement teacher retention bonuses and stipends.

Goals and Actions

Goal

Goal #	Description
1	Educational Justice and Excellence: Dramatically improve the quality of our academic program, address disproportionate performance by student subgroups and achieve non-racialized outcomes of our academic program through System-Wide Tools and Processes and Teacher, Leader, and Staff Development.

An explanation of why the LEA has developed this goal.

LEA's California School Dashboard Academic Performance falls below CA State Averages: Orange for ELA and Yellow for Math, with disproportionality for some student groups. Students, staff, and families are invested in shifting these outcomes and have identified system-wide tools and processes and teacher, leader, and staff development as two important levers to improve academic outcomes for students. For 21-22, LEA is prioritizing the instructional development of staff using progress on Student Achievement Partner's Instructional Practice Guide in ELA and Math. LEA will focus on the range of coaching, planning, observation/feedback, and structures that support teachers and leaders in implementing rigorous, standards-aligned instruction across all of our classrooms.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attain attendance of 96%+ at each school and across all student groups.					
Decrease chronic absenteeism by X% yearly and meet goal of Y%					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
<p>In Grades 3-8, Meet 50% proficiency across CAASPP in ELA & Math across Grades 3-8; eliminate local and state variances by student sub groups.</p>					
<p>In Grade 11, Meet 50% proficiency across CAASPP in Math and 75% in ELA; eliminate local and state variances by student sub groups.</p>					
<p>In partnership with Instruction Partners, improve yearly 1 full point from 2020-21 baseline on IPG (Instructional Practice Guide) implementation until meeting 3+ (out of 4).</p>					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum and Professional Development:	With our partnership with EL education, provide professional development for implementation of EL curriculum and program components, leadership core practices, and Student Engaged Assessments (SEA)	\$24,500.00	No
2	Curriculum and Professional Development	Support teacher knowledge of CCSS-aligned curriculum through summer Curriculum Institutes and monthly Professional Development, and regularly observe and provide feedback to teachers to continually improve practice around curriculum implementation and standards alignment.	\$19,200.00	No
3	Curriculum and Professional Development	Focus on early literacy development through professional development around the science of reading, structured literacy practices, and early literacy dyslexia screening.	\$7,000.00	Yes
4	Data and Assessment	Monitor Student Progress through course grades, interim assessments, and norm-referenced assessments, assess student reading and math achievement triennially to monitor student proficiency and growth and identify students in need of interventions; Refine and utilize data meetings, student and family communications, and data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.	\$23,135.00	No
5				No
6	Instructional Development and Support	With our partnership with Instruction Partners, continue Instructional Leadership Teams focus on deep support of Math and ELA instruction, bi-weekly instructional cycles with teacher review of student progress toward standards mastery through bi-weekly data meetings, and academic progress monitoring (APM) leadership meetings.	\$9,625.00	No

Action #	Title	Description	Total Funds	Contributing
7	Instructional Development and Support	Teachers with Preliminary credentials are provided with BTSA training and a BTSA coach to ensure they clear their credential within the term of licensure.	\$23,940.00	No
8	Instructional Development and Support	Provide professional development for all teachers on MTSS, and provide and assess targeted interventions for students identified as needing additional support through MTSS on a monthly basis.		
9	Learning Loss Action (New)	Learning Loss Action (New)		
10				

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Culture of Shared Responsibility for Equitable Outcomes: Create a high performing team culture grounded in equitable outcomes and develop yearly Action Plans grounded in our Diversity, Equity, and Inclusion Pillars and Commitments and LCPS Board Resolution to Promote Equity and Anti-Racism and combat Anti-Blackness.

An explanation of why the LEA has developed this goal.

LEA's California School Dashboard Suspension rates are currently Red with disproportionality for some student groups. Students, staff, and families have given input on the wide range of work needed to build a culture that is affirming, welcoming, and inclusive of the diverse students and families served by the LEA. For 21-22, LEA is planning for robust SEL supports for the return to in-person schooling, alignment in restorative/discipline practices across schools, and investment in MTSS systems as key levers in creating a learning-focused school culture for all students at our site.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce suspension rates across all student groups to <2%, particularly our African American and SWD.					
Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups.					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)					
50% of all new instructional/ leadership staff for 2022-23 SY identify as African American and Latinx.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Development: ELD	Newcomers and English Language Learners will receive Integrated and Designated ELD instruction that is targeted toward their proficiency level, aligned to the ELD standards, and designed to support their content-area achievement through monthly ELD meetings and the implementation of ELlevation to track data, communication, and evaluation of our program	\$133,206.00	Yes
2	Special Education	Provide professional development around inclusion so that students are supported through increased collaboration with general education (GE) teachers and involvement in lesson planning & data analysis, opportunities to provide direct instruction aligned to the curriculum	\$5,292.00	No

Action #	Title	Description	Total Funds	Contributing
		students are learning and in support of individualized IEP goals, personalized, student-specific, direct intervention.		
3	Special Education	Refine moderate-severe programming balances inclusion with increased opportunities for direct instruction targeting individualized goals in support of building independent living skills and student's post-secondary access.		
4	Special Education	Provide transition planning and services that begin in 9th grade and move through high school and/or age 22 (when appropriate) done in collaboration with Department of Rehabilitation and other outside agencies; clearly articulated pathway to graduation for participating in certificates of completion.		
5	Student Support and Services	Refine our Tier 1 student support aligned to EL Education programming by using HOWL Learning Targets (Habits of Work and Learning) to align to promote classroom character development and culture, utilizing crew as a venue in which students are supported socially, academically, and emotionally, and increasing the student extracurricular and leadership opportunities to support empowerment and engagement		
6	Student Support and Services	Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students, with a particular emphasis on post-pandemic supports through the design and implementation of training for all teachers to support use of RJ practices in the classroom; Align discipline procedures to support consistent application of restorative actions and consequences.	\$303,950.00	No
7	Student Support and Services	Refine and utilize data management systems to track student cultural and behavioral data, roll-out modified MTSS structures and review school culture data in order to identify students in need of additional	\$77,560.00	No

Action #	Title	Description	Total Funds	Contributing
		behavioral and social-emotional supports; provide and access effectiveness of targeted interventions for students identified as needing additional behavioral, social-emotional, and counseling support		
8	Teacher/Staff Effectiveness and Impact:	Support LCPS's equitable outcomes through quarterly Diversity, Equity and Inclusion PD, active recruitment of Teacher residents, and the development of a teacher evaluation and career pathways framework / leadership performance management system	\$85,715.00	No
9	Teacher/Staff Effectiveness and Impact	Refine and implement teacher retention bonuses and stipends	\$33,957.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Powerful Community Engagement: Build stronger relationships and political presence in our Oakland Community, shared leadership in our students and families through effective School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community’s students and families that qualify for McKinney Vento.

An explanation of why the LEA has developed this goal.

LEA believes that community engagement is key in elevating the voices of our students, families, and broader community. These voices are essential in continuing to provide quality educational experiences to our students and families. For 21-22, LEA is increasing family voice at sites through our SSC/ELAC. LEA has also made a commitment to unhoused students with an enrollment preference in our charter and is working on building support systems to wrap around our unhoused students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
90% of all LCPS families participate in SLC, SSC/ELAC, Community Celebrations, and/or Family workshops 3x each year.					
Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family and Community Engagement	LCPS Family liaisons will organize SSC, ELAC, and empowering parent learning events based on parent interest, need, and school goals, and support school events such as Student-Led Conferences, Black and Brown excellence events, and community experiences.	\$51,597.00	No
2	Family and Community Engagement	Principals hold twice yearly “State of the School” and “Family/School Advocacy” meetings with families around areas of school focus to share data and get input.		
3	Family and Community Engagement	Train families in use of Family Portals of our SIS and LMS systems to better keep families informed of student progress, grade level updates on a weekly/biweekly basis, and school and community events	\$21,000.00	No
4	Family and Community Engagement	Provide bilingual translation at all parent meetings and Student-Led Conferences as needed. —Provide translation and interpretation services.	\$14,875.00	No
5	Family and Community Engagement	Hire staff to engage and support families including a McKinney Vento liaison	\$7,277.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Strong and Sustainable Operational, Technology, and Financial Models: Ensure strong, sustainable support of LCPS schools, staff, and families.

An explanation of why the LEA has developed this goal.

LEA believes that strong systems support successful schools. Operations, technology, and finance are three key components that support and contribute to the academic success of our students. For 21-22, specific work is focused in Operations/Facilities to ensure a safe return to in-person learning and continuing to support students in families with access to technology at home (internet and devices) to extend digital learning opportunities to the home.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enroll 100% of budgeted seats every day.					
Finish 2020-21 with a board approved contribution to reserves.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance	Align attendance procedures and identify and support students at risk of chronic absence to ensure high attendance and reduce chronic absenteeism.	\$208,950.00	No
2	Operations	Implement operational procedures to support student learning and to ensure safe return to campus for in-person instruction, including training staff on operational procedures regarding health and safety protocols, ordering materials, and maintaining materials (books, supplies) necessary to support strong school operations.	\$57,330.00	No
3	Food Services	Promote access to Food Service programs, with a focus on nutrition and meeting goals for 90% to 100% of student meal participation.	\$210,000.00	No
4	Technology Support Systems	Support technology systems and infrastructure (including hardware, software, and data systems) that support student learning, including: 1:1 chromebook access, home internet connectivity, SIS systems, LMS systems, Independent Study platforms, and other EdTech platforms and programs; with a specific focus on ensuring that 100% of all LCPS families have accessibility to devices with internet access and complete necessary technology trainings to access, monitor, and engage in their children's academic progress.	\$59,500.00	No
5	Technology Support Systems	Hire technology staff to support family, students, and staff with technology systems and infrastructure.	\$136,710.00	No

Action #	Title	Description	Total Funds	Contributing
6	Human Resources	Provide Professional Development in support of non-instructional roles.	\$8,750.00	No
7	Facilities	Maintain facilities that support high quality student learning; Improve learning spaces to support ongoing health & safety guidance.	\$49,000.00	
8	Expanded Learning	Run high-quality after-school programs aligned to increase academic achievement, student well-being, and extracurricular activities	\$196,700.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing
1				

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
12.56%%	140,829

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 Actions:

With our partnership with Instruction Partners, the LEA will continue Instructional Leadership Teams focus on deep support of Math and ELA instruction, bi-weekly instructional cycles with teacher review of student progress toward standards mastery through bi-weekly data meetings, and academic progress monitoring (APM) leadership meetings, with a particular focus on meeting the needs of our foster youth, English learners, and low-income students.

The LEA will monitor Student Progress through course grades, interim assessments, and norm-referenced assessments, assess student reading and math achievement triennially to monitor student proficiency and growth and identify students in need of interventions; Refine and utilize data meetings, student and family communications, and data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.

Explanation:

The vast majority of the LEA's students (80%+) are foster youth, English learners, and/or low-income students. These actions explicitly address disproportionate outcomes in achievement for these student groups and are aligned with evidence-based practices for school improvement.

Goal 2 Actions:

Newcomers and English Language Learners will receive Integrated and Designated ELD instruction that is targeted toward their proficiency level, aligned to the ELD standards, and designed to support their content-area achievement through monthly ELD meetings and the implementation of ELlevation to track data, communication, and evaluation of our program.

The LEA will utilize the following strategies to address student success in response to the pandemic: Restorative Justice model to provide social, emotional and behavioral support through Deans of Students, with a particular emphasis on post-pandemic supports through the design and implementation of training for all teachers to support use of RJ practices in the classroom; Align discipline procedures to support consistent application of restorative actions and consequences.

Refine and utilize data management systems to track student cultural and behavioral data, roll-out modified MTSS structures and review school culture data in order to identify students in need of additional behavioral and social-emotional supports; provide and access effectiveness of targeted interventions for students identified as needing additional behavioral, social-emotional, and counseling support.

Explanation:

Increased focus on our Integrated and Designated ELD programs, including professional development for staff and focus on progress monitoring for students, directly serves our English learner students.

SEL supports, discipline procedures, and MTSS systems address the needs of English learners, low income students, and foster youth, student subgroups that require access to tiered supports in order to be successful academically at school after a year and a half of distance learning.

Goal 3 Actions:

Hire staff to engage and support families including a McKinny Vento liaison.

Align attendance procedures and identify and support students at risk of chronic absence to ensure high attendance and reduce chronic absenteeism.

Explanation:

These actions address disproportionality in attendance data for our low-income, English learner, and foster youth students. In addition, the LEA has several actions associated with increasing the number of unhoused students served as part of a material revision to the LEA's charter in response to the growing need to support families experiencing housing insecurity in Oakland.

Goal 4 Actions:

Support technology systems and infrastructure (including hardware, software, and data systems) that support student learning, including: 1:1 chromebook access, home internet connectivity, SIS systems, LMS systems, Independent Study platforms, and other EdTech platforms and programs; with a specific focus on ensuring that 100% of all LCPS families have accessibility to devices with internet access and complete necessary technology trainings to access, monitor, and engage in their children's academic progress.

Hire additional technology staff to support family, students, and staff with technology systems and infrastructure, in particular with improve accessibility away from school.

Maintain facilities that support high quality student learning; Improve learning spaces to support ongoing health & safety guidance and improved access to learning for the wide range of student needs.

Explanation:

Low-income, English learners, and foster youth are disproportionately affected by the digital divide, particularly in the communities we serve in Oakland. These actions ensure that these student groups have access to learning at home. In addition, the improvement of our learning spaces ensures that these student groups have access to learning spaces that meet their needs.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services for foster youth, English Learners, and low-income students are being increased or improved in the following areas:

Curriculum, Instruction, and Assessment:

Dyslexia/Early Literacy professional development, parent workshops, screening and support
Interim Assessment, Growth Monitoring, and Data Systems
Instructional Coaching and Leadership Development
ELD Curriculum, ELD Staffing, ELD Progress Monitoring Tools

SEL/Sped/Student Supports

SEL Staffing, including Deans and Assistant Deans

Increases to student supports, including Clinical Team

Increases to Special Education team, including program managers, education specialists, and student support aides

Translation services for 1:1 family meetings, workshops, and community gatherings

Technology:

Devices, software, connectivity, staffing costs

Facilities:

Building maintenance

Note: the larger than normal percent increase to increase or improve services is the result of increasing our 6th grade class from 2 cohorts of students to 3 cohorts of students.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,687,380.00			\$81,389.00	\$1,768,769.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,224,748.00	\$544,021.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Curriculum and Professional Development:				\$24,500.00	\$24,500.00
1	2	All	Curriculum and Professional Development	\$19,200.00				\$19,200.00
1	3	Low Income	Curriculum and Professional Development	\$7,000.00				\$7,000.00
1	4	All	Data and Assessment	\$23,135.00				\$23,135.00
1	5	All						
1	6	All	Instructional Development and Support	\$9,625.00				\$9,625.00
1	7	All	Instructional Development and Support	\$23,940.00				\$23,940.00
1	8		Instructional Development and Support					
1	9		Learning Loss Action (New)					
2	1	English Learners	English Language Development: ELD	\$133,206.00				\$133,206.00
2	2	Students with Disabilities	Special Education				\$5,292.00	\$5,292.00
2	3		Special Education					
2	4		Special Education					
2	5		Student Support and Services					
2	6	All	Student Support and Services	\$303,950.00				\$303,950.00
2	7	All	Student Support and Services	\$77,560.00				\$77,560.00
2	8	All	Teacher/Staff Effectiveness and Impact:	\$85,715.00				\$85,715.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	9	All	Teacher/Staff Effectiveness and Impact	\$33,957.00				\$33,957.00
3	1	All	Family and Community Engagement				\$51,597.00	\$51,597.00
3	2		Family and Community Engagement					
3	3	All	Family and Community Engagement	\$21,000.00				\$21,000.00
3	4	All	Family and Community Engagement	\$14,875.00				\$14,875.00
3	5	All	Family and Community Engagement	\$7,277.00				\$7,277.00
4	1	All	Attendance	\$208,950.00				\$208,950.00
4	2	All	Operations	\$57,330.00				\$57,330.00
4	3	All	Food Services	\$210,000.00				\$210,000.00
4	4	All	Technology Support Systems	\$59,500.00				\$59,500.00
4	5	All	Technology Support Systems	\$136,710.00				\$136,710.00
4	6	All	Human Resources	\$8,750.00				\$8,750.00
4	7		Facilities	\$49,000.00				\$49,000.00
4	8	All	Expanded Learning	\$196,700.00				\$196,700.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$140,206.00	\$140,206.00
LEA-wide Total:	\$140,206.00	\$140,206.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Curriculum and Professional Development	LEA-wide	Low Income		\$7,000.00	\$7,000.00
2	1	English Language Development: ELD	LEA-wide	English Learners		\$133,206.00	\$133,206.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures	
				Totals:	Planned Expenditure Total	Estimated Actual Total
				Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC 52064(e)(1)*). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lighthouse Community Charter School

CDS Code: 01-61259-0130633

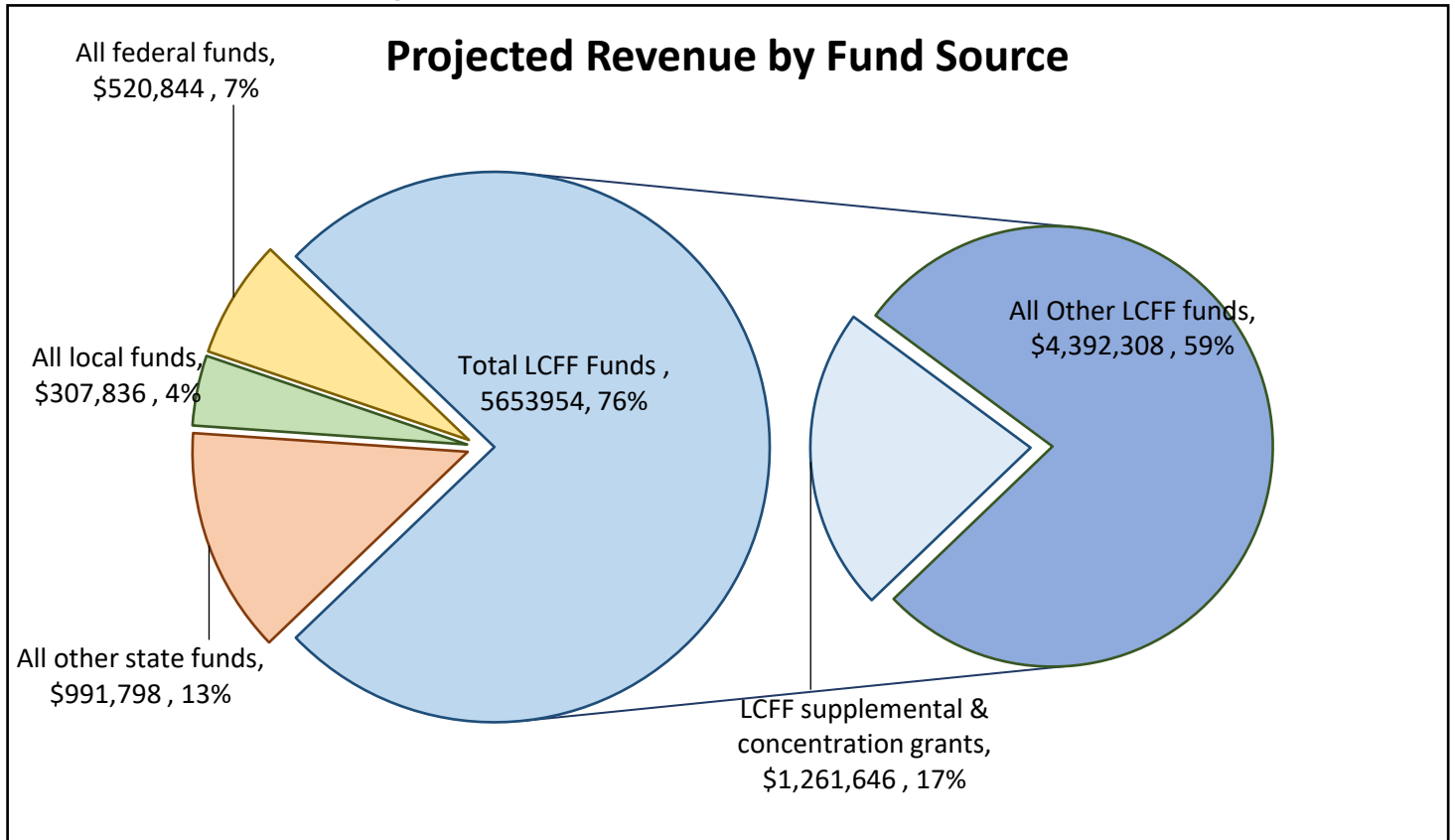
School Year: 2021 – 22

LEA contact information: Rich Harrison, CEO, superintendent@lighthousecharter.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

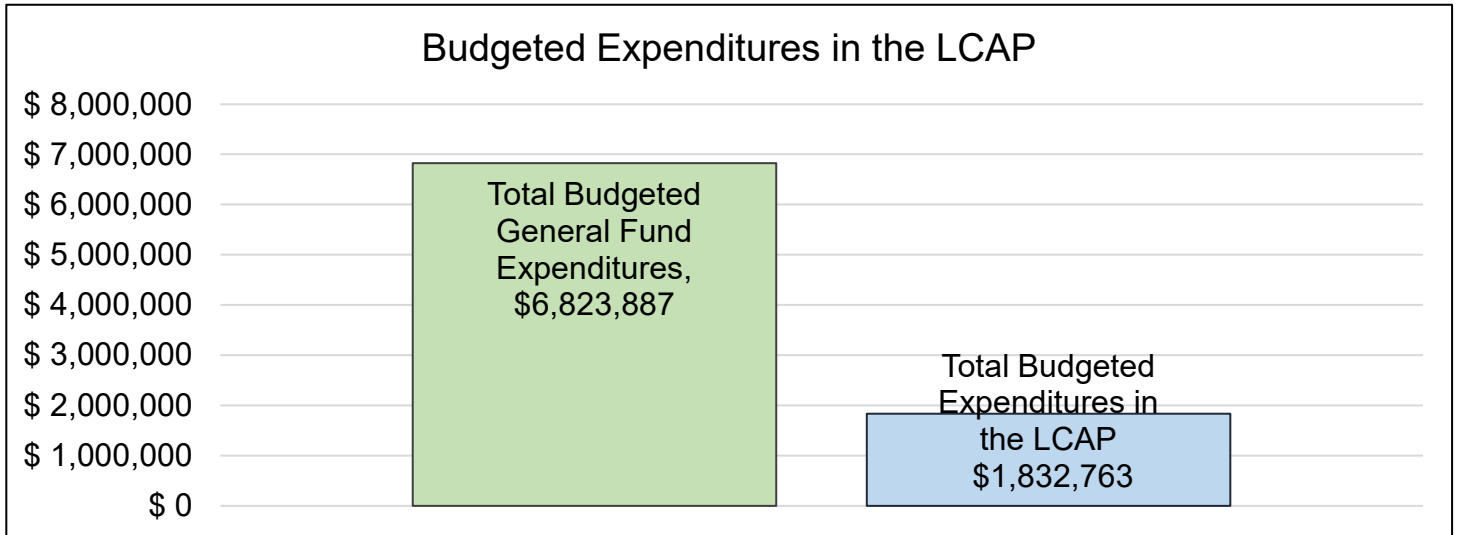


This chart shows the total general purpose revenue Lighthouse Community Charter School expects to receive in the coming year from all sources.

The total revenue projected for Lighthouse Community Charter School is \$7,474,431.19, of which \$5,653,954.00 is Local Control Funding Formula (LCFF), \$991,797.66 is other state funds, \$307,835.59 is local funds, and \$520,843.94 is federal funds. Of the \$5,653,954.00 in LCFF Funds, \$1,261,646.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Lighthouse Community Charter School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Lighthouse Community Charter School plans to spend \$6,823,887.01 for the 2021 – 22 school year. Of that amount, \$1,832,763.00 is tied to actions/services in the LCAP and \$4,991,124.01 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

LCPS has not identified its core program within the LCAP. This core programming includes: staffing of teachers, administrators and other essential site-based roles; facilities expenses and other key services.

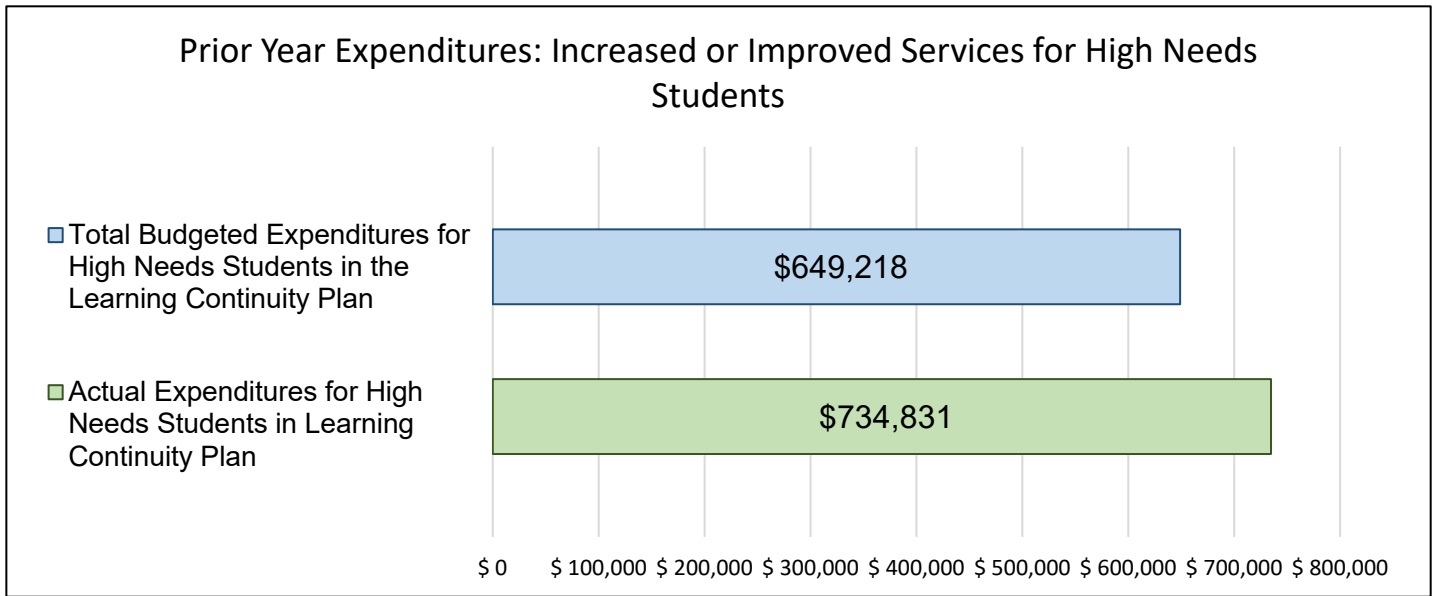
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Lighthouse Community Charter School is projecting it will receive \$1,261,646.00 based on the enrollment of foster youth, English learner, and low-income students. Lighthouse Community Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Lighthouse Community Charter School plans to spend \$1,244,154.00 towards meeting this requirement, as described in the LCAP. The additional improved services described in the plan include the following:

[Respond to the prompt here; if there is no prompt a response is not required.]

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Lighthouse Community Charter School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Lighthouse Community Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Lighthouse Community Charter School's Learning Continuity Plan budgeted \$649,218.00 for planned actions to increase or improve services for high needs students. Lighthouse Community Charter School actually spent \$734,831.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Lighthouse Community Charter High School	Rich Harrison Chief Executive Officer	rich.harrison@lighthousecharter.org 510-562-8225

The following is the local educational agency's (LEA's) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1: Lighthouse students are academically proficient.

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of students who meet proficiency in ELA as measured by the SBAC will increase by a minimum of 2016-17 baseline +1% until the goal of 75% is met, overall and in each of the significant subgroups.</p> <p>Baseline Overall — 90% Low Income — 91% Latino — 88%</p>	<p>The LEA did not complete testing as expected in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator The percent of students who meet grade level proficiency in Math as measured by the SBAC will increase by a minimum of 2016-17 baseline +1% until the goal of 75% is met, overall and in each of the significant subgroups.</p> <p>Baseline Overall — 47% Low Income — 44%</p>	<p>The LEA did not complete testing as expected in Spring 20 due to COVID 19.</p>

Expected	Actual
Latino — 43%	
<p>Metric/Indicator The percent of students who are high achieving or high growth on the ELA portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.</p> <p>Baseline New Measure to be added in 2018-19</p>	The LEA did not complete testing as expected in Spring 20 due to COVID 19.
<p>Metric/Indicator 75% percent of English Learners meet the English Learner progress indicator criteria as defined by the California state dashboard.</p>	The LEA did not complete testing as expected in Spring 20 due to COVID 19.

Actions / Services

1a. Assess student reading achievement triennially to monitor student growth and identify students in need of interventions.	4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,385	4000-4999: Books And Supplies LCFF Supplemental and Concentration 3166
1b. Assess student math achievement triennially to monitor student growth and identify students in need of intervention.	4000-4999: Books And Supplies LCFF Supplemental and Concentration 3,385	4000-4999: Books And Supplies LCFF Supplemental and Concentration 3166
1c. Refine and utilize data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.	4000-4999: Books And Supplies LCFF Base 3,385	4000-4999: Books And Supplies LCFF Base 3683
1d. Provide targeted interventions for students identified as needing additional support through MTSS.	1000-1999 Certificated Staff 3000-3999 Benefits LCFF Supplemental and Concentration 119,529	1000-1999 Certificated Staff 3000-3999 Benefits LCFF Supplemental and Concentration 68,974
1e. Quarterly Professional Development Institutes support teachers to develop the EL Core Practices.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 17,358	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 114,244

1f. Regularly observe and provide feedback to teachers to continually improve practice.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 59,765	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 46225
1g. Provide all teachers with Preliminary credentials are provided with BTSA training and a BTSA coach to ensure they clear their credential within the term of licensure.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
1h. Reading interventionist works with long-term English Learner students. High school schedule redesign will allow students to take reading support courses while still completing A-G course sequence.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 23,906	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 39652
1i. Newcomer English Learners receive Designated ELD instruction that is targeted to their proficiency level, aligned to the new ELD standards, and designed to support their content-area achievement.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
1j. Math teachers receive training in CPM Integrated Math curriculum.	4000-4999: Books And Supplies LCFF Supplemental and Concentration 8,771	4000-4999: Books And Supplies LCFF Supplemental and Concentration 7462
1k. Adopt and utilize standards-aligned ELA curriculum in all grade levels, and continue roll-out of CCSS-aligned math curriculum to 11th grade.	funded within Goal 6 4000-4999: Books And Supplies LCFF Base \$0	funded within Goal 6 4000-4999: Books And Supplies LCFF Base
1l. Review student progress toward standards mastery and plan next steps for student growth through bi-weekly data meetings.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
1m. Roll-out modified MTSS structures in order to identify students in need of additional academic supports	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base

<p>1n. Support teacher knowledge of CCSS-aligned curriculum through week-long summer Curriculum Institute and quarterly Professional Development in course groups.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>1o. Increase math intervention supports for students identified as needing additional support through MTSS.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits ESSA: Comprehensive Support and Improvement \$83,916</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits ESSA: Comprehensive Support and Improvement 53620</p>
<p>1p. Adopt and utilize curricular materials in math intervention classes and provide appropriate training for instruction.</p>	<p>4000-4999 Books & Supplies 5000-5999 Services & Operating Expenses LCFF Supplemental and Concentration \$76,084</p>	<p>4000-4999 Books & Supplies 5000-5999 Services & Operating Expenses LCFF Supplemental and Concentration 4020</p>
<p>1q. Hire EL coordinator to oversee the assessment, placement, and support of English Learners.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>1r. Continue alignment of 10th and 12th grade passage structures to the Graduate Profile.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>1s. Articulate Lighthouse Product Innovation and Design Pathway course sequence to Laney Community College Courses.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>1t. Continue Pathway improvement work with Strong Workforce Grant Funding.</p>	<p>1000-1999 Certificated Staff 3000-3999 Benefits 4000-4999 Books & Supplies 5000-5999 Services & Operating Expenses Strong Workforce Grant \$173,018</p>	<p>1000-1999 Certificated Staff 3000-3999 Benefits 4000-4999 Books & Supplies 5000-5999 Services & Operating Expenses Strong Workforce Grant 104578</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were largely used as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In the 2019-20 school year, our academic team had focused on aligning curriculum, and students were demonstrating progress in their academic growth.

The LEA implemented the actions/services listed. School closure due to the COVID 19 pandemic meant that the LEA pivoted in March 2020 to provide distance learning to students for the remainder of the 19-20 school year. This posed a unique challenge to executing this as the conclusion of the school year approached.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of students who have a suspension will decrease by a minimum of 2016 -17 baseline -.6% until the goal of 4% or fewer is met, overall and within each of the significant subgroups.</p> <p>Baseline Overall — 6.8% Low Income — 6.4% Latino — 6.9% English Learners—2.8%</p>	<p>The LEA does not have a complete year’s worth of in-person suspension data due to COVID 19.</p>
<p>Metric/Indicator The percent of students who are chronically absent will decrease by a minimum of 2016-17 baseline -1% until the goal of 5% or fewer is met, overall and within each of the significant subgroups.</p> <p>Baseline Overall — 11% Low Income — 10% Latino — 11% English Learner—19.4%</p>	<p>The LEA does not have a complete year’s worth of in-person attendance data due to COVID 19.</p>
<p>Metric/Indicator</p>	<p>The LEA did not complete surveys as expected in Spring 20 due to COVID 19.</p>

Expected	Actual
<p>The percent of positive responses on the Student Interactions and Attitude & Culture dimensions of the SCAI will increase by a minimum of 2016-17 baseline +1% until the goal of 70% or higher is met, overall and within each of the significant subgroups.</p> <p>Baseline Overall — 46% Low Income — 48% Latino — 47%</p>	

Actions / Services

<p>2a. Utilize crew as a venue in which students are supported socially, academically, and emotionally.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>2b. Increase student leadership opportunities to support student empowerment and engagement.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>2c. Roll out modified MTSS structures in order to identify students in need of additional behavioral and social-emotional supports.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>2d. Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$89,647</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 99618</p>
<p>2e. Provide targeted interventions for students identified as needing additional behavioral and social-emotional support through MTSS.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff</p>

	3000-3999 Benefits LCFF Supplemental and Concentration 107,576	3000-3999 Benefits LCFF Supplemental and Concentration 68028
2f. Increase work-based learning experiences for students aligned to Pathway.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$8,250	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 15986
2g. Design and implement Restorative Justice training to support use of RJ practices in the classroom.	funded within Goal 6 5000-5999: Services And Other Operating Expenditures LCFF Base \$0	funded within Goal 6
2h. Use Habits of Work and Learning (HOWL) Targets to promote classroom character development.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
2i. Examine school culture data in School Culture Teams and implement school-wide interventions.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
2j. Align attendance procedures to support the identification of students at risk of chronic absence and implement identified interventions.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
2k. Refine and utilize data management systems to track student culture and behavioral data.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
2l. Align discipline procedures to ensure consistent application of restorative actions and consequences.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were expended as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In the 2019-20 school year, our academic team had focused on aligning curriculum, and students were demonstrating progress in their academic growth.

In March 2020, like all California schools, we shifted into Distance Learning. This posed a unique challenge to executing this as the conclusion of the school year approached.

Crew (advisory) was a place where many of these actions/services came to life, including during school closure due to the COVID 19 pandemic. The LEA needed to develop specific strategies to identify and support students who were not engaged in learning during Spring 2020.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of families that attend Individualized Learning Plan meetings will continue to maintain a minimum of 95%.</p> <p>Baseline 98%</p>	<p>The LEA did not complete ILP meetings in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator Percent of positive responses to Winter Family Survey Connection questions will increase by a minimum of 2016-17 baseline +1% until goal of 85% is met.</p> <p>Baseline 76%</p>	<p>The LEA did not complete surveys as expected due to COVID 19.</p>
<p>Metric/Indicator Percent of positive response to Winter Family Survey Partnership questions will increase by a minimum of 2016-17 baseline +1% until goal of 90% is met.</p> <p>Baseline 84%</p>	<p>The LEA did not complete surveys as expected due to COVID 19.</p>

Actions / Services

<p>3a. Hold Student-Led Conferences three times per year with families and crew leaders to monitor progress toward the Graduate Profile and set goals.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 17,358</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 32,853</p>
<p>3b. Hold parent learning events based on parent interest, need, and school goals.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 26,147</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 20,097</p>
<p>3c. Train families in use of Family Portal within SIS to better keep families informed of student progress and school events.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 2,601</p>
<p>3d. Provide family education related to the college application and scholarship process.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>3e. Principals hold twice yearly “State of the School” meetings with families around areas of school focus to share data and get input.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>2f. Provide Spanish translation at all parent meetings and Student-Led conferences as needed.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 10,958</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 25,534</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were expended as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In the 2019-20 school year, our families were able to engage in Student-led conferences at nearly full participation.

In March 2020, like all California schools, we shifted into Distance Learning. This posed a unique challenge to executing this as the conclusion of the school year approached.

The LEA took specific actions to support families to continue to engage in learning over Spring 2020, including providing devices, hotspots, food, and financial support for families affected by the COVID 19 pandemic. Family townhalls regarding distance learning were well attended and families reported largely positive feedback about the LEA's response to COVID 19.

Goal 4

Goal 4: Lighthouse staff are engaged members of the school community.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of staff who are engaged on the Q12 engagement survey will increase by a minimum of 2016-17 baseline +1% until goal of 75% is met.</p> <p>Baseline 58%</p>	<p>The LEA did not complete surveys as expected in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator Percent of staff who are neutral or satisfied with their total compensation package will increase by a minimum of 2016-17 baseline +1% until goal of 85% is met.</p> <p>Baseline 80%</p>	<p>The LEA did not complete surveys as expected in Spring 20 due to COVID 19.</p>

Actions / Services

4a (same as 1e) Quarterly Professional Development Institutes support teachers to develop the EL Core Practices.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
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4b. (same as 1f) Regularly observe and provide feedback to teachers to continually improve their practice.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
4c. Continue to implement new compensation model, including retention bonuses, for staff at key retention points.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base 10,546
4d. Provide 8% matching retirement contribution for all staff.	3000-3999: Employee Benefits LCFF Base \$185,030	3000-3999: Employee Benefits 165,893
4e. Review and refine teacher evaluation framework.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$36,162	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 1,260
4f. Support Diversity, Equity and Inclusion work through quarterly PD.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$6,000	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 1,500

Goal Analysis

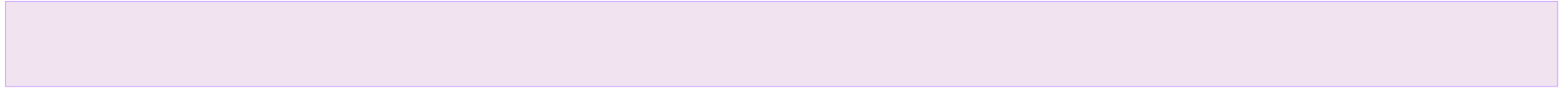
A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were expended as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

In March 2020, like all California schools, we shifted into Distance Learning. This posed a unique challenge to executing this as the conclusion of the school year approached. In light of that, our staff engaged with students and families with extraordinary efforts.

The LEA continued staff professional development during distance learning, allowing staff to continue to stay connected with each other and engaged in professional learning. Staff survey data reflected largely positive feedback about the LEA's response to COVID 19.



Goal 5

Goal 5: Lighthouse graduates are prepared to be successful in college and the career of their choice.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The 4-year cohort graduation rate will increase by a minimum of 2016-17 baseline +1% until the goal of 85% is met, overall and in each of the significant subgroups.</p> <p>Baseline All — 60.7% Low Income — 62.1% Latino — 60.2% (2015-16 grad rates)</p>	
<p>Metric/Indicator A 4-year cohort dropout rate under 10% will be maintained, overall and in each of the significant subgroups.</p> <p>Baseline All — 9% Latino — 9% FRL — 9% (2015-16 dropout rates)</p>	
<p>Metric/Indicator</p>	

Expected	Actual
<p>Lighthouse will maintain an a-g completion rate of 90% or higher, overall and in each of the significant subgroups.</p> <p>Baseline Overall — 100% Latino — 100% Low Income — 100%</p>	

Actions / Services

<p>5a. All juniors and seniors are enrolled in college and career preparation classes.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>5b. Crew leaders oversee and monitor the college and scholarship application processes for their cohort.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$41,638</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 45,698</p>
<p>5c. All high school students participate in college visits, with additional small group and individual tours facilitated as needed.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$15,650</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 15,986</p>
<p>5d. Continue partnerships to provide additional support in academic and financial preparation for college.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$16,500</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 36,325</p>
<p>5e. Embed SAT preparation into Math and English classes.</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base \$1,980</p>	<p>5000-5999: Services And Other Operating Expenditures LCFF Base 0</p>
<p>5f. All students take A-G approved course series, unless an alternative course series is identified within an IEP.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff</p>

	3000-3999 Benefits LCFF Base \$0	3000-3999 Benefits LCFF Base
5g. Continue build out of integrated projects as a part of the Lighthouse Product Innovation and Design Pathway.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
5h. Implement and evaluate new courses as part of master schedule redesign.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$31,264	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 186,764
5i. Implement new master schedule to increase access to college prep courses and intervention supports.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
5j. Articulate Lighthouse Product Innovation and Design Pathway course sequence to Laney Community College courses. (same as 1s)	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base

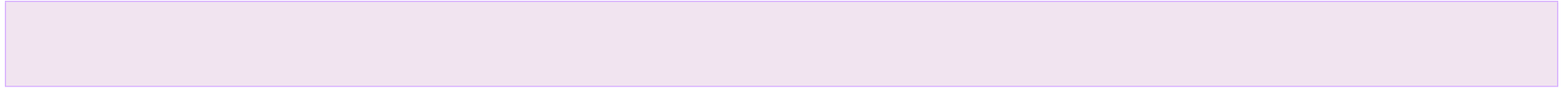
Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were expended as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Despite school closure in the spring of 2020, seniors were supported to graduate successfully. The LEA continued to focus on its “culture and character” dimension of student achievement through continued work with: Habits of Work and Learning, Crew, Service Work, and reflection on the connection between academic habits/mindsets and academic success.



Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Lighthouse maintains a sound facility. Lighthouse is fully staffed by the beginning of the school year.</p> <p>Baseline Met</p>	Met
<p>Metric/Indicator Lighthouse is fully staffed by the beginning of the school year.</p> <p>Baseline 95% staffed</p>	Met
<p>Metric/Indicator Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis.</p> <p>Baseline Met</p>	Met

Actions / Services

6a. Hire and develop a certificated and classified staff to support implementation of the goals and action as detailed in the LCAP.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$2,077,369	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base 2,235,872
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6b. Acquire and maintain books, materials and supplies necessary to support strong school operations.	4000-4999: Books And Supplies LCFF Base \$735,195	4000-4999: Books And Supplies LCFF Base 315,080
6c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	5000-5999: Services And Other Operating Expenditures LCFF Base \$1,265,614	5000-5999: Services And Other Operating Expenditures LCFF Base 1,338,853
6d. Maintain depreciating capital as necessary to support strong school operations.	funded in Action 5a 6000-6999: Capital Outlay LCFF Base \$0	funded in Action 5a 6000-6999: Capital Outlay LCFF Base
6e. Fund oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	N/A; funded within 6c 5000-5999: Services And Other Operating Expenditures LCFF Base	N/A; funded within 6c 5000-5999: Services And Other Operating Expenditures LCFF Base

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were largely used as planned. However, total expenditures were slightly down relative to budget, given unexpended funds at the conclusion of the school year.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

See above. The LEA continued to operate with healthy reserves and a positive financial outlook for the next year despite financial uncertainty related to COVID 19. The LEA began preparing for potential return to in-person learning in the 20-21 school year by: acquiring PPE, modifying classroom spaces, installing HEPA filters, preparing for asymptomatic testing routines, and adopting health and safety policies related to campus access for staff, students, and families.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We are prioritizing a return to safe, in-person instruction when state and county guidance allows for that, and dedicating funds to operational and custodial needs that will provide a safe environment for students and staff.	23,115	13,792	No
We are creating sufficiently separate spaces to support smaller learning groups for our hybrid learning scenarios.	36,653	0	Yes
Instructional Leadership and Culture Teams structure year-long learning arcs to address shifts from distance to in-person learning.	26,551	41,200	Yes
We provide enrichment courses to improve educational outcomes (this applies in Distance Learning as well).	109,203	98,778	Yes
We are providing in-class teacher residents to support the quality of instruction and to provide additional supports for student learning.	37,145	20,282	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The LEA spent less on hybrid learning and operational supports for in-person learning given that the majority of the LEA's students remained in distance learning for the 21-22 school year.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

While the majority of students at the LEA accessed learning via distance for the entirety of the 20-21 school year, a small group of students (primarily students with IEPs) accessed learning from on campus beginning in November 2020. The LEA had substantial

successes in building systems and preparing the facility for student/staff safety (a range of actions from a system for asymptomatic testing, HEPA filters, to physical classroom setup). One challenge experienced by the LEA were differences in overall COVID rates between Alameda county and its resident zip codes (which remained in the highest tier even when the surrounding county began to drop into tiers in which reopening was permitted). Next steps for the LEA include increasing the number of students and staff back on campus for summer programing.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We are ensuring connectivity for all students by providing: Chromebooks, hotspots or other access to connectivity.	\$64,630	160,122	No
We are providing office hours staffed by our technology team, to support the ongoing needs of students and staff. These tech supports will continue as instruction shifts back to in-person learning, as devices are managed and in-person technology services are transitioned.	\$58,093	40,759	Yes
We are improving our communication systems to more effectively communicate with families and amongst stakeholders. This includes, among our initiatives: a website update, licenses for video conferencing and implementation of project software.	\$8,625	17,332	No
We are providing weekly Professional Development, and additional planning days in the lead up to the school year, to support teachers with the implementation of distance learning practices.	\$97,889	122,721	No
We are providing targeted Professional Development to implement a streamlined academic platform (Altitude learning).	\$6,900	6,900	No
We are increasing available materials (physical copies of books, materials, etc.) to distribute to students and teachers to use in their individual learning spaces.	\$16,080	10,321	No
We are repurposing available non-instructional roles, and providing the necessary training, to support with direct student interaction.	\$70,294	16,048	Yes
We are adding additional Special Education services to accommodate IEP needs during a distance learning environment.	\$70,609	81,902	No
We are adding ELD support services to ensure the fidelity of ELD instruction while in a distance learning environment.	\$48,093	20,189	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The LEA spent more on technology (including tech support, connectivity, and training for staff) than originally budgeted. The LEA originally projected that more non-instructional staff would be needed for general student supports as well as ELD supports, but general education teachers were able to provide some of these projected supports within their distance learning roles.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The LEA had substantial success with distance learning, translating to ADA of 95%+. Initial efforts in the early part of the 20-21 school year were on ensuring all students had a chromebook to get online and a hotspot if needed. The LEA's tech team put substantial work in to family-facing services during this time. One initial challenge experienced in this area was delivery of chromebooks and hotspots (due to global supply chain disruptions) but these were mostly resolved by October 2020, with additional chromebook inventory provided by local initiatives like the Oakland Undivided campaign during this time. Student engagement with learning was tracked with the rollout of the Altitude Learning LMS, which was rolled out specifically for this purpose during distance learning.

The LEA has engaged in substantial data tracking (with Interim Assessments, MAP, and CAASPP) to identify students who may need more support in the return to school. One challenge related to this is the number of students who are expected to need some kind of additional support given learning loss; the LEA is proactively planning for these supports through an MTSS approach during summer of 2021.

Staff roles and responsibilities were quickly updated ahead of the 20-21 school year and staff were developed to provide virtual instruction to students.

Students with unique needs who were not successful in distance learning were identified and brought on campus as part of our first in-person cohorts in November 2020. The LEA was not able to open more broadly to in-person learning given COVID positivity rates in our immediate zip codes.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We are purchasing and distributing additional copies of the curriculum for student use in a home setting.	\$8,050	23,223	No
We are leveraging after school personnel to integrate into the core day and function as additional academic support staff during synchronous learning times.	\$108,378	96,763	Yes
We provide online learning management systems to assess and provide instructional resources to address Learning Loss.	\$20,700	33,310	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

Spending on curriculum for use in the home setting and on our learning management system was more than expected; spending on after-school instructors to support during the core day was less than expected given that general education teachers were able to hold more individual supports in their distance learning roles.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The LEA has engaged in substantial data tracking (with Interim Assessments, MAP, and CAASPP) to identify students who may need more support in the return to school. Professional development for the 21-22 year focused on using data for corrective instruction, taking advantage of structures including office hours, small group instruction, and 1:1 check ins with students to address gaps present in this data. Initial data shows that many students have unfinished learning from the previous grade; all teachers will need to plan to support this unfinished learning as part of Tier 1 instruction as well as through a coherent Tier 2 approach to remediation, providing all students access to both grade-level content and instruction that targets specific gap areas.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students across the LEA continued to participate in crew (advisory) over the 21-22 school year, a space where student relationships are prioritized and SEL curriculum is delivered. In addition to proactive supports provided in crew, teachers also filled out Social Emotional Screeners, analyzed by school clinicians, to identify additional targeted supports by grade levels and for students in need of small group or 1:1 counseling. The LEA continued to provide mental health services during the 20-21 year (for ERMHS and non-NRMHS students). One challenge in supporting mental health needs during this year was the large number of students who needed mental health supports, leading clinical teams to need to refer students and families to community agencies when the need for support was not immediate/acute.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The LEA's attendance team reached out to students and families who were not present or engaged in a systematic way, providing increasing support to students and families where needed. Families were updated on student progress every 6 weeks of the year, with Student-Led Conferences happening twice as a deeper opportunity for families and students to engage with teachers around student progress.

The LEA's plans for next year include increasing opportunities for family voice at sites through SSC/ELAC structures (the LEA is looking to increase family participation in these structures).

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The LEA distributed food to families twice weekly in a drive-through format. In addition, the LEA delivered food to families that did not have access to transportation or were otherwise unable to come to campus.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
Mental Health and Social and Emotional Well-Being	The Deans on staff are providing Professional Development support for teachers & staff as they communicate with families and students.	\$7,214	7,654	No
Mental Health and Social and Emotional Well-Being	We are providing counseling through virtual touchpoints during distance learning.	\$32,023	51,317	No
Pupil Engagement and Outreach	We provide additional translation supports to ensure that students & families have access to materials and information from the school.	\$9,890	10,914	No
School Nutrition	We are shifting our staffing needs during Distance Learning to accommodate for meal pick-up by families, rather than distribution during a normal school day.	\$12,045	25,287	No
Pupil Engagement and Outreach	We ensure that our additional administrative and support roles are in a position to provide outreach with families, by holding 1:1 check-in's, sending regular communication, providing hard-copy materials, and other activities to support distance learning.	\$241,880	294,352	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The LEA spent more than budgeted on mental health supports for students, provision of meals (including meal drop off for students and families), and in ensuring that students/families had the touchpoints needed to ensure strong engagement in our distance learning program.

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

One key theme that came from the implementation of the LEA's distance learning and in-person programs during 20-21 is the need for alignment across all of the schools in our LEA in terms of program (curriculum, instruction, assessment) and supports for program (finance, operations, HR). Our academic programs and student support programs became increasingly aligned over 20-21 with increased impact on students, and this is an area where the LEA will continue to work on alignment in 21-24.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The LEA will continue with robust assessment practices that allow it to identify students who have learning gaps. The LEA is investing in MTSS and SEL supports for students (including curriculum, personnel, and partnerships) and from a schedule perspective is prioritizing continued focus on grade level standards and intervention designed to support unfinished learning. Coaching and development of teachers is focused on providing rigorous grade level instruction and on addressing unfinished learning. For pupils with unique needs, the LEA is investing in staffing in the Special Education and Clinical Departments. The LEA has also made substantial investments in student services designed to support unhoused students and families as part of our commitment, in a material revision in our charter, to give enrollment preference to Oakland's unhoused students and families.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The LEA was adaptive in meeting the needs of English Learners, Foster Youth, and Low-Income students given the COVID-19 pandemic. The vast majority of the LEA's students (80%+) are English Learners, Foster Youth, and/or Low-Income. The LEA prioritized actions to give students access to school and to ensure students were engaged in school when present, including providing support with basic needs, technology, mental health supports, and relationships when needed in service of students' overall academic success.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Reflection and analysis on student outcomes from the 19-20 LCAP and the 20-21 LCP, as well as meaningful stakeholder engagement, have informed the following priorities for the 21-22 through 23-24 LCAP:

Improving the quality of academic program through aligning systemwide tools and processes and teacher, leader, and staff development -- increased alignment and staff development will translate to meaningful instructional improvement and academic growth for all students.

Alignment in implementation of systems and structures designed to support specific student populations: English Learners, Unhoused Students, and Students with Unfinished Learning -- Aligned systems and structures, implemented consistently, are needed to provide increased supports to students as they re-enter school in the fall.

Alignment in supports around operations, technology, and finance.

Increased focus on college/career programs, including updates to A-G course sequence and dual credit pathways.

Increased opportunities for meaningful family voice and advocacy through SSC/ELAC.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	5,244,840.00	5,067,284.00
	0.00	168,653.00
ESSA: Comprehensive Support and Improvement	83,916.00	53,620.00
LCFF Base	4,384,523.00	3,904,034.00
LCFF Supplemental and Concentration	603,383.00	836,399.00
Strong Workforce Grant	173,018.00	104,578.00
	31,264.00	86,922.00
	31,264.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	5,244,840.00	5,067,284.00
	2,997,695.00	3,161,684.00
3000-3999: Employee Benefits	185,030.00	165,893.00
4000-4999: Books And Supplies	754,121.00	332,557.00
5000-5999: Services And Other Operating Expenditures	1,307,994.00	1,407,150.00
6000-6999: Capital Outlay	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	5,244,840.00	5,067,284.00
		0.00	2,760.00
	ESSA: Comprehensive Support and Improvement	83,916.00	53,620.00
	LCFF Base	2,161,169.00	2,246,418.00
	LCFF Supplemental and Concentration	579,592.00	754,308.00
	Strong Workforce Grant	173,018.00	104,578.00
3000-3999: Employee Benefits		0.00	165,893.00
3000-3999: Employee Benefits	LCFF Base	185,030.00	0.00
4000-4999: Books And Supplies	LCFF Base	738,580.00	318,763.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	15,541.00	13,794.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	1,299,744.00	1,338,853.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	8,250.00	68,297.00
6000-6999: Capital Outlay	LCFF Base	0.00	0.00
		0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	572,502.00	448,790.00
Goal 2	205,473.00	183,632.00
Goal 3	54,463.00	81,085.00
Goal 4	227,192.00	179,199.00
Goal 5	107,032.00	284,773.00
Goal 6	4,078,178.00	3,889,805.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$232,667.00	\$174,052.00
Distance Learning Program	\$441,213.00	\$476,294.00
Pupil Learning Loss	\$137,128.00	\$153,296.00
Additional Actions and Plan Requirements	\$303,052.00	\$389,524.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,114,060.00	\$1,193,166.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$23,115.00	\$13,792.00
Distance Learning Program	\$312,826.00	\$419,487.00
Pupil Learning Loss	\$28,750.00	\$56,533.00
Additional Actions and Plan Requirements	\$61,172.00	\$95,172.00
All Expenditures in Learning Continuity and Attendance Plan	\$425,863.00	\$584,984.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$209,552.00	\$160,260.00
Distance Learning Program	\$128,387.00	\$56,807.00
Pupil Learning Loss	\$108,378.00	\$96,763.00
Additional Actions and Plan Requirements	\$241,880.00	\$294,352.00
All Expenditures in Learning Continuity and Attendance Plan	\$688,197.00	\$608,182.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lighthouse Community Charter High School	Rich Harrison Chief Executive Officer	rich.harrison@lighthousecharter.org 510-562-8225

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Lighthouse Community Charter High School is a 9-12 charter school located in East Oakland. It is co-located with and runs a coherent academic program with Lighthouse Community Charter School, its K-8 feeder school. Our mission is to prepare a diverse student population for college and the career of their choice by equipping each youth with the skills, knowledge and tools to become self-motivated, lifelong, learners.

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

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

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

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 20-21 school year, the LEA continued to center student learning and achievement by ensuring that all students had access to synchronous core classes daily. The LEA also continued to track student growth in core content areas through the following actions: 1) LEA started giving rigorous, standards-aligned interim assessments (ANet Interims) in grades 2+; 2) Continued giving NWEA MAP to track student growth in ELA and Math; 3) Gave CAASPP as an external measure of college/career readiness in Grades 3-8, 11. In addition, the

LEA established several key structures to respond to this data, including starting weekly Academic Progress Monitoring meetings where site administrators reviewed leading indicators of academic progress to inform coaching, observation, and feedback.

ELA and Math: Academic proficiency in ELA and Math are areas where improvement is needed for the LEA, with less than 45% of students being proficient in MAP or ANet interims (and disproportionality for some student subgroups).

Suspensions and Attendance: Due to the LEA's distance learning for the 2020-21 school year, there were 0 (zero) suspensions. The LEA's ADA rate for the 20-21 school year exceeded 95%.

ELD Learner Progress: this year, the LEA examined its practices for identifying, serving, monitoring, and reclassifying our EL students. This resulted in a significant update to our EL Master Plan for the 21-22 school year.

CCI: High School students continued to take an A-G eligible course sequence.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Strong academic achievement for all subgroups is an area of focus for the LEA. Fewer than 45% of students are proficient in ELA or Math as measured by MAP and ANet Interim Assessments. For 21-22, the LEA is focused on defining the level of rigor expected in each classroom (with the use of SAP's Instructional Practice Guide as a common observation and feedback tool) with coaching and feedback centered on these indicators. In addition, the LEA is investing in the growth and development of our teaching staff -- through professional development for teachers and instructional leaders -- centered on implementing our core curricula in alignment with the priorities called out by the instructional practice guide.

As we reopen from distance learning, the LEA is focused on ensuring that school is a welcoming and supportive place for all students. While there were no suspensions for 20-21 (due to distance learning), the LEA is continuing to focus on the sense of belonging felt by our AA and SWD students as measured by overall suspension rates, with a target of less than 2% for the 21-22 school year. Substantial work and resources are going into developing LEA's overall approach to MTSS for academics, behavior, and social-emotional supports coming out of the pandemic and re-entering our buildings this fall.

Finally, substantial work has been done (with staff, student, and family input) to redesign our approach to serving our EL students. The 21-22 school year will be focused on implementing this master plan with fidelity, including practices for identifying, serving, monitoring, and reclassifying our EL students.

LEA's high school course sequence has been re-designed to prioritize access to a rigorous, college-prep curriculum as well as dual credit classes. This course sequence has also been aligned across the schools in the LEA's CMO.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The elements of the 21-22 LCAP were developed to align with the Organizational Priorities. The LCAP emphasizes the following organizational values: Quality - All students, every day. Culture - All Belong. All take responsibility for equity. Impact - All in. In Oakland. The LCAP Goals are centered around five primary categories: Educational Justice and Excellence, Culture of Shared Responsibility for Equitable Outcomes, Powerful Community Engagement, Strong and Sustainable Operational, Technology, and Financial Models, and, College and Career Readiness. The described Objectives were developed in support of the LCAP Goals, as follows: 1. Our students are at school and engaged every day; 2. Our students are learning, equipped with SEL skills and meeting performance targets to succeed in college; 3. We grow and develop in the service of our students; 4. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders; 5. We guarantee our commitment to Oakland children and families; 6. We have a sustainable financial model; and, 7. Our students and graduates are college and career ready.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

1. Lighthouse Community Charter High School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

During the 2020-21 school year, our leaders engaged in regular reviews of the academic data from NWEA MAP and ANET Interim assessments. The High School Principal and Instructional team leaders reviewed data in partnership with our Academic Team at Lighthouse Community Public Schools (including our Chief Academic Officer and HS Director of Curriculum and Instruction).

On designated "PDI" (Professional Development Institute) days scheduled throughout the year, teachers had built-in time for data reviews. LCCHS' Math and ELA teachers, in particular, were able to analyze the data available from NWEA and ANet to assess student progress and plan specific supports and areas for ongoing improvement.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

The LEA (as single site high school) implemented Interim Assessments during the 2020-21 school year, while in distance learning, to monitor and evaluate the plan to support student and school improvement. There were two separate assessments utilized: NWEA MAP Testing and Interim Assessments from the Achievement Network (“ANet”). MAP was administered 2 times (Fall and Spring) while the ANET was administered 3 times this year, with follow up support provided based on student progress data.

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

To meet the Lighthouse Community Public School's vision for family and staff engagement and feedback, Lighthouse engaged stakeholders, including family members who have limited English proficiency and parents and family members with disabilities. Parent and family member feedback was gathered at school meetings/forums, district and school advisory committee meetings, and ELAC meetings, and School Site Council (SSC) meetings. The information gathered is used to revise the district's LCAP and LCAP Federal Addendum, and our School, Parent, and Family Engagement Policy, and to inform Extended Learning opportunities.

Staff members had the opportunity to provide feedback during a series of staff surveys and staff focus group meetings wherein staff feedback was collected, analyzed, and presented to the Lighthouse Community Public School Cabinet Team and Board for consideration.

Lighthouse will continue to collaborate with and invite all parents and family members annually to take an active role by participating in student-led conferences, during which they establish academic and character goals for their students, by monitoring their student's learning through understanding of our school's grading policy and system, available instructional supports and programs, and available Extended Learning opportunities.

A summary of the feedback provided by specific stakeholder groups.

Parent, guardians, stakeholders, and staff provided similar feedback at each LCAP session. There was an expressed need for improved services for English Learners, Special Education students, and increased opportunities for Family Engagement. There were also numerous requests for more counseling and wrap-around student services. Additionally, stakeholder groups expressed a need for improved technology services and supports.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Actions and Measurable Outcomes were developed to align with the feedback collected during the LCAP stakeholder sessions.

The LEA developed a goal around Family Engagement: Build stronger relationships and political presence in our Oakland Community, shared leadership in our students and families through effective School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community's students and families that qualify for McKinney Vento.

To monitor effectiveness of the Family Engagement Goal, the LEA developed the following Measurable Outcomes:
 90% of all LCPS families participate in SLC, SSC/ELAC, Community Celebrations, and/or Family workshops 3x each year
 Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.

The LEA will implement the following Actions in support of the Family Engagement Goal:

Organize SSC, ELAC, and empowering parent learning events based on parent interest, need, and school goals, and support school events such as Student-Led Conferences, Black and Brown excellence events, and community experiences.

Hold twice yearly "State of the School" and "Family/School Advocacy" meetings with families (led by Site Administrators) around areas of school focus to share data and get input.

Train families in use of Family Portals of our SIS and LMS systems to better keep families informed of student progress, grade level updates, and school and community events.

Provide bilingual translation at all parent meetings and Student-Led Conferences as needed. —Provide translation and interpretation services.

Train staff to engage and support families including a McKinney Vento liaison.

To address the stakeholder feedback around improved services and supports for English Learners and Special Education students, the LEA developed a goal around a Culture of Shared Responsibility for Equitable Outcomes: Create a high performing team culture grounded in equitable outcomes and develop yearly Action Plans grounded in our Diversity, Equity, and Inclusion Pillars and Commitments and LCPS Board Resolution to Promote Equity and Anti-Racism and combat Anti-Blackness.

To monitor the effectiveness of the Culture of Shared Responsibility for Equitable Outcomes Goal, the LEA developed the following Measurable Outcomes:

Reduce suspension rates across all student groups to <2%, particularly our African American and SWD

Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups

Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)

50% of all new instructional/ leadership staff for 2022-23 SY identify as African American and Latinx.

The LEA will implement the following Actions in support of the Goal:

Provide Newcomers and English Language Learners Integrated and Designated ELD instruction that is targeted toward their proficiency level, aligned to the ELD standards, and designed to support their content-area achievement

Support ELD instruction through monthly ELD meetings and the implementation of ELlevation to track data, communication, and evaluation of our program.

Provide professional development around inclusion so that students are supported through increased collaboration with general education teachers and involvement in lesson planning & data analysis, opportunities to provide direct instruction aligned to the curriculum students are learning and in support of individualized IEP goals, personalized, student-specific, direct intervention.

Refine moderate-severe programming balances inclusion with increased opportunities for direct instruction targeting individualized goals in support of building independent living skills and student's post-secondary access.

Provide transition planning and services that begin in 9th grade and move through high school and/or age 22 (when appropriate) done in collaboration with Department of Rehabilitation and other outside agencies; clearly articulated pathway to graduation for participating in certificates of completion.

Refine our Tier 1 student support aligned to EL Education programming by using HOWL Learning Targets (Habits of Work and Learning) to align to promote classroom character development and culture, utilizing crew as a venue in which students are supported socially,

academically, and emotionally, and increasing the student extracurricular and leadership opportunities to support empowerment and engagement

Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students, with a particular emphasis on post-pandemic supports through the design and implementation of training for all teachers to support use of RJ practices in the classroom; Align discipline procedures to support consistent application of restorative actions and consequences.

Refine and utilize data management systems to track student cultural and behavioral data, roll-out modified MTSS structures and review school culture data in order to identify students in need of additional behavioral and social-emotional supports; provide and access effectiveness of targeted interventions for students identified as needing additional behavioral, social-emotional, and counseling support.

Support LCPS's equitable outcomes through Diversity, Equity and Inclusion PD, active recruitment of Teacher residents, and the development of a teacher evaluation and career pathways framework / leadership performance management system.

Refine and implement teacher retention bonuses and stipends.

Goals and Actions

Goal

Goal #	Description
1	Educational Justice and Excellence: Dramatically improve the quality of our academic program, address disproportionate performance by student subgroups and achieve non-racialized outcomes of our academic program through System-Wide Tools and Processes and Teacher, Leader, and Staff Development.

An explanation of why the LEA has developed this goal.

LEA's California School Dashboard Academic Performance falls below CA State Averages: Orange for ELA and Math with disproportionality for some student groups. Students, staff, and families are invested in shifting these outcomes and have identified system-wide tools and processes and teacher, leader, and staff development as two important levers to improve academic outcomes for students. For 21-22, LEA is prioritizing the instructional development of staff using progress on Student Achievement Partner's Instructional Practice Guide in ELA and Math. LEA will focus on the range of coaching, planning, observation/feedback, and structures that support teachers and leaders in implementing rigorous, standards-aligned instruction across all of our classrooms.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attain attendance of 96%+ at each school and across all student groups.					
Decrease chronic absenteeism by X% yearly and meet goal of Y%					
In Grades 3-8, Meet 50% proficiency across CAASPP in					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA & Math across Grades 3-8; eliminate local and state variances by student sub groups.					
In Grade 11, Meet 50% proficiency across CAASPP in Math and 75% in ELA; eliminate local and state variances by student sub groups.					
In partnership with Instruction Partners, improve yearly 1 full point from 2020-21 baseline on IPG (Instructional Practice Guide) implementation until meeting 3+ (out of 4).					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum and Professional Development:	With our partnership with EL education, provide professional development for implementation of EL curriculum and program components, leadership core practices, and Student Engaged Assessments (SEA)	\$14,000.00	No

Action #	Title	Description	Total Funds	Contributing
2	Curriculum and Professional Development	Support teacher knowledge of CCSS-aligned curriculum through summer Curriculum Institutes and monthly Professional Development, and regularly observe and provide feedback to teachers to continually improve practice around curriculum implementation and standards alignment.	\$11,000.00	No
3	Curriculum and Professional Development	Focus on early literacy development through professional development around the science of reading, structured literacy practices, and early literacy dyslexia screening.	\$4,000.00	Yes
4	Data and Assessment	Monitor Student Progress through course grades, interim assessments, and norm-referenced assessments, assess student reading and math achievement triennially to monitor student proficiency and growth and identify students in need of interventions; Refine and utilize data meetings, student and family communications, and data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.	\$13,220.00	Yes
6	Instructional Development and Support	With our partnership with Instruction Partners, continue Instructional Leadership Teams focus on deep support of Math and ELA instruction, bi-weekly instructional cycles with teacher review of student progress toward standards mastery through bi-weekly data meetings, and academic progress monitoring (APM) leadership meetings.	\$5,500.00	Yes
7	Instructional Development and Support	Teachers with Preliminary credentials are provided with BTSA training and a BTSA coach to ensure they clear their credential within the term of licensure.	\$13,680.00	No

Action #	Title	Description	Total Funds	Contributing
8	Instructional Development and Support	Provide professional development for all teachers on MTSS, and provide and assess targeted interventions for students identified as needing additional support through MTSS on a monthly basis.		
9	Learning Loss Action (New)	Learning Loss Action (New)		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Culture of Shared Responsibility for Equitable Outcomes: Create a high performing team culture grounded in equitable outcomes and develop yearly Action Plans grounded in our Diversity, Equity, and Inclusion Pillars and Commitments and LCPS Board Resolution to Promote Equity and Anti-Racism and combat Anti-Blackness.

An explanation of why the LEA has developed this goal.

LEA's California School Dashboard Suspension rates are currently Red with disproportionality for some student groups. Students, staff, and families have given input on the wide range of work needed to build a culture that is affirming, welcoming, and inclusive of the diverse students and families served by the LEA. For 21-22, LEA is planning for robust SEL supports for the return to in-person schooling, alignment in restorative/discipline practices across schools, and investment in MTSS systems as key levers in creating a learning-focused school culture for all students at our site.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce suspension rates across all student groups to <2%, particularly our African American and SWD.					
Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups.					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)					
50% of all new instructional/ leadership staff for 2022-23 SY identify as African American and Latinx.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Development: ELD	Newcomers and English Language Learners will receive Integrated and Designated ELD instruction that is targeted toward their proficiency level, aligned to the ELD standards, and designed to support their content-area achievement through monthly ELD meetings and the implementation of ELlevation to track data, communication, and evaluation of our program	\$76,118.00	Yes
2	Special Education	Provide professional development around inclusion so that students are supported through increased collaboration with general education (GE) teachers and involvement in lesson planning & data analysis, opportunities to provide direct instruction aligned to the curriculum students are learning and in support of individualized IEP goals, personalized, student-specific, direct intervention.	\$3,024.00	No

Action #	Title	Description	Total Funds	Contributing
3	Special Education	Refine moderate-severe programming balances inclusion with increased opportunities for direct instruction targeting individualized goals in support of building independent living skills and student's post-secondary access.		
4	Special Education	Provide transition planning and services that begin in 9th grade and move through high school and/or age 22 (when appropriate) done in collaboration with Department of Rehabilitation and other outside agencies; clearly articulated pathway to graduation for participating in certificates of completion.		
5	Student Support and Services	Refine our Tier 1 student support aligned to EL Education programming by using HOWL Learning Targets (Habits of Work and Learning) to align to promote classroom character development and culture, utilizing crew as a venue in which students are supported socially, academically, and emotionally, and increasing the student extracurricular and leadership opportunities to support empowerment and engagement		
6	Student Support and Services	Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students, with a particular emphasis on post-pandemic supports through the design and implementation of training for all teachers to support use of RJ practices in the classroom; Align discipline procedures to support consistent application of restorative actions and consequences.	\$173,685.00	Yes
7	Student Support and Services	Refine and utilize data management systems to track student cultural and behavioral data, roll-out modified MTSS structures and review school culture data in order to identify students in need of additional behavioral and social-emotional supports; provide and access effectiveness of targeted interventions for students identified as	\$44,320.00	Yes

Action #	Title	Description	Total Funds	Contributing
		needing additional behavioral, social-emotional, and counseling support		
8	Teacher/Staff Effectiveness and Impact:	Support LCPS's equitable outcomes through quarterly Diversity, Equity and Inclusion PD, active recruitment of Teacher residents, and the development of a teacher evaluation and career pathways framework / leadership performance management system	\$48,980.00	Yes
9	Teacher/Staff Effectiveness and Impact	Refine and implement teacher retention bonuses and stipends	\$19,404.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Powerful Community Engagement: Build stronger relationships and political presence in our Oakland Community, shared leadership in our students and families through effective School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community's students and families that qualify for McKinney Vento.

An explanation of why the LEA has developed this goal.

LEA believes that community engagement is key in elevating the voices of our students, families, and broader community. These voices are essential in continuing to provide quality educational experiences to our students and families. For 21-22, LEA is increasing family voice at sites through our SSC/ELAC. LEA has also made a commitment to unhoused students with an enrollment preference in our charter and is working on building support systems to wrap around our unhoused students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
90% of all LCPS families participate in SLC, SSC/ELAC, Community Celebrations, and/or Family workshops 3x each year.					
Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family and Community Engagement	LCPS Family liaisons will organize SSC, ELAC, and empowering parent learning events based on parent interest, need, and school goals, and support school events such as Student-Led Conferences, Black and Brown excellence events, and community experiences.	\$29,484.00	No
2	Family and Community Engagement	Principals hold twice yearly “State of the School” and “Family/School Advocacy” meetings with families around areas of school focus to share data and get input.		
3	Family and Community Engagement	Train families in use of Family Portals of our SIS and LMS systems to better keep families informed of student progress, grade level updates on a weekly/biweekly basis, and school and community events	\$12,000.00	No
4	Family and Community Engagement	Provide bilingual translation at all parent meetings and Student-Led Conferences as needed. —Provide translation and interpretation services.	\$8,500.00	Yes
5	Family and Community Engagement	Hire staff to engage and support families including a McKinney Vento liaison	\$4,158.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Strong and Sustainable Operational, Technology, and Financial Models: Ensure strong, sustainable support of LCPS schools, staff, and families.

An explanation of why the LEA has developed this goal.

LEA believes that strong systems support successful schools. Operations, technology, and finance are three key components that support and contribute to the academic success of our students. For 21-22, specific work is focused in Operations/Facilities to ensure a safe return to in-person learning and continuing to support students in families with access to technology at home (internet and devices) to extend digital learning opportunities to the home.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enroll 100% of budgeted seats every day.					
Finish 2020-21 with a board approved contribution to reserves.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance	Align attendance procedures and identify and support students at risk of chronic absence to ensure high attendance and reduce chronic absenteeism.	\$1,140,000.00	No
2	Operations	Implement operational procedures to support student learning and to ensure safe return to campus for in-person instruction, including training staff on operational procedures regarding health and safety protocols, ordering materials, and maintaining materials (books, supplies) necessary to support strong school operations.	\$32,760.00	No
3	Food Service	Promote access to Food Service programs, with a focus on nutrition and meeting goals for 90% to 100% of student meal participation.	\$120,000.00	No
4	Technology Support Systems	Support technology systems and infrastructure (including hardware, software, and data systems) that support student learning, including: 1:1 chromebook access, home internet connectivity, SIS systems, LMS systems, Independent Study platforms, and other EdTech platforms and programs; with a specific focus on ensuring that 100% of all LCPS families have accessibility to devices with internet access and complete necessary technology trainings to access, monitor, and engage in their children's academic progress.	\$34,000.00	No
5	Technology Support Systems	Hire technology staff to support family, students, and staff with technology systems and infrastructure.	\$38,120.00	No

Action #	Title	Description	Total Funds	Contributing
6	Human Resources	Provide Professional Development in support of non-instructional roles.	\$5,000.00	No
7	Facilities	Maintain facilities that support high quality student learning; Improve learning spaces to support ongoing health & safety guidance.	\$28,000.00	No
8	Expanded Learning	Run high-quality after-school programs aligned to increase academic achievement, student well-being, and extracurricular activities.	\$112,400.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	College and Career Readiness: Dramatically increase the number of College and Career ready students as measured by A-G completion, 4 year college acceptance, dual credit completion, and cohort college persistence/6 yr graduation rates.

An explanation of why the LEA has developed this goal.

Preparing students for College and Career is a central feature of the LEA's mission and a reason why students and families continue to send students to LCPS schools. While the LEA's college persistence rates are strong within the Oakland context, LEA aims to continue to increase college persistence and graduation rates in continued pursuit of achieving its mission. For 21-22, specific work is focused on building out new dual-enrollment options for students and re-organizing high school coursework to ensure that students are both meeting A-G requirements and having the coursework needed to apply to competitive universities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
90% matriculation to 2 and 4 year colleges and universities for the class of 2022 by student student subgroups					
80%+ of all 10th, 11th, and 12th graders by student subgroups earn college credits					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attain 95+%+ A-G completion for all student subgroups.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	High School Programming	LCPS students take, are supported in, and pass A-G approved course series, including the implementation of new courses focused on increasing college preparation, dual credit, and intervention support structures as part of master schedule redesign.	\$186,480.00	No
2	High School Programming	Continue alignment of LCPS College and Career programming with EL Education programming, and leverage 10th and 12th grade passage structures to the Graduate Profile, rigorous case studies and expeditions, and focus on Student Engaged Assessments (SEA to focus on college and career readiness).		
3	High School Programming	Continue to improve Measure N pathway, including building out of integrated projects, work based experiences, and pathway articulation with Peralta Community College	\$240,000.00	No
4	College Programming	Develop and implement a clear K to 12th grade vision and articulation of our College and Career programs aligned to our academic model, with strong execution of our 11th and 12th grade program through our DCACs and College Seminar Teachers.	\$36,000.00	No
5	College Programming	Develop and maintain a strong relationship with Peralta and offer dual credit courses aligned to our academic model and career pathways, with a focus on offering college programming outside of school and during our summer programming.	\$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
6	College Programming	All juniors and seniors are enrolled in college and career seminar classes, offered SAT preparation classes, and participate in Crew where staff oversee and monitor college and scholarship application processes for their cohort alongside parent workshops hosted by College counselors.		
7	College Programming	All high school students participate in college visits and in local partnerships that provide additional support in academic and financial preparation for college	\$10,000.00	No
8	High School Programming	Offer sports as a supplemental to promote student engagement and inclusion in High School activities	\$91,400.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
9.26%	68,658

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 Actions:

With our partnership with Instruction Partners, the LEA will continue Instructional Leadership Teams focus on deep support of Math and ELA instruction, bi-weekly instructional cycles with teacher review of student progress toward standards mastery through bi-weekly data meetings, and academic progress monitoring (APM) leadership meetings, with a particular focus on meeting the needs of our foster youth, English learners, and low-income students.

The LEA will monitor Student Progress through course grades, interim assessments, and norm-referenced assessments, assess student reading and math achievement triennially to monitor student proficiency and growth and identify students in need of interventions; Refine and utilize data meetings, student and family communications, and data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.

Explanation:

The vast majority of the LEA's students (80%+) are foster youth, English learners, and/or low-income students. These actions explicitly address disproportionate outcomes in achievement for these student groups and are aligned with evidence-based practices for school improvement.

Goal 2 Actions:

Newcomers and English Language Learners will receive Integrated and Designated ELD instruction that is targeted toward their proficiency level, aligned to the ELD standards, and designed to support their content-area achievement through monthly ELD meetings and the implementation of ELlevation to track data, communication, and evaluation of our program.

The LEA will utilize the following strategies to address student success in response to the pandemic: Restorative Justice model to provide social, emotional and behavioral support through Deans of Students, with a particular emphasis on post-pandemic supports through the design and implementation of training for all teachers to support use of RJ practices in the classroom; Align discipline procedures to support consistent application of restorative actions and consequences.

Refine and utilize data management systems to track student cultural and behavioral data, roll-out modified MTSS structures and review school culture data in order to identify students in need of additional behavioral and social-emotional supports; provide and access effectiveness of targeted interventions for students identified as needing additional behavioral, social-emotional, and counseling support.

Explanation:

Increased focus on our Integrated and Designated ELD programs, including professional development for staff and focus on progress monitoring for students, directly serves our English learner students.

SEL supports, discipline procedures, and MTSS systems address the needs of English learners, low income students, and foster youth, student subgroups that require access to tiered supports in order to be successful academically at school after a year and a half of distance learning.

Goal 3 Actions:

Hire staff to engage and support families including a McKinny Vento liaison.

Align attendance procedures and identify and support students at risk of chronic absence to ensure high attendance and reduce chronic absenteeism.

Explanation:

These actions address disproportionality in attendance data for our low-income, English learner, and foster youth students. In addition, the LEA has several actions associated with increasing the number of unhoused students served as part of a material revision to the LEA's charter in response to the growing need to support families experiencing housing insecurity in Oakland.

Goal 4 Actions:

Support technology systems and infrastructure (including hardware, software, and data systems) that support student learning, including: 1:1 chromebook access, home internet connectivity, SIS systems, LMS systems, Independent Study platforms, and other EdTech platforms and programs; with a specific focus on ensuring that 100% of all LCPS families have accessibility to devices with internet access and complete necessary technology trainings to access, monitor, and engage in their children's academic progress.

Hire additional technology staff to support family, students, and staff with technology systems and infrastructure, in particular with improve accessibility away from school.

Maintain facilities that support high quality student learning; Improve learning spaces to support ongoing health & safety guidance and improved access to learning for the wide range of student needs.

Explanation:

Low-income, English learners, and foster youth are disproportionately affected by the digital divide, particularly in the communities we serve in Oakland. These actions ensure that these student groups have access to learning at home. In addition, the improvement of our learning spaces ensures that these student groups have access to learning spaces that meet their needs.

Goal 5 Actions:

High School Programming: Provide and support LCPS students in taking and passing A-G approved course series, including implementing new courses focused on increasing college preparation, dual credit, and intervention support structures as part of master schedule redesign.

College Programming: Develop and implement a clear K-12 vision and articulation of our College and Career programs aligned to our academic model, with strong execution of our 11th and 12th grade program through our Destination College Advising Corps (DCACs) and College Seminar Teachers.

College Programming: Ensure all high school students participate in college visits and in local partnerships that provide additional support in academic and financial preparation for college.

Explanation:

Low-income, English learners, and foster youth are disproportionately underrepresented in academic readiness, A-G completion, and college admissions. These actions ensure that these student groups have access to college preparatory classes and experiences that ensure they are prepared to gain admission to and complete college.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services for foster youth, English Learners, and low-income students are being increased or improved in the following areas:

Curriculum, Instruction, and Assessment:

Dyslexia/Early Literacy professional development, parent workshops, screening and support

Interim Assessment, Growth Monitoring, and Data Systems

Instructional Coaching and Leadership Development

ELD Curriculum, ELD Staffing, ELD Progress Monitoring Tools

SEL/Sped/Student Supports

SEL Staffing, including Deans and Assistant Deans

Increases to student supports, including Clinical Team

Increases to Special Education team, including program managers, education specialists, and student support aides

Translation services for 1:1 family meetings, workshops, and community gatherings

Technology:

Devices, software, connectivity, staffing costs

Facilities:

Building maintenance

College and career:

Staffing for A-G Courses, including seminar classes

College and Career Counseling

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$2,061,325.00		\$240,000.00	\$278,908.00	\$2,580,233.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$2,105,575.00	\$474,658.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Curriculum and Professional Development:				\$14,000.00	\$14,000.00
1	2	All	Curriculum and Professional Development	\$11,000.00				\$11,000.00
1	3	Low Income	Curriculum and Professional Development	\$4,000.00				\$4,000.00
1	4	Low Income	Data and Assessment	\$13,220.00				\$13,220.00
1	6	Low Income	Instructional Development and Support	\$5,500.00				\$5,500.00
1	7	All	Instructional Development and Support	\$13,680.00				\$13,680.00
1	8		Instructional Development and Support					
1	9		Learning Loss Action (New)					
2	1	English Learners	English Language Development: ELD	\$76,118.00				\$76,118.00
2	2	Students with Disabilities	Special Education				\$3,024.00	\$3,024.00
2	3		Special Education					
2	4		Special Education					
2	5		Student Support and Services					
2	6	Low Income	Student Support and Services	\$173,685.00				\$173,685.00
2	7	Low Income	Student Support and Services	\$44,320.00				\$44,320.00
2	8	Low Income	Teacher/Staff Effectiveness and Impact:	\$48,980.00				\$48,980.00
2	9	All	Teacher/Staff Effectiveness and Impact	\$19,404.00				\$19,404.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All	Family and Community Engagement				\$29,484.00	\$29,484.00
3	2		Family and Community Engagement					
3	3	All	Family and Community Engagement	\$12,000.00				\$12,000.00
3	4	English Learners	Family and Community Engagement	\$8,500.00				\$8,500.00
3	5	English Learners Foster Youth Low Income	Family and Community Engagement	\$4,158.00				\$4,158.00
4	1	All	Attendance	\$1,140,000.00				\$1,140,000.00
4	2	All	Operations	\$32,760.00				\$32,760.00
4	3	All	Food Service				\$120,000.00	\$120,000.00
4	4	All	Technology Support Systems	\$34,000.00				\$34,000.00
4	5	All	Technology Support Systems	\$38,120.00				\$38,120.00
4	6	All	Human Resources	\$5,000.00				\$5,000.00
4	7	All	Facilities	\$28,000.00				\$28,000.00
4	8	All	Expanded Learning				\$112,400.00	\$112,400.00
5	1	All	High School Programming	\$186,480.00				\$186,480.00
5	2		High School Programming					
5	3	All	High School Programming			\$240,000.00		\$240,000.00
5	4	All	College Programming	\$36,000.00				\$36,000.00
5	5	All	College Programming	\$25,000.00				\$25,000.00
5	6		College Programming					
5	7	All	College Programming	\$10,000.00				\$10,000.00
5	8	All	High School Programming	\$91,400.00				\$91,400.00

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$378,481.00	\$378,481.00
LEA-wide Total:	\$302,363.00	\$302,363.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$76,118.00	\$76,118.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
1	3	Curriculum and Professional Development	LEA-wide	Low Income		\$4,000.00	\$4,000.00
1	4	Data and Assessment	LEA-wide	Low Income		\$13,220.00	\$13,220.00
1	6	Instructional Development and Support	LEA-wide	Low Income		\$5,500.00	\$5,500.00
2	1	English Language Development: ELD	Schoolwide	English Learners		\$76,118.00	\$76,118.00
2	6	Student Support and Services	LEA-wide	Low Income		\$173,685.00	\$173,685.00
2	7	Student Support and Services	LEA-wide	Low Income		\$44,320.00	\$44,320.00
2	8	Teacher/Staff Effectiveness and Impact:	LEA-wide	Low Income		\$48,980.00	\$48,980.00
3	4	Family and Community Engagement	LEA-wide	English Learners		\$8,500.00	\$8,500.00
3	5	Family and Community Engagement	LEA-wide	English Learners Foster Youth Low Income		\$4,158.00	\$4,158.00

Annual Update Table Year 1 [2021-22]

Annual update of the 2021-22 goals will occur during the 2022-23 update cycle.

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Total Planned Expenditures	Total Estimated Actual Expenditures
			Totals:	Planned Expenditure Total	Estimated Actual Total
			Totals:		

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 CCR] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lighthouse Community Charter High School

CDS Code: 01-61259-0108944

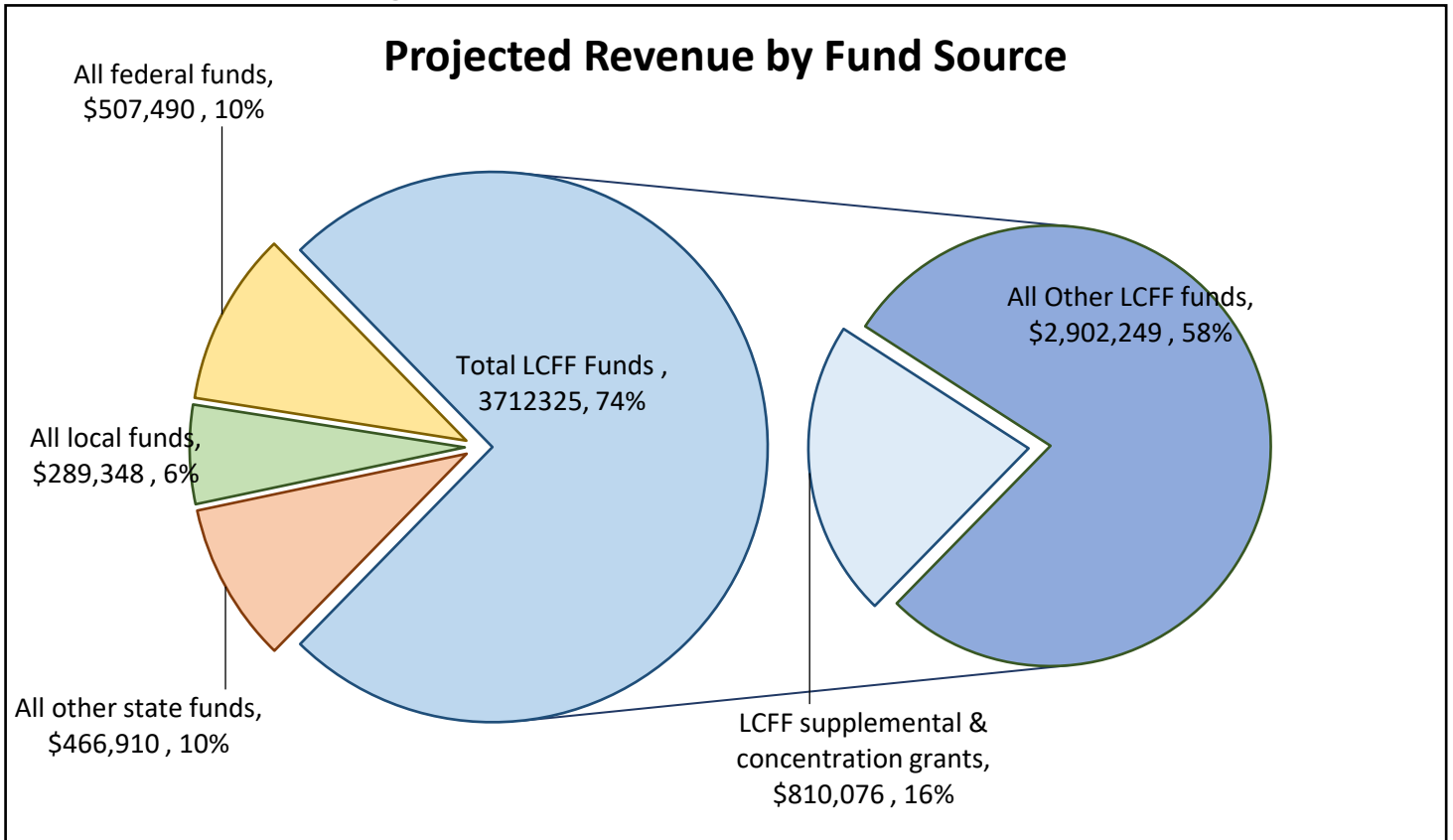
School Year: 2021 – 22

LEA contact information: Rich Harrison, CEO, superintendent@lighthousecharter.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

Projected Revenue by Fund Source

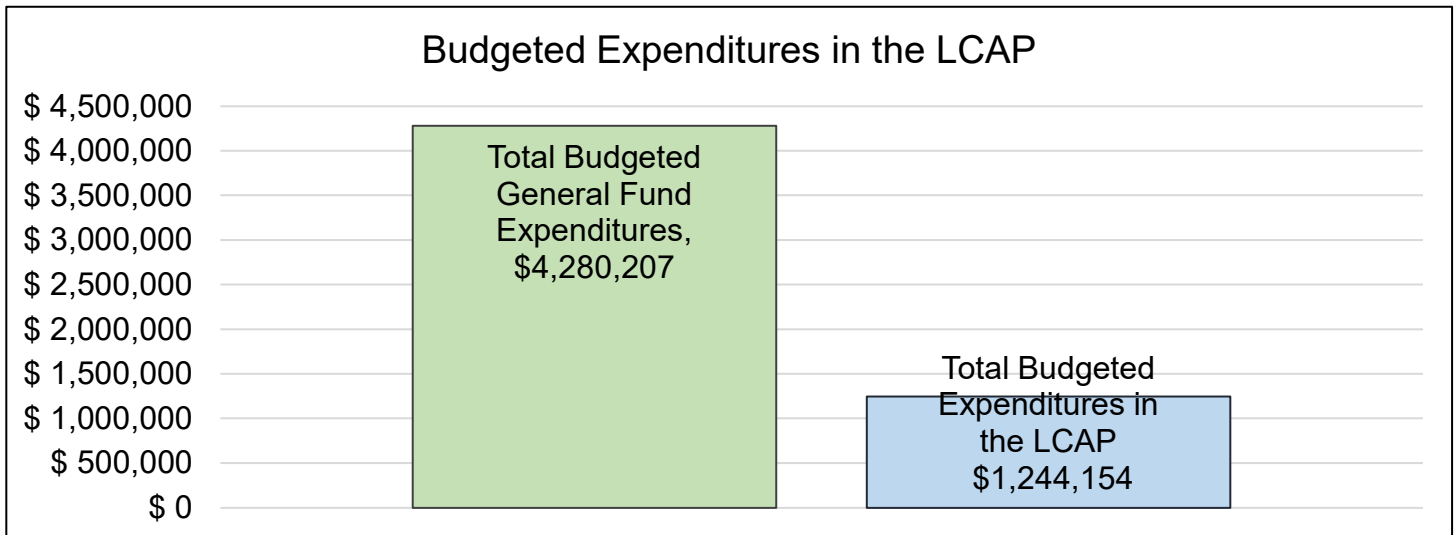


This chart shows the total general purpose revenue Lighthouse Community Charter High School expects to receive in the coming year from all sources.

The total revenue projected for Lighthouse Community Charter High School is \$4,976,071.94, of which \$3,712,325.00 is Local Control Funding Formula (LCFF), \$466,909.71 is other state funds, \$289,347.69 is local funds, and \$507,489.55 is federal funds. Of the \$3,712,325.00 in LCFF Funds, \$810,076.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Lighthouse Community Charter High School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

Lighthouse Community Charter High School plans to spend \$4,280,206.89 for the 2021 – 22 school year. Of that amount, \$1,244,154.00 is tied to actions/services in the LCAP and \$3,036,052.89 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

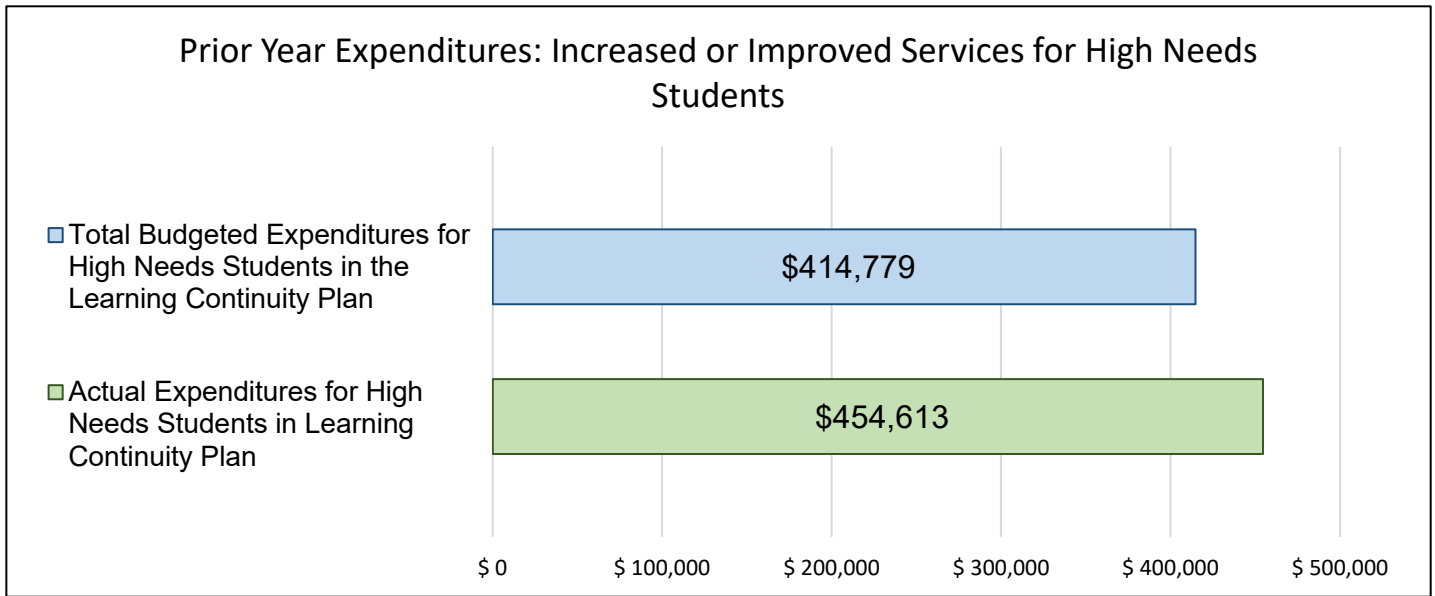
LCPS has not identified its core program within the LCAP. This core programming includes: staffing of teachers, administrators and other essential site-based roles; facilities expenses and other key services.

Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Lighthouse Community Charter High School is projecting it will receive \$810,076.00 based on the enrollment of foster youth, English learner, and low-income students. Lighthouse Community Charter High School must describe how it intends to increase or improve services for high needs students in the LCAP. Lighthouse Community Charter High School plans to spend \$1,034,825.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Lighthouse Community Charter High School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Lighthouse Community Charter High School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Lighthouse Community Charter High School's Learning Continuity Plan budgeted \$414,779.00 for planned actions to increase or improve services for high needs students. Lighthouse Community Charter High School actually spent \$454,613.00 for actions to increase or improve services for high needs students in 2020 – 21.

Annual Update for Developing the 2021-22 Local Control and Accountability Plan

Annual Update for the 2019–20 Local Control and Accountability Plan Year

LEA Name	Contact Name and Title	Email and Phone
Lodestar: A Lighthouse Community Charter Public School	Rich Harrison Chief Executive Officer	rich.harrison@lighthousecharter.org 510-562-8801

The following is the local educational agency’s (LEA’s) analysis of its goals, measurable outcomes and actions and services from the 2019-20 Local Control and Accountability Plan (LCAP).

Goal 1

Goal 1: Lodestar Students are academically proficient.

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of students scoring level 3 or level 4 on the ELA portion of the SBAC will grow by 1% annually until the goal of 75% or greater is met, overall and in all statistically significant subgroups.</p> <p>Baseline 6th Grade Overall – 30% Low Income — 23% Latino — 23% English Learners — 0%</p>	<p>The LEA did not complete testing as expected in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator The percent of students scoring level 3 or level 4 on the Math portion of the SBAC will grow by 1% annually until the goal of 75% or greater is met, overall and in all statistically significant subgroups.</p> <p>Baseline</p>	<p>The LEA did not complete testing as expected in Spring 20 due to COVID 19.</p>

Expected	Actual
<p>6th Grade Overall – 11% Low Income — 10% Latino — 11% English Learners — 0%</p>	
<p>Metric/Indicator The percent of students who are high achieving or high growth on the ELA portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.</p> <p>Baseline 2017-18 will be baseline</p>	<p>The LEA did not complete testing as expected in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator The percent of students who are high achieving or high growth on the Math portion of the NWEA will grow by 1% annually until the goal of 80% or greater is met.</p> <p>Baseline 2017-18 will be baseline</p>	<p>The LEA did not complete testing as expected in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator The percent of English Learners making annual progress in English Fluency will grow by 1.5% annually until the goal of 75% or higher is met.</p>	<p>The LEA did not complete testing as expected in Spring 20 due to COVID 19.</p>

Actions / Services

<p>1a. Develop plan for high school, to launch in 2020 -21, that ensures all students have access to and meet A-G requirements</p>	<p>funded within Goal 6 LCFF Base \$0</p>	<p>funded within Goal 6 LCFF Base</p>
<p>1b. Utilize grade-level and standards-aligned ELA and math curricula in all classrooms.</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration \$136,680</p>	<p>4000-4999: Books And Supplies LCFF Supplemental and Concentration 73,702</p>

1c. Refine and utilize data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.	4000-4999: Books And Supplies LCFF Base \$13,871	4000-4999: Books And Supplies LCFF Base 7,367
1d. Provide targeted interventions for students identified as needing additional support through MTSS.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$106,000	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 158,639
1e. Develop individual student schedules that allow for grade-level ELA and math instruction, high quality learning expeditions, and targeted interventions.	funded within Goal 6 LCFF Base \$0	funded within Goal 6 LCFF Base
1f. Action does not continue in 2019-20.	n/a	n/a
1g. Leverage technology to provide additional student math and reading practice.	funded within Goal 6 4000-4999: Books And Supplies LCFF Base \$0	funded within Goal 6 4000-4999: Books And Supplies LCFF Base
1h. Develop and teach learning expeditions that integrate ELA, making, and the arts with science and social studies content, allowing students to learn deeply for authentic reasons.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$139,069	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 198,299
1i. Assess student reading and math achievement triennially to monitor student growth and identify students in need of interventions.	funded within Goal 6 4000-4999: Books And Supplies LCFF Base \$0	funded within Goal 6 4000-4999: Books And Supplies LCFF Base
1j. Implement interim assessments and biweekly data meetings to asses student mastery of CCSS in ELA and Math.	funded within Goal 6 4000-4999: Books And Supplies LCFF Base \$0	funded within Goal 6 4000-4999: Books And Supplies LCFF Base
1k. Roll-out modified MTSS structures in order to identify students in need of additional academic supports.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$265,113	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 220,038
1l. Quarterly Professional Development Institutes support teachers to develop EL Core Practices.	funded within Goal 6 5000-5999: Services And Other Operating Expenditures LCFF Base \$0	funded within Goal 6

1m. Provide Designated ELD instruction targeted to proficiency levels, aligned to the ELD standards, and designed to move students toward English proficiency.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
1n. Use Spanish crew to develop Spanish literacy and academic vocabulary for native Spanish-speakers.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$6,000	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 14,880
1o. Use growth targets for English Language Proficiency that lead to reclassification.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
1p. Provide professional development for teachers on understanding ELPAC scores and ELPAC growth.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
1q. Develop and implement portfolio assessment system.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
1r. Align passage structures to Graduate Profile.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
1s. Support teacher knowledge of CCSS-aligned curriculum through week-long summer Curriculum Institute and quarterly Professional Development course groups.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 5000-5999 Professional Development LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

1t. Included in Action 1h	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits
1u. Cultivate partnerships with local organizations and individuals to support fieldwork, local experts, and service projects.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$19,000	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 21,596
1v. Support student academic proficiency through increased Instructional Aide support.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$78,631	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 212,688
1w. Closely monitor SBAC test completion to ensure all students take the test.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were largely used as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The LEA implemented the actions/services listed. School closure due to the COVID 19 pandemic meant that the LEA pivoted in March 2020 to provide distance learning to students for the remainder of the 19-20 school year.

Goal 2

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of students absent more than 10% of the school days (chronic absence) will decrease by - 1% annually until the goal of less than 5% is met.</p> <p>Baseline Overall – 13% Low Income – 15% EL – 13% Latino – 9% African American–23%</p>	<p>The LEA does not have a complete year’s worth of in-person attendance data due to COVID 19.</p>
<p>Metric/Indicator The suspension rate will decrease by -1% annually until the goal of less than 4% is met, overall and within each significant subgroup.</p> <p>Baseline Overall – 3.7% Low Income – 4.3% EL – 4.2% Latino – 4% African American – 5.9% SPED – 25%</p>	<p>The LEA does not have a complete year’s worth of in-person suspension data due to COVID 19.</p>

Expected	Actual
<p>Metric/Indicator The percent of favorable responses on the Student Interactions and Attitude & Culture sections of the SCAI will increase by 1% annually until the goal of 70% or higher is met, overall and within each significant subgroup.</p> <p>Baseline 6th Grade Students: Overall – 48% Low Income – 51% Latino – 49% (SCAI is given to students in 3rd grade and above)</p>	<p>The LEA did not complete surveys as expected in Spring 20 due to COVID 19.</p>

Actions / Services

<p>2a. Utilize crew as a venue in which students are supported socially, academically, and emotionally, and provide training for crew leaders.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$141,375</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 135,893</p>
<p>2b. Incorporate community fieldwork and services learning into the curriculum.</p>	<p>embedded within Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>embedded within Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>2c. Develop opportunities for student leadership.</p>	<p>embedded within Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>embedded within Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>2d. Provide healthful universal breakfast.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff</p>

	3000-3999 Benefits Federal Funds \$0	3000-3999 Benefits Federal Funds
2e. Refine and utilize data management systems to track student culture and behavioral data.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
2f. Action does not continue.	N/A	N/A
2g. Utilize a Restorative Justice model to provide social, emotional and academic support through Deans of Students.	addressed through funding listed in Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	addressed through funding listed in Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
2h. Provide targeted interventions for students identified as needing additional behavioral and social-emotional supports through MTSS.	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration \$92, 613	5000-5999: Services And Other Operating Expenditures LCFF Supplemental and Concentration 89,218
2i. Train all teachers in the use of Restorative Justice practices in the classroom.	addressed through funding listed in Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	addressed through funding listed in Action 2a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
2j. Align attendance procedures to support the identification of students at risk of chronic absence and implement identified interventions.	funded within Action 6a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Action 6a 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
2k. Roll-out modified MTSS structures in order to identify students in need of additional behavioral and social-emotional supports.	funded within Action 1k 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Action 1k 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were largely used as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

Crew (advisory) was a place where many of these actions/services came to life, including during school closure due to the COVID 19 pandemic. The LEA needed to develop specific strategies to identify and support students who were not engaged in learning during Spring 2020.

Goal 3

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Families who actively participate in one or more of their child’s Individualized Learning Plan meetings, as measured by internal audit, will increase by 1% annually until the goal of 95% or more is met.</p> <p>Baseline 99.6%</p>	<p>The LEA did not complete ILP meetings in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator The percent of families who positively rate connection questions, as measured by the Winter Family Survey, will increase by baseline + 1% until goal of 85% or more is met.</p> <p>Baseline 2017-18 will be baseline</p>	<p>The LEA did not complete surveys as expected due to COVID 19.</p>

Actions / Services

<p>3a. Use crew to provide a small venue in which students are supported socially, emotionally, and academically. (same as 2a)</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
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<p>3b. Hold Student-Led Conferences three times per year with families and crew leaders to monitor progress toward the Graduate Profile and set goals.</p>	<p>1000-1999 Crew Leaders 3000-3999 Benefits LCFF Base \$45,193</p>	<p>1000-1999 Crew Leaders 3000-3999 Benefits LCFF Supplemental and Concentration 38,380</p>
<p>3c. Provide opportunities for families to advise school through formal and informal parent leadership structures.</p>	<p>2000-2999 Family Liaison 3000-3999 Benefits Title I \$60,671</p>	<p>2000-2999 Family Liaison 3000-3999 Benefits Title I 52,437</p>
<p>3d. Hold twice yearly “State of the School” meetings with families around areas of school focus to share and get input.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>3e. Hold parent learning events around parent interest, need, and school goals.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>3f. Provide Spanish translation at all parent meetings and Student-Led conferences as needed.</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration \$20,000</p>	<p>1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 17,360</p>
<p>3g. Utilize family portal to better keep families informed of student progress and school events.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were largely used as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The LEA took specific actions to support families to continue to engage in learning over Spring 2020, including providing devices, hotspots, food, and financial support for families affected by the COVID 19 pandemic. Family townhalls regarding distance learning were well attended and families reported largely positive feedback about the LEA's response to COVID 19.

Goal 4

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of staff who are engaged as measured by the Q12 will increase by 1% annually until the goal of 75% is met.</p> <p>Baseline 2017-18 will be baseline</p>	<p>The LEA did not complete surveys as expected in Spring 20 due to COVID 19.</p>
<p>Metric/Indicator The percent of staff who are satisfied with their total compensation package will increase by 1% annually until the goal of 85% is met.</p> <p>Baseline 2017-18 will be baseline</p>	<p>The LEA did not complete surveys as expected in Spring 20 due to COVID 19.</p>

Actions / Services

4a. Quarterly Professional Development Institutes support teachers to develop EL Core Practices. (same as 1l)	1000-1999 Certificated Teaching Staff 3000-3999 Benefits Title II \$65,661	1000-1999 Certificated Teaching Staff 3000-3999 Benefits Title II 71,387
4b. Teachers are regularly observed and provided feedback to continually improve practice.	funded within Action1k 1000-1999 Certificated Administrators	funded within Action1k 1000-1999 Certificated Administrators

	3000-3999 Benefits LCFF Base \$0	3000-3999 Benefits LCFF Base
4c. Provide Teachers with Preliminary credentials BTSA Training and a BTSA Coach to ensure they clear their credential within the term of licensure.	funded within Goal 6 5000-5999: Services And Other Operating Expenditures LCFF Base \$0	funded within Goal 6 LCFF Base
4d. Continue to implement new compensations model, including retention bonuses for staff at key retention points.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base
4e. Provide 8% matching retirement contribution for all staff.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$273,787	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base 250,911
4f. Support Diversity, Equity and Inclusion work through quarterly Professional Development.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits 5000-5999: Services And Other Operating Expenditures 0	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Supplemental and Concentration 4,650
4g. Review and refine Teacher Growth and Development framework.	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0	funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were largely used as planned.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The LEA continued staff professional development during distance learning, allowing staff to continue to stay connected with each other and engaged in professional learning. Staff survey data reflected largely positive feedback about the LEA's response to COVID 19.

Goal 5

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

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 5: Pupil Engagement (Engagement)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator The percent of students who positively rate their voice in school decision-making and/or opportunity for feedback, as measured by student survey, will increase by 1% each year until the target of 75% is met.</p>	<p>The LEA did not complete surveys as expected in Spring 20 due to COVID 19.</p>

Actions / Services

<p>5a. Use HOWL (Habits of Work and Learning) Targets to promote student character development.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>5b. Support students with college and career readiness via the crew curriculum grades K-12.</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$0</p>	<p>funded within Goal 6 1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base</p>
<p>5c. Visit colleges in an age-based developmental progression.</p>	<p>funded within Goal 6 5000-5999: Services And Other Operating Expenditures LCFF Base \$0</p>	<p>funded within Goal 6 LCFF Base</p>

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

funded within Goal 6 5000-5999: Services And Other Operating Expenditures LCFF Base \$0

funded within Goal 6 LCFF Base

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

This goal was supported only by indirect actions for which there weren't budgeted expenses.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The LEA continued to focus on its “culture and character” dimension of student achievement through continued work with: Habits of Work and Learning, Crew, Service Work, and reflection on the connection between academic habits/mindsets and academic success.

Goal 6

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

State and/or Local Priorities addressed by this goal:

State Priorities:

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
<p>Metric/Indicator Lodestar acquires and maintains a sound facility.</p> <p>Baseline Met</p>	Lodestar acquired and maintained a permanent, sound facility.
<p>Metric/Indicator Lodestar is fully staffed by the beginning of the 2017-18 school year.</p> <p>Baseline Met</p>	Lodestar was fully staffed.
<p>Metric/Indicator Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis.</p> <p>Baseline Met</p>	Annual LCFF budget revenue and expenses are aligned and accounted for on an annual basis.

Actions / Services

6a. Hire and develop a certificated and classified staff to support implementation of the goals and actions as detailed in the LCAP.	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base \$2,987,522	1000-1999 Certificated Staff 2000-2999 Classified Staff 3000-3999 Benefits LCFF Base 2,778,977
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6b. Acquire and maintain non-classroom-based books, materials and supplies necessary to support strong school operations.	4000-4999: Books And Supplies LCFF Base \$335,431	4000-4999: Books And Supplies LCFF Base 488,537
6c. Provide coherent operational services to facilitate smooth operations for the school site, including but not limited to business, legal, human resources, janitorial, student safety, transportation, and contract support.	5000-5999: Services And Other Operating Expenditures LCFF Base \$2,747,360	5000-5999: Services And Other Operating Expenditures LCFF Base 2,913,804
6d. Maintain depreciating capital as necessary to support strong school operations.	funded in Action 5a 6000-6999: Capital Outlay LCFF Base \$0	funded in Action 5a 6000-6999: Capital Outlay LCFF Base
6e. Fund district oversight, contracted district services, and special education encroachment as required to maintain a sound organization under school law and education code.	funded in Action 5a 5000-5999: Services And Other Operating Expenditures LCFF Base \$0	funded in Action 5a 5000-5999: Services And Other Operating Expenditures LCFF Base

Goal Analysis

A description of how funds budgeted for Actions/Services that were not implemented were used to support students, families, teachers, and staff.

Funds budgeted for this Goal were largely used as planned, with total expenditures exceeding budget.

A description of the successes and challenges in implementing the actions/services to achieve the goal.

The LEA continued to operate with healthy reserves and a positive financial outlook for the next year despite financial uncertainty related to COVID 19. The LEA began preparing for potential return to in-person learning in the 20-21 school year by: acquiring PPE, modifying classroom spaces, installing HEPA filters, preparing for asymptomatic testing routines, and adopting health and safety policies related to campus access for staff, students, and families.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan

The following is the local educational agency's (LEA's) analysis of its 2020-21 Learning Continuity and Attendance Plan (Learning Continuity Plan).

In-Person Instructional Offerings

Actions Related to In-Person Instructional Offerings

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We are prioritizing a return to safe, in-person instruction when state and county guidance allows for that, and dedicating funds to operational and custodial needs that will provide a safe environment for students and staff.	\$41,205	22,566	No
We are creating sufficiently separated spaces to support smaller learning groups for our hybrid learning scenarios.	\$65,339	31,430	Yes
Instructional Leadership and Culture Teams structure year-long learning arcs to address shifts from distance to in-person learning.	\$47,330	46,063	Yes
We provide enrichment courses to improve educational outcomes (this applies in Distance Learning as well).	\$194,666	276,294	Yes
We are providing in-class teacher residents to support the quality of instruction and to provide additional support for student learning.	\$66,215	66,927	Yes

A description of any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions.

The LEA spent less than projected on hybrid/in-person instruction given that the majority of the LEA's students remained in distance learning for 20-21. The LEA spent more than expected on enrichment courses due to coding science as enrichment courses in the middle school.

Analysis of In-Person Instructional Offerings

A description of the successes and challenges in implementing in-person instruction in the 2020-21 school year.

While the majority of students at the LEA accessed learning via distance for the entirety of the 20-21 school year, a small group of students (primarily students with IEPs) accessed learning from on campus beginning in November 2020. The LEA had substantial successes in building systems and preparing the facility for student/staff safety (a range of actions from a system for asymptomatic testing, HEPA filters, to physical classroom setup). One challenge experienced by the LEA were differences in overall COVID rates between Alameda county and its resident zip codes (which remained in the highest tier even when the surrounding county began to drop into tiers in which reopening was permitted). Next steps for the LEA include increasing the number of students and staff back on campus for summer programing.

Distance Learning Program

Actions Related to the Distance Learning Program

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We are ensuring connectivity for all students by providing: Chromebooks, hotspots or other access to connectivity.	\$115,210	301,397	No
We are providing office hours staffed by our technology team, to support ongoing needs of students and staff. These tech supports will continue as instruction shifts back to in-person learning, as devices are managed and in-person technology services are transitioned.	\$103,558	71,716	Yes
We are improving our communication systems to more effectively communicate with families and amongst stakeholders. This includes, among our initiatives: a website update, licenses for video conferencing and implementation of project software.	\$15,375	30,896	No
We are providing weekly Professional Development, and additional planning days in the lead up to the school year, to support teachers with implementation of distance learning practices.	\$174,498	180,824	No
We are providing targeted Professional Development to implement a streamlined academic platform (Altitude learning).	\$12,300	12,300	No
We are increasing available materials (physical copies of books, materials, etc.) to distribute to students and teachers to use in their individual learning spaces.	\$28,665	25,671	No
We are repurposing available non-instructional roles, and providing the necessary training, to support with direct student interaction.	\$125,307	79,317	Yes
We are adding additional Special Education services to accommodate IEP needs during a distance learning environment.	\$125,869	152,596	No
We are adding ELD support services to ensure fidelity of ELD instruction while in a distance learning environment.	\$85,731	35,497	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions.

The LEA spent more than expected on technology (connectivity, devices, communications software, and PD for teachers around the use of Tech Products). The LEA spent more than expected to provide IEP services as well. While the LEA budgeted for non-instructional roles to provide a variety of anticipated supports, general education teachers were able to provide these supports given the distance learning schedule.

Analysis of the Distance Learning Program

A description of the successes and challenges in implementing each of the following elements of the distance learning program in the 2020-21 school year, as applicable: Continuity of Instruction, Access to Devices and Connectivity, Pupil Participation and Progress, Distance Learning Professional Development, Staff Roles and Responsibilities, and Support for Pupils with Unique Needs.

The LEA had substantial success with distance learning, translating to ADA of 95%+. Initial efforts in the early part of the 20-21 school year were on ensuring all students had a chromebook to get online and a hotspot if needed. The LEA's tech team put substantial work in to family-facing services during this time. One initial challenge experienced in this area was delivery of chromebooks and hotspots (due to global supply chain disruptions) but these were mostly resolved by October 2020, with additional chromebook inventory provided by local initiatives like the Oakland Undivided campaign during this time. Student engagement with learning was tracked with the rollout of the Altitude Learning LMS, which was rolled out specifically for this purpose during distance learning.

The LEA has engaged in substantial data tracking (with Interim Assessments, MAP, and CAASPP) to identify students who may need more support in the return to school. One challenge related to this is the number of students who are expected to need some kind of additional support given learning loss; the LEA is proactively planning for these supports through an MTSS approach during summer of 2021.

Staff roles and responsibilities were quickly updated ahead of the 20-21 school year and staff were developed to provide virtual instruction to students.

Students with unique needs who were not successful in distance learning were identified and brought on campus as part of our first in-person cohorts in November 2020. The LEA was not able to open more broadly to in-person learning given COVID positivity rates in our immediate zip codes.

Pupil Learning Loss

Actions Related to the Pupil Learning Loss

Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
We are purchasing and distributing additional copies of the curriculum for student use in a home setting.	\$14,350	42,925	No
We are leveraging after school personnel to integrate into the core day and function as additional academic support staff during synchronous learning times.	\$193,196	173,700	Yes
We provide online learning management systems to assess and provide instructional resources to address Learning Loss.	\$36,900	59,378	No

A description of any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions.

The LEA spent more than anticipated on curriculum materials to support distance learning and on learning management systems associated with distance learning.

Analysis of Pupil Learning Loss

A description of the successes and challenges in addressing Pupil Learning Loss in the 2020-21 school year and an analysis of the effectiveness of the efforts to address Pupil Learning Loss to date.

The LEA has engaged in substantial data tracking (with Interim Assessments, MAP, and CAASPP) to identify students who may need more support in the return to school. Professional development for the 21-22 year focused on using data for corrective instruction, taking advantage of structures including office hours, small group instruction, and 1:1 check ins with students to address gaps present in this data. Initial data shows that many students have unfinished learning from the previous grade; all teachers will need to plan to support this unfinished learning as part of Tier 1 instruction as well as through a coherent Tier 2 approach to remediation, providing all students access to both grade-level content and instruction that targets specific gap areas.

Analysis of Mental Health and Social and Emotional Well-Being

A description of the successes and challenges in monitoring and supporting mental health and social and emotional well-being in the 2020-21 school year.

Students across the LEA continued to participate in crew (advisory) over the 21-22 school year, a space where student relationships are prioritized and SEL curriculum is delivered. In addition to proactive supports provided in crew, teachers also filled out Social Emotional Screeners, analyzed by school clinicians, to identify additional targeted supports by grade levels and for students in need of small group or 1:1 counseling. The LEA continued to provide mental health services during the 20-21 year (for ERMHS and non-NRMHS students). One challenge in supporting mental health needs during this year was the large number of students who needed mental health supports, leading clinical teams to need to refer students and families to community agencies when the need for support was not immediate/acute.

Analysis of Pupil and Family Engagement and Outreach

A description of the successes and challenges in implementing pupil and family engagement and outreach in the 2020-21 school year.

The LEA's attendance team reached out to students and families who were not present or engaged in a systematic way, providing increasing support to students and families where needed. Families were updated on student progress every 6 weeks of the year, with Student-Led Conferences happening twice as a deeper opportunity for families and students to engage with teachers around student progress.

The LEA's plans for next year include increasing opportunities for family voice at sites through SSC/ELAC structures (the LEA is looking to increase family participation in these structures).

Analysis of School Nutrition

A description of the successes and challenges in providing school nutrition in the 2020-21 school year.

The LEA distributed food to families twice weekly in a drive-through format. In addition, the LEA delivered food to families that did not have access to transportation or were otherwise unable to come to campus.

Additional Actions and Plan Requirements

Additional Actions to Implement the Learning Continuity Plan

Section	Description	Total Budgeted Funds	Estimated Actual Expenditures	Contributing
	The Deans on staff are providing Professional Development support for teachers & staff as they communicate with families and students.	\$12,860	13,662	No
	We are providing counseling through virtual touch points during distance learning.	\$57,084	91,479	No
	We provide additional translation supports to ensure that students & families have access to materials and information from the school.	\$17,630	19,456	No
	We are shifting our staffing needs during Distance Learning to accommodate for meal pick-up by families, rather than distribution during a normal school day.	\$21,471	65,112	No
	We ensure that our additional administrative and support roles are in a position to provide outreach with families, by holding 1:1 check-in's, sending regular communication, providing hard-copy materials, and other activities to support distance learning.	\$431,177	466,629	Yes

A description of any substantive differences between the planned actions and budgeted expenditures for the additional plan requirements and what was implemented and expended on the actions.

The LEA spent more than expected on supports to ensure that students were present and engaged in distance learning, including providing basic needs (food, translation, 1:1 check ins) and attending to student mental health (increased clinical services)

Overall Analysis

An explanation of how lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.

One key theme that came from the implementation of the LEA's distance learning and in-person programs during 20-21 is the need for alignment across all of the schools in our LEA in terms of program (curriculum, instruction, assessment) and supports for program (finance, operations, HR). Our academic programs and student support programs became increasingly aligned over 20-21 with increased impact on students, and this is an area where the LEA will continue to work on alignment in 21-24.

An explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs.

The LEA will continue with robust assessment practices that allow it to identify students who have learning gaps. The LEA is investing in MTSS and SEL supports for students (including curriculum, personnel, and partnerships) and from a schedule perspective is prioritizing continued focus on grade level standards and intervention designed to support unfinished learning. Coaching and development of teachers is focused on providing rigorous grade level instruction and on addressing unfinished learning. For pupils with unique needs, the LEA is investing in staffing in the Special Education and Clinical Departments. The LEA has also made substantial investments in student services designed to support unhoused students and families as part of our commitment, in a material revision in our charter, to give enrollment preference to Oakland's unhoused students and families.

A description of any substantive differences between the description of the actions or services identified as contributing towards meeting the increased or improved services requirement and the actions or services implemented to meet the increased or improved services requirement.

The LEA was adaptive in meeting the needs of English Learners, Foster Youth, and Low-Income students given the COVID-19 pandemic. The vast majority of the LEA's students (80%+) are English Learners, Foster Youth, and/or Low-Income. The LEA prioritized actions to give students access to school and to ensure students were engaged in school when present, including providing support with basic needs, technology, mental health supports, and relationships when needed in service of students' overall academic success.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

A description of how the analysis and reflection on student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP.

Reflection and analysis on student outcomes from the 19-20 LCAP and the 20-21 LCP, as well as meaningful stakeholder engagement, have informed the following priorities for the 21-22 through 23-24 LCAP:

Improving the quality of academic program through aligning systemwide tools and processes and teacher, leader, and staff development -- increased alignment and staff development will translate to meaningful instructional improvement and academic growth for all students.

Alignment in implementation of systems and structures designed to support specific student populations: English Learners, Unhoused Students, and Students with Unfinished Learning -- Aligned systems and structures, implemented consistently, are needed to provide increased supports to students as they re-enter school in the fall.

Alignment in supports around operations, technology, and finance.

Increased focus on college/career programs, including updates to A-G course sequence and dual credit pathways.

Increased opportunities for meaningful family voice and advocacy through SSC/ELAC.

Instructions: Introduction

The Annual Update Template for the 2019-20 Local Control and Accountability Plan (LCAP) and the Annual Update for the 2020–21 Learning Continuity and Attendance Plan must be completed as part of the development of the 2021-22 LCAP. In subsequent years, the Annual Update will be completed using the LCAP template and expenditure tables adopted by the State Board of Education.

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Instructions: Annual Update for the 2019–20 Local Control and Accountability Plan Year

Annual Update

The planned goals, state and/or local priorities, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the approved 2019-20 Local Control and Accountability Plan (LCAP). Minor typographical errors may be corrected. Duplicate the Goal, Annual Measurable Outcomes, Actions / Services and Analysis tables as needed.

For each goal in 2019-20, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in 2019-20 for the goal. If an actual measurable outcome is not available due to the impact of COVID-19 provide a brief explanation of why the actual measurable outcome is not available. If an alternative metric was used to measure progress towards the goal, specify the metric used and the actual measurable outcome for that metric.

Identify the planned Actions/Services, the budgeted expenditures to implement these actions toward achieving the described goal and the actual expenditures to implement the actions/services.

Goal Analysis

Using available state and local data and input from parents, students, teachers, and other stakeholders, respond to the prompts as instructed.

- If funds budgeted for Actions/Services that were not implemented were expended on other actions and services through the end of the school year, describe how the funds were used to support students, including low-income, English learner, or foster youth students, families, teachers and staff. This description may include a description of actions/services implemented to mitigate the impact of COVID-19 that were not part of the 2019-20 LCAP.

- Describe the overall successes and challenges in implementing the actions/services. As part of the description, specify which actions/services were not implemented due to the impact of COVID-19, as applicable. To the extent practicable, LEAs are encouraged to include a description of the overall effectiveness of the actions/services to achieve the goal.

Instructions: Annual Update for the 2020–21 Learning Continuity and Attendance Plan

Annual Update

The action descriptions and budgeted expenditures must be copied verbatim from the 2020-21 Learning Continuity and Attendance Plan. Minor typographical errors may be corrected.

Actions Related to In-Person Instructional Offerings

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to in-person instruction and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for in-person instruction and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing in-person instruction in the 2020-21 school year, as applicable. If in-person instruction was not provided to any students in 2020-21, please state as such.

Actions Related to the Distance Learning Program

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to the distance learning program and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the distance learning program and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in implementing distance learning in the 2020-21 school year in each of the following areas, as applicable:
 - Continuity of Instruction,
 - Access to Devices and Connectivity,

- Pupil Participation and Progress,
- Distance Learning Professional Development,
- Staff Roles and Responsibilities, and
- Supports for Pupils with Unique Needs, including English learners, pupils with exceptional needs served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness

To the extent practicable, LEAs are encouraged to include an analysis of the effectiveness of the distance learning program to date. If distance learning was not provided to any students in 2020-21, please state as such.

Actions Related to Pupil Learning Loss

- In the table, identify the planned actions and the budgeted expenditures to implement actions related to addressing pupil learning loss and the estimated actual expenditures to implement the actions. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for addressing pupil learning loss and what was implemented and/or expended on the actions, as applicable.
- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in addressing Pupil Learning Loss in the 2020-21 school year, as applicable. To the extent practicable, include an analysis of the effectiveness of the efforts to address pupil learning loss, including for pupils who are English learners; low-income; foster youth; pupils with exceptional needs; and pupils who are experiencing homelessness, as applicable.

Analysis of Mental Health and Social and Emotional Well-Being

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in monitoring and supporting Mental Health and Social and Emotional Well-Being of both pupils and staff during the 2020-21 school year, as applicable.

Analysis of Pupil and Family Engagement and Outreach

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges related to pupil engagement and outreach during the 2020-21 school year, including implementing tiered reengagement strategies for pupils who were absent from distance learning and the efforts of the LEA in reaching out to pupils and their parents or guardians when pupils were not meeting compulsory education requirements or engaging in instruction, as applicable.

Analysis of School Nutrition

- Using available state and/or local data and feedback from stakeholders, including parents, students, teachers and staff, describe the successes and challenges experienced in providing nutritionally adequate meals for all pupils during the 2020-21 school year, whether participating in in-person instruction or distance learning, as applicable.

Analysis of Additional Actions to Implement the Learning Continuity Plan

- In the table, identify the section, the planned actions and the budgeted expenditures for the additional actions and the estimated actual expenditures to implement the actions, as applicable. Add additional rows to the table as needed.
- Describe any substantive differences between the planned actions and/or budgeted expenditures for the additional actions to implement the learning continuity plan and what was implemented and/or expended on the actions, as applicable.

Overall Analysis of the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompts are to be responded to only once, following an analysis of the Learning Continuity and Attendance Plan.

- Provide an explanation of how the lessons learned from implementing in-person and distance learning programs in 2020-21 have informed the development of goals and actions in the 2021–24 LCAP.
 - As part of this analysis, LEAs are encouraged to consider how their ongoing response to the COVID-19 pandemic has informed the development of goals and actions in the 2021–24 LCAP, such as health and safety considerations, distance learning, monitoring and supporting mental health and social-emotional well-being and engaging pupils and families.
- Provide an explanation of how pupil learning loss continues to be assessed and addressed in the 2021–24 LCAP, especially for pupils with unique needs (including low income students, English learners, pupils with disabilities served across the full continuum of placements, pupils in foster care, and pupils who are experiencing homelessness).
- Describe any substantive differences between the actions and/or services identified as contributing towards meeting the increased or improved services requirement, pursuant to *California Code of Regulations*, Title 5 (5 CCR) Section 15496, and the actions and/or services that the LEA implemented to meet the increased or improved services requirement. If the LEA has provided a description of substantive differences to actions and/or services identified as contributing towards meeting the increased or improved services requirement within the In-Person Instruction, Distance Learning Program, Learning Loss, or Additional Actions sections of the Annual Update the LEA is not required to include those descriptions as part of this description.

Overall Analysis of the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan

The Overall Analysis prompt is to be responded to only once, following the analysis of both the 2019-20 LCAP and the 2020-21 Learning Continuity and Attendance Plan.

- Describe how the analysis and reflection related to student outcomes in the 2019-20 LCAP and 2020-21 Learning Continuity and Attendance Plan have informed the development of the 21-22 through 23-24 LCAP, as applicable.

California Department of Education
January 2021

Annual Update for the 2019–20 Local Control and Accountability Plan Year Expenditure Summary

Total Expenditures by Funding Source		
Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Funding Sources	7,441,364.00	7,748,763.00
	0.00	0.00
Federal Funds	0.00	0.00
LCFF Base	6,403,164.00	6,439,596.00
LCFF Supplemental and Concentration	911,868.00	1,185,343.00
Title I	60,671.00	52,437.00
Title II	65,661.00	71,387.00
	20,000.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type		
Object Type	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	7,441,364.00	7,748,763.00
	4,208,022.00	4,176,135.00
4000-4999: Books And Supplies	485,982.00	569,606.00
5000-5999: Services And Other Operating Expenditures	2,747,360.00	3,003,022.00
6000-6999: Capital Outlay	0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source			
Object Type	Funding Source	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
All Expenditure Types	All Funding Sources	7,441,364.00	7,748,763.00
	Federal Funds	0.00	0.00
	LCFF Base	3,306,502.00	3,029,888.00
	LCFF Supplemental and Concentration	775,188.00	1,022,423.00
	Title I	60,671.00	52,437.00
	Title II	65,661.00	71,387.00
4000-4999: Books And Supplies	LCFF Base	349,302.00	495,904.00
4000-4999: Books And Supplies	LCFF Supplemental and Concentration	136,680.00	73,702.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00
5000-5999: Services And Other Operating Expenditures	LCFF Base	2,747,360.00	2,913,804.00
5000-5999: Services And Other Operating Expenditures	LCFF Supplemental and Concentration	0.00	89,218.00
6000-6999: Capital Outlay	LCFF Base	0.00	0.00
		0.00	0.00
		0.00	0.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal		
Goal	2019-20 Annual Update Budgeted	2019-20 Annual Update Actual
Goal 1	764,364.00	907,209.00
Goal 2	141,375.00	225,111.00
Goal 3	125,864.00	108,177.00
Goal 4	339,448.00	326,948.00
Goal 5	0.00	0.00
Goal 6	6,070,313.00	6,181,318.00

* Totals based on expenditure amounts in goal and annual update sections.

Annual Update for the 2020–21 Learning Continuity and Attendance Plan Expenditure Summary

Total Expenditures by Offering/Program		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$414,755.00	\$443,280.00
Distance Learning Program	\$786,513.00	\$890,214.00
Pupil Learning Loss	\$244,446.00	\$276,003.00
Additional Actions and Plan Requirements	\$540,222.00	\$656,338.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,985,936.00	\$2,265,835.00

Expenditures by Offering/Program (Not Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$41,205.00	\$22,566.00
Distance Learning Program	\$557,648.00	\$739,181.00
Pupil Learning Loss	\$51,250.00	\$102,303.00
Additional Actions and Plan Requirements	\$109,045.00	\$189,709.00
All Expenditures in Learning Continuity and Attendance Plan	\$759,148.00	\$1,053,759.00

Expenditures by Offering/Program (Contributing to Increased/Improved requirement)		
Offering/Program	2020-21 Budgeted	2020-21 Actual
In-Person Instructional Offerings	\$373,550.00	\$420,714.00
Distance Learning Program	\$228,865.00	\$151,033.00
Pupil Learning Loss	\$193,196.00	\$173,700.00
Additional Actions and Plan Requirements	\$431,177.00	\$466,629.00
All Expenditures in Learning Continuity and Attendance Plan	\$1,226,788.00	\$1,212,076.00

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Lodestar: A Lighthouse Community Charter Public School	Rich Harrison Chief Executive Officer	rich.harrison@lighthousecharter.org 510-562-8801

Plan Summary [2021-22]

General Information

A description of the LEA, its schools, and its students.

Lodestar – A Lighthouse Community Public School is a K-12 charter school located in East Oakland. Our mission is to prepare a diverse student population for college and the career of their choice by equipping each youth with the skills, knowledge, and tools to become self-motivated, lifelong, learners. Lodestar grew to serve 500 students in grades K-4 and 6-8. In 2020-21, Lodestar offered grades K-8 and launched high school during the 2020-21 school year with a founding 9th grade class.

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

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

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

During the 20-21 school year, the LEA continued to center student learning and achievement by ensuring that all students had access to synchronous core classes daily. The LEA also continued to track student growth in core content areas through the following actions: 1) LEA started giving rigorous, standards-aligned interim assessments (ANet Interims) in grades 2+; 2) Continued giving NWEA MAP to track student growth in ELA and Math; 3) Gave CAASPP as an external measure of college/career readiness in Grades 3-8, 11. In addition, the LEA established several key structures to respond to this data, including starting weekly Academic Progress Monitoring meetings where site administrators reviewed leading indicators of academic progress to inform coaching, observation, and feedback.

ELA and Math: Academic proficiency in ELA and Math are areas where improvement is needed for the LEA, with less than 45% of students being proficient in MAP or ANet interims (and disproportionality for some student subgroups).

Suspensions and Attendance: Due to the LEA's distance learning for the 2020-21 school year, there were 0 (zero) suspensions. The LEA's ADA rate for the 20-21 school year exceeded 95%.

ELD Learner Progress: this year, the LEA examined its practices for identifying, serving, monitoring, and reclassifying our EL students. This resulted in a significant update to our EL Master Plan for the 21-22 school year.

CCI: High School students continued to take an A-G eligible course sequence.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Strong academic achievement for all subgroups is an area of focus for the LEA. Fewer than 45% of students are proficient in ELA or Math as measured by MAP and ANet Interim Assessments. For 21-22, the LEA is focused on defining the level of rigor expected in each classroom (with the use of SAP's Instructional Practice Guide as a common observation and feedback tool) with coaching and feedback centered on these indicators. In addition, the LEA is investing in the growth and development of our teaching staff -- through professional development for teachers and instructional leaders -- centered on implementing our core curricula in alignment with the priorities called out by the instructional practice guide.

As we reopen from distance learning, the LEA is focused on ensuring that school is a welcoming and supportive place for all students. While there were no suspensions for 20-21 (due to distance learning), the LEA is continuing to focus on the sense of belonging felt by our AA and SWD students as measured by overall suspension rates, with a target of less than 2% for the 21-22 school year. Substantial work and resources are going into developing LEA's overall approach to MTSS for academics, behavior, and social-emotional supports coming out of the pandemic and re-entering our buildings this fall.

Finally, substantial work has been done (with staff, student, and family input) to redesign our approach to serving our EL students. The 21-22 school year will be focused on implementing this master plan with fidelity, including practices for identifying, serving, monitoring, and reclassifying our EL students.

LEA's high school course sequence has been re-designed to prioritize access to a rigorous, college-prep curriculum as well as dual credit classes. This course sequence has also been aligned across the schools in the LEA's CMO.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The elements of the 21-22 LCAP were developed to align with the Organizational Priorities. The LCAP emphasizes the following organizational values: Quality - All students, every day. Culture - All Belong. All take responsibility for equity. Impact - All in. In Oakland. The LCAP Goals are centered around five primary categories: Educational Justice and Excellence, Culture of Shared Responsibility for Equitable Outcomes, Powerful Community Engagement, Strong and Sustainable Operational, Technology, and Financial Models, and, College and

Career Readiness. The described Objectives were developed in support of the LCAP Goals, as follows: 1. Our students are at school and engaged every day; 2. Our students are learning, equipped with SEL skills and meeting performance targets to succeed in college; 3. We grow and develop in the service of our students; 4. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders; 5. We guarantee our commitment to Oakland children and families; 6. We have a sustainable financial model; and, 7. Our students and graduates are college and career ready.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

No schools in the LEA are eligible for comprehensive support and improvement.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

n/a

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

n/a

Stakeholder Engagement

A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.

To meet the Lodestar's vision for family and staff engagement and feedback, Lodestar engaged stakeholders, including family members who have limited English proficiency and parents and family members with disabilities. Parent and family member feedback was gathered at school meetings/forums, district and school advisory committee meetings, and ELAC meetings, and School Site Council (SSC) meetings. The information gathered is used to revise the district's LCAP and LCAP Federal Addendum, and our School, Parent, and Family Engagement Policy, and to inform Extended Learning opportunities.

Staff members had the opportunity to provide feedback during a series of staff surveys and staff focus group meetings wherein staff feedback was collected, analyzed, and presented to the Lighthouse Community Public School Cabinet Team and Board for consideration.

Lodestar will continue to collaborate with and invite all parents and family members annually to take an active role by participating in student-led conferences, during which they establish academic and character goals for their students, by monitoring their student's learning through understanding of our school's grading policy and system, available instructional supports and programs, and available Extended Learning opportunities.

A summary of the feedback provided by specific stakeholder groups.

Parent, guardians, stakeholders, and staff provided similar feedback at each LCAP session. There was an expressed need for improved services for English Learners, Special Education students, and increased opportunities for Family Engagement. There were also numerous requests for more counseling and wrap-around student services. Additionally, stakeholder groups expressed a need for improved technology services and supports.

A description of the aspects of the LCAP that were influenced by specific stakeholder input.

Actions and Measurable Outcomes were developed to align with the feedback collected during the LCAP stakeholder sessions.

The LEA developed a goal around Family Engagement: Build stronger relationships and political presence in our Oakland Community, shared leadership in our students and families through effective School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community's students and families that qualify for McKinney Vento.

To monitor effectiveness of the Family Engagement Goal, the LEA developed the following Measurable Outcomes:
 90% of all LCPS families participate in SLC, SSC/ELAC, Community Celebrations, and/or Family workshops 3x each year
 Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.

The LEA will implement the following Actions in support of the Family Engagement Goal:

Organize SSC, ELAC, and empowering parent learning events based on parent interest, need, and school goals, and support school events such as Student-Led Conferences, Black and Brown excellence events, and community experiences.

Hold twice yearly "State of the School" and "Family/School Advocacy" meetings with families (led by Site Administrators) around areas of school focus to share data and get input.

Train families in use of Family Portals of our SIS and LMS systems to better keep families informed of student progress, grade level updates, and school and community events.

Provide bilingual translation at all parent meetings and Student-Led Conferences as needed. —Provide translation and interpretation services.

Train staff to engage and support families including a McKinney Vento liaison.

To address the stakeholder feedback around improved services and supports for English Learners and Special Education students, the LEA developed a goal around a Culture of Shared Responsibility for Equitable Outcomes: Create a high performing team culture grounded in equitable outcomes and develop yearly Action Plans grounded in our Diversity, Equity, and Inclusion Pillars and Commitments and LCPS Board Resolution to Promote Equity and Anti-Racism and combat Anti-Blackness.

To monitor the effectiveness of the Culture of Shared Responsibility for Equitable Outcomes Goal, the LEA developed the following Measurable Outcomes:

Reduce suspension rates across all student groups to <2%, particularly our African American and SWD

Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups

Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)

50% of all new instructional/ leadership staff for 2022-23 SY identify as African American and Latinx.

The LEA will implement the following Actions in support of the Goal:

Provide Newcomers and English Language Learners Integrated and Designated ELD instruction that is targeted toward their proficiency level, aligned to the ELD standards, and designed to support their content-area achievement

Support ELD instruction through monthly ELD meetings and the implementation of ELlevation to track data, communication, and evaluation of our program.

Provide professional development around inclusion so that students are supported through increased collaboration with general education teachers and involvement in lesson planning & data analysis, opportunities to provide direct instruction aligned to the curriculum students are learning and in support of individualized IEP goals, personalized, student-specific, direct intervention.

Refine moderate-severe programming balances inclusion with increased opportunities for direct instruction targeting individualized goals in support of building independent living skills and student's post-secondary access.

Provide transition planning and services that begin in 9th grade and move through high school and/or age 22 (when appropriate) done in collaboration with Department of Rehabilitation and other outside agencies; clearly articulated pathway to graduation for participating in certificates of completion.

Refine our Tier 1 student support aligned to EL Education programming by using HOWL Learning Targets (Habits of Work and Learning) to align to promote classroom character development and culture, utilizing crew as a venue in which students are supported socially,

academically, and emotionally, and increasing the student extracurricular and leadership opportunities to support empowerment and engagement

Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students, with a particular emphasis on post-pandemic supports through the design and implementation of training for all teachers to support use of RJ practices in the classroom; Align discipline procedures to support consistent application of restorative actions and consequences.

Refine and utilize data management systems to track student cultural and behavioral data, roll-out modified MTSS structures and review school culture data in order to identify students in need of additional behavioral and social-emotional supports; provide and access effectiveness of targeted interventions for students identified as needing additional behavioral, social-emotional, and counseling support.

Support LCPS's equitable outcomes through Diversity, Equity and Inclusion PD, active recruitment of Teacher residents, and the development of a teacher evaluation and career pathways framework / leadership performance management system.

Refine and implement teacher retention bonuses and stipends.

Goals and Actions

Goal

Goal #	Description
1	Educational Justice and Excellence: Dramatically improve the quality of our academic program, address disproportionate performance by student subgroups and achieve non-racialized outcomes of our academic program through System-Wide Tools and Processes and Teacher, Leader, and Staff Development.

An explanation of why the LEA has developed this goal.

LEA's California School Dashboard Academic Performance falls below CA State Averages: Orange for ELA and Math, with disproportionality for some student groups. Students, staff, and families are invested in shifting these outcomes and have identified system-wide tools and processes and teacher, leader, and staff development as two important levers to improve academic outcomes for students. For 21-22, LEA is prioritizing the instructional development of staff using progress on Student Achievement Partner's Instructional Practice Guide in ELA and Math. LEA will focus on the range of coaching, planning, observation/feedback, and structures that support teachers and leaders in implementing rigorous, standards-aligned instruction across all of our classrooms.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attain attendance of 96%+ at each school and across all student groups.					
Decrease chronic absenteeism by X% yearly and meet goal of Y%					
In Grades 3-8, Meet 50% proficiency across CAASPP in					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
ELA & Math across Grades 3-8; eliminate local and state variances by student sub groups.					
In Grade 11, Meet 50% proficiency across CAASPP in Math and 75% in ELA; eliminate local and state variances by student sub groups.					
In partnership with Instruction Partners, improve yearly 1 full point from 2020-21 baseline on IPG (Instructional Practice Guide) implementation until meeting 3+ (out of 4).					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Curriculum and Professional Development:	With our partnership with EL education, provide professional development for implementation of EL curriculum and program components, leadership core practices, and Student Engaged Assessments (SEA)	\$31,500.00	No

Action #	Title	Description	Total Funds	Contributing
2	Curriculum and Professional Development	Support teacher knowledge of CCSS-aligned curriculum through summer Curriculum Institutes and monthly Professional Development, and regularly observe and provide feedback to teachers to continually improve practice around curriculum implementation and standards alignment.	\$24,750.00	No
3	Curriculum and Professional Development	Focus on early literacy development through professional development around the science of reading, structured literacy practices, and early literacy dyslexia screening.	\$9,000.00	No
4	Data and Assessment	Monitor Student Progress through course grades, interim assessments, and norm-referenced assessments, assess student reading and math achievement triennially to monitor student proficiency and growth and identify students in need of interventions; Refine and utilize data meetings, student and family communications, and data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.	\$29,745.00	No
6	Instructional Development and Support	With our partnership with Instruction Partners, continue Instructional Leadership Teams focus on deep support of Math and ELA instruction, bi-weekly instructional cycles with teacher review of student progress toward standards mastery through bi-weekly data meetings, and academic progress monitoring (APM) leadership meetings.	\$12,375.00	No
7	Instructional Development and Support	Teachers with Preliminary credentials are provided with BTSA training and a BTSA coach to ensure they clear their credential within the term of licensure.	\$30,780.00	No

Action #	Title	Description	Total Funds	Contributing
8	Instructional Development and Support	Provide professional development for all teachers on MTSS, and provide and assess targeted interventions for students identified as needing additional support through MTSS on a monthly basis.		
9	Learning Loss Action (New)	Learning Loss Action (New)		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
2	Culture of Shared Responsibility for Equitable Outcomes: Create a high performing team culture grounded in equitable outcomes and develop yearly Action Plans grounded in our Diversity, Equity, and Inclusion Pillars and Commitments and LCPS Board Resolution to Promote Equity and Anti-Racism and combat Anti-Blackness.

An explanation of why the LEA has developed this goal.

LEA's California School Dashboard Suspension rates are currently Yellow with disproportionality for some student groups. Students, staff, and families have given input on the wide range of work needed to build a culture that is affirming, welcoming, and inclusive of the diverse students and families served by the LEA. For 21-22, LEA is planning for robust SEL supports for the return to in-person schooling, alignment in restorative/discipline practices across schools, and investment in MTSS systems as key levers in creating a learning-focused school culture for all students at our site.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce suspension rates across all student groups to <2%, particularly our African American and SWD.					
Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups.					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)					
50% of all new instructional/ leadership staff for 2022-23 SY identify as African American and Latinx.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	English Language Development: ELD	Newcomers and English Language Learners will receive Integrated and Designated ELD instruction that is targeted toward their proficiency level, aligned to the ELD standards, and designed to support their content-area achievement through monthly ELD meetings and the implementation of ELlevation to track data, communication, and evaluation of our program	\$171,265.00	Yes
2	Special Education	Provide professional development around inclusion so that students are supported through increased collaboration with general education (GE) teachers and involvement in lesson planning & data analysis, opportunities to provide direct instruction aligned to the curriculum students are learning and in support of individualized IEP goals, personalized, student-specific, direct intervention.	\$6,804.00	No

Action #	Title	Description	Total Funds	Contributing
3	Special Education	Refine moderate-severe programming balances inclusion with increased opportunities for direct instruction targeting individualized goals in support of building independent living skills and student's post-secondary access.		
4	Special Education	Provide transition planning and services that begin in 9th grade and move through high school and/or age 22 (when appropriate) done in collaboration with Department of Rehabilitation and other outside agencies; clearly articulated pathway to graduation for participating in certificates of completion.		
5	Student Support and Services	Refine our Tier 1 student support aligned to EL Education programming by using HOWL Learning Targets (Habits of Work and Learning) to align to promote classroom character development and culture, utilizing crew as a venue in which students are supported socially, academically, and emotionally, and increasing the student extracurricular and leadership opportunities to support empowerment and engagement		
6	Student Support and Services	Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students, with a particular emphasis on post-pandemic supports through the design and implementation of training for all teachers to support use of RJ practices in the classroom; Align discipline procedures to support consistent application of restorative actions and consequences.	\$390,792.00	No
7	Student Support and Services	Refine and utilize data management systems to track student cultural and behavioral data, roll-out modified MTSS structures and review school culture data in order to identify students in need of additional behavioral and social-emotional supports; provide and access effectiveness of targeted interventions for students identified as	\$99,720.00	No

Action #	Title	Description	Total Funds	Contributing
		needing additional behavioral, social-emotional, and counseling support		
8	Teacher/Staff Effectiveness and Impact:	Support LCPS's equitable outcomes through quarterly Diversity, Equity and Inclusion PD, active recruitment of Teacher residents, and the development of a teacher evaluation and career pathways framework / leadership performance management system	\$110,475.00	No
9	Teacher/Staff Effectiveness and Impact	Refine and implement teacher retention bonuses and stipends	\$43,659.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
3	Powerful Community Engagement: Build stronger relationships and political presence in our Oakland Community, shared leadership in our students and families through effective School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community’s students and families that qualify for McKinney Vento.

An explanation of why the LEA has developed this goal.

LEA believes that community engagement is key in elevating the voices of our students, families, and broader community. These voices are essential in continuing to provide quality educational experiences to our students and families. For 21-22, LEA is increasing family voice at sites through our SSC/ELAC. LEA has also made a commitment to unhoused students with an enrollment preference in our charter and is working on building support systems to wrap around our unhoused students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
90% of all LCPS families participate in SLC, SSC/ELAC, Community Celebrations, and/or Family workshops 3x each year.					
Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Family and Community Engagement	LCPS Family liaisons will organize SSC, ELAC, and empowering parent learning events based on parent interest, need, and school goals, and support school events such as Student-Led Conferences, Black and Brown excellence events, and community experiences.	\$66,339.00	No
2	Family and Community Engagement	Principals hold twice yearly “State of the School” and “Family/School Advocacy” meetings with families around areas of school focus to share data and get input.		No
3	Family and Community Engagement	Train families in use of Family Portals of our SIS and LMS systems to better keep families informed of student progress, grade level updates on a weekly/biweekly basis, and school and community events	\$27,000.00	No
4	Family and Community Engagement	Provide bilingual translation at all parent meetings and Student-Led Conferences as needed. —Provide translation and interpretation services.	\$19,125.00	
5	Family and Community Engagement	Hire staff to engage and support families including a McKinney Vento liaison	\$9,356.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
4	Strong and Sustainable Operational, Technology, and Financial Models: Ensure strong, sustainable support of LCPS schools, staff, and families.

An explanation of why the LEA has developed this goal.

LEA believes that strong systems support successful schools. Operations, technology, and finance are three key components that support and contribute to the academic success of our students. For 21-22, specific work is focused in Operations/Facilities to ensure a safe return to in-person learning and continuing to support students in families with access to technology at home (internet and devices) to extend digital learning opportunities to the home.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Enroll 100% of budgeted seats every day.					
Finish 2020-21 with a board approved contribution to reserves.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	Attendance	Align attendance procedures and identify and support students at risk of chronic absence to ensure high attendance and reduce chronic absenteeism.	\$268,650.00	No
2	Operations	Implement operational procedures to support student learning and to ensure safe return to campus for in-person instruction, including training staff on operational procedures regarding health and safety protocols, ordering materials, and maintaining materials (books, supplies) necessary to support strong school operations.	\$73,710.00	No
3	Food Service	Promote access to Food Service programs, with a focus on nutrition and meeting goals for 90% to 100% of student meal participation.	\$270,000.00	No
4	Technology Support Systems	Support technology systems and infrastructure (including hardware, software, and data systems) that support student learning, including: 1:1 chromebook access, home internet connectivity, SIS systems, LMS systems, Independent Study platforms, and other EdTech platforms and programs; with a specific focus on ensuring that 100% of all LCPS families have accessibility to devices with internet access and complete necessary technology trainings to access, monitor, and engage in their children's academic progress.	\$76,500.00	No
5	Technology Support Systems	Hire technology staff to support family, students, and staff with technology systems and infrastructure.	\$175,770.00	No

Action #	Title	Description	Total Funds	Contributing
6	Human Resources	Provide Professional Development in support of non-instructional roles.		
7	Facilities	Maintain facilities that support high quality student learning; Improve learning spaces to support ongoing health & safety guidance.	\$63,000.00	
8	Expanded Learning	Run high-quality after-school programs aligned to increase academic achievement, student well-being, and extracurricular activities.	\$252,900.00	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Goals and Actions

Goal

Goal #	Description
5	College and Career Readiness: Dramatically increase the number of College and Career ready students as measured by A-G completion, 4 year college acceptance, dual credit completion, and cohort college persistence/6 yr graduation rates.

An explanation of why the LEA has developed this goal.

Preparing students for College and Career is a central feature of the LEA's mission and a reason why students and families continue to send students to LCPS schools. While the LEA's college persistence rates are strong within the Oakland context, LEA aims to continue to increase college persistence and graduation rates in continued pursuit of achieving its mission. For 21-22, specific work is focused on building out new dual-enrollment options for students and re-organizing high school coursework to ensure that students are both meeting A-G requirements and having the coursework needed to apply to competitive universities.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
90% matriculation to 2 and 4 year colleges and universities for the class of 2022 by student student subgroups					
80%+ of all 10th, 11th, and 12th graders by student subgroups earn college credits					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attain 95+%+ A-G completion for all student subgroups.					

Actions

Action #	Title	Description	Total Funds	Contributing
1	High School Programming	LCPS students take, are supported in, and pass A-G approved course series, including the implementation of new courses focused on increasing college preparation, dual credit, and intervention support structures as part of master schedule redesign		
2	High School Programming	Continue alignment of LCPS College and Career programming with EL Education programming, and leverage 10th and 12th grade passage structures to the Graduate Profile, rigorous case studies and expeditions, and focus on Student Engaged Assessments (SEA to focus on college and career readiness).		
3	High School Programming	Continue to improve Measure N pathway, including building out of integrated projects, work based experiences, and pathway articulation with Peralta Community College.	\$15,000.00	No
4	High School Programming	Offer sports as a supplement to promote student engagement and inclusion in High School activities.	\$45,700.00	No
5	College Programming	Develop and implement a clear K to 12th grade vision and articulation of our College and Career programs aligned to our academic model, with strong execution of our 11th and 12th grade program through our DCACs and College Seminar Teachers.		

Action #	Title	Description	Total Funds	Contributing
6	College Programming	Develop and maintain a strong relationship with Peralta and offer dual credit courses aligned to our academic model and career pathways, with a focus on offering college programming outside of school and during our summer programming.		
7	College Programming	All juniors and seniors are enrolled in college and career seminar classes, offered SAT preparation classes, and participate in Crew where staff oversee and monitor college and scholarship application processes for their cohort alongside parent workshops hosted by College counselors.		
8	College Programming	All high school students participate in college visits and in local partnerships that provide additional support in academic and financial preparation for college		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

An explanation of how effective the specific actions were in making progress toward the goal.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Analysis of the 2021-22 goals will occur during the 2022-23 update cycle.

A report of the Estimated Actual Expenditures for last year's actions may be found in the Annual Update Expenditures Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2021-22]

Percentage to Increase or Improve Services	Increased Apportionment based on the Enrollment of Foster Youth, English Learners, and Low-Income students
20.61%%	272,182

The Budgeted Expenditures for Actions identified as Contributing may be found in the Increased or Improved Services Expenditures Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Goal 1 Actions:

With our partnership with Instruction Partners, the LEA will continue Instructional Leadership Teams focus on deep support of Math and ELA instruction, bi-weekly instructional cycles with teacher review of student progress toward standards mastery through bi-weekly data meetings, and academic progress monitoring (APM) leadership meetings, with a particular focus on meeting the needs of our foster youth, English learners, and low-income students.

The LEA will monitor Student Progress through course grades, interim assessments, and norm-referenced assessments, assess student reading and math achievement triennially to monitor student proficiency and growth and identify students in need of interventions; Refine and utilize data meetings, student and family communications, and data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.

Explanation:

The vast majority of the LEA's students (80%+) are foster youth, English learners, and/or low-income students. These actions explicitly address disproportionate outcomes in achievement for these student groups and are aligned with evidence-based practices for school improvement.

Goal 2 Actions:

Newcomers and English Language Learners will receive Integrated and Designated ELD instruction that is targeted toward their proficiency level, aligned to the ELD standards, and designed to support their content-area achievement through monthly ELD meetings and the implementation of ELlevation to track data, communication, and evaluation of our program.

The LEA will utilize the following strategies to address student success in response to the pandemic: Restorative Justice model to provide social, emotional and behavioral support through Deans of Students, with a particular emphasis on post-pandemic supports through the design and implementation of training for all teachers to support use of RJ practices in the classroom; Align discipline procedures to support consistent application of restorative actions and consequences.

Refine and utilize data management systems to track student cultural and behavioral data, roll-out modified MTSS structures and review school culture data in order to identify students in need of additional behavioral and social-emotional supports; provide and access effectiveness of targeted interventions for students identified as needing additional behavioral, social-emotional, and counseling support.

Explanation:

Increased focus on our Integrated and Designated ELD programs, including professional development for staff and focus on progress monitoring for students, directly serves our English learner students.

SEL supports, discipline procedures, and MTSS systems address the needs of English learners, low income students, and foster youth, student subgroups that require access to tiered supports in order to be successful academically at school after a year and a half of distance learning.

Goal 3 Actions:

Hire staff to engage and support families including a McKinny Vento liaison.

Align attendance procedures and identify and support students at risk of chronic absence to ensure high attendance and reduce chronic absenteeism.

Explanation:

These actions address disproportionality in attendance data for our low-income, English learner, and foster youth students. In addition, the LEA has several actions associated with increasing the number of unhoused students served as part of a material revision to the LEA's charter in response to the growing need to support families experiencing housing insecurity in Oakland.

Goal 4 Actions:

Support technology systems and infrastructure (including hardware, software, and data systems) that support student learning, including: 1:1 chromebook access, home internet connectivity, SIS systems, LMS systems, Independent Study platforms, and other EdTech platforms and programs; with a specific focus on ensuring that 100% of all LCPS families have accessibility to devices with internet access and complete necessary technology trainings to access, monitor, and engage in their children's academic progress.

Hire additional technology staff to support family, students, and staff with technology systems and infrastructure, in particular with improve accessibility away from school.

Maintain facilities that support high quality student learning; Improve learning spaces to support ongoing health & safety guidance and improved access to learning for the wide range of student needs.

Explanation:

Low-income, English learners, and foster youth are disproportionately affected by the digital divide, particularly in the communities we serve in Oakland. These actions ensure that these student groups have access to learning at home. In addition, the improvement of our learning spaces ensures that these student groups have access to learning spaces that meet their needs.

Goal 5 Actions:

High School Programming: Provide and support LCPS students in taking and passing A-G approved course series, including implementing new courses focused on increasing college preparation, dual credit, and intervention support structures as part of master schedule redesign.

College Programming: Develop and implement a clear K-12 vision and articulation of our College and Career programs aligned to our academic model, with strong execution of our 11th and 12th grade program through our Destination College Advising Corps (DCACs) and College Seminar Teachers.

College Programming: Ensure all high school students participate in college visits and in local partnerships that provide additional support in academic and financial preparation for college.

Explanation:

Low-income, English learners, and foster youth are disproportionately underrepresented in academic readiness, A-G completion, and college admissions. These actions ensure that these student groups have access to college preparatory classes and experiences that ensure they are prepared to gain admission to and complete college.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Services for foster youth, English Learners, and low-income students are being increased or improved in the following areas:

Curriculum, Instruction, and Assessment:

Dyslexia/Early Literacy professional development, parent workshops, screening and support

Interim Assessment, Growth Monitoring, and Data Systems

Instructional Coaching and Leadership Development

ELD Curriculum, ELD Staffing, ELD Progress Monitoring Tools

SEL/Sped/Student Supports

SEL Staffing, including Deans and Assistant Deans

Increases to student supports, including Clinical Team

Increases to Special Education team, including program managers, education specialists, and student support aides

Translation services for 1:1 family meetings, workshops, and community gatherings

Technology:

Devices, software, connectivity, staffing costs

Facilities:

Building maintenance

College and career:

Staffing for A-G Courses, including seminar classes

College and Career Counseling

Note: the larger than normal increase to percentage to increase or improve services is due to growth in our high school with the addition of a 10th grade (K-10 in 21-22, where as the program was K-9 in 20-21) as the LEA grows to be fully K-12.

Total Expenditures Table

LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
\$1,681,372.00		\$15,000.00	\$627,543.00	\$2,323,915.00

Totals:	Total Personnel	Total Non-personnel
Totals:	\$1,610,645.00	\$713,270.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1	All	Curriculum and Professional Development:				\$31,500.00	\$31,500.00
1	2	All	Curriculum and Professional Development	\$24,750.00				\$24,750.00
1	3	All	Curriculum and Professional Development	\$9,000.00				\$9,000.00
1	4	All	Data and Assessment	\$29,745.00				\$29,745.00
1	6	All	Instructional Development and Support	\$12,375.00				\$12,375.00
1	7	All	Instructional Development and Support	\$30,780.00				\$30,780.00
1	8		Instructional Development and Support					
1	9		Learning Loss Action (New)					
2	1	English Learners	English Language Development: ELD	\$171,265.00				\$171,265.00
2	2	Students with Disabilities	Special Education				\$6,804.00	\$6,804.00
2	3		Special Education					
2	4		Special Education					
2	5		Student Support and Services					
2	6	All	Student Support and Services	\$390,792.00				\$390,792.00
2	7	All	Student Support and Services	\$99,720.00				\$99,720.00
2	8	All	Teacher/Staff Effectiveness and Impact:	\$110,475.00				\$110,475.00
2	9	All	Teacher/Staff Effectiveness and Impact	\$43,659.00				\$43,659.00

Goal	Action #	Student Group(s)	Title	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	1	All	Family and Community Engagement				\$66,339.00	\$66,339.00
3	2	All	Family and Community Engagement					
3	3	All	Family and Community Engagement	\$27,000.00				\$27,000.00
3	4	English Learners	Family and Community Engagement	\$19,125.00				\$19,125.00
3	5	English Learners Foster Youth Low Income	Family and Community Engagement	\$9,356.00				\$9,356.00
4	1	All	Attendance	\$268,650.00				\$268,650.00
4	2	All	Operations	\$73,710.00				\$73,710.00
4	3	All	Food Service				\$270,000.00	\$270,000.00
4	4	All	Technology Support Systems	\$76,500.00				\$76,500.00
4	5	All	Technology Support Systems	\$175,770.00				\$175,770.00
4	6		Human Resources					
4	7		Facilities	\$63,000.00				\$63,000.00
4	8	All	Expanded Learning				\$252,900.00	\$252,900.00
5	1		High School Programming					
5	2		High School Programming					
5	3	All	High School Programming			\$15,000.00		\$15,000.00
5	4	All	High School Programming	\$45,700.00				\$45,700.00
5	5		College Programming					
5	6		College Programming					
5	7		College Programming					
5	8		College Programming					

Contributing Expenditures Tables

Totals by Type	Total LCFF Funds	Total Funds
Total:	\$180,621.00	\$180,621.00
LEA-wide Total:	\$180,621.00	\$180,621.00
Limited Total:	\$0.00	\$0.00
Schoolwide Total:	\$0.00	\$0.00

Goal	Action #	Action Title	Scope	Unduplicated Student Group(s)	Location	LCFF Funds	Total Funds
2	1	English Language Development: ELD	LEA-wide	English Learners		\$171,265.00	\$171,265.00
3	4	Family and Community Engagement		English Learners		\$19,125.00	\$19,125.00
3	5	Family and Community Engagement	LEA-wide	English Learners Foster Youth Low Income		\$9,356.00	\$9,356.00

Instructions

[Plan Summary](#)

[Stakeholder Engagement](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

For additional questions or technical assistance related to the completion of the LCAP template, please contact the local COE, or the California Department of Education's (CDE's) Local Agency Systems Support Office by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires LEAs to engage their local stakeholders in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have ten state priorities). LEAs document the results of this planning process in the Local Control and Accountability Plan (LCAP) using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [EC] 52064(e)(1)). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. Local educational agencies (LEAs) should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Stakeholder Engagement:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful stakeholder engagement (EC 52064(e)(1)). Local stakeholders possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC 52064(b)(4-6)).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC 52064(b)(1) & (2)).

- Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC 52064(b)(7)*).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with stakeholders that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a stakeholder engagement tool.

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 *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.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for stakeholders and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing, but also allow stakeholders to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse stakeholders and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and stakeholder engagement functions:

Given present performance across the state priorities and on indicators in the California School Dashboard, how is the LEA using its budgetary resources to respond to student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics or a set of actions that the LEA believes, based on input gathered from stakeholders, research, and experience, will have the biggest impact on behalf of its students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the students and community. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, stakeholder input, and any 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 specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the “Red” or “Orange” performance category or any local indicator where the LEA received a “Not Met” or “Not Met for Two or More Years” rating AND (b) 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 areas of low performance and performance gaps? Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

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

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

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

Stakeholder Engagement

Purpose

Significant and purposeful engagement of parents, students, educators, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such stakeholder engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (EC 52064(e)(1)). Stakeholder engagement is an ongoing, annual process.

This section is designed to reflect how stakeholder engagement influenced the decisions reflected in the adopted LCAP. The goal is to allow stakeholders that participated in the LCAP development process and the broader public understand how the LEA engaged stakeholders and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the stakeholder groups that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP. Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective stakeholder engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: <https://www.cde.ca.gov/re/lc/>.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for stakeholder engagement in the LCAP development process:

Local Control and Accountability Plan:

For county offices of education and school districts only, verify the LEA:

- a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.
- b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

- c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.
- d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.
- e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: “A summary of the stakeholder process and how the stakeholder engagement was considered before finalizing the LCAP.”

Describe the stakeholder engagement process used by the LEA to involve stakeholders in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required stakeholder groups as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with stakeholders. A response may also include information about an LEA’s philosophical approach to stakeholder engagement.

Prompt 2: “A summary of the feedback provided by specific stakeholder groups.”

Describe and summarize the stakeholder feedback provided by specific stakeholders. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from stakeholders.

Prompt 3: “A description of the aspects of the LCAP that were influenced by specific stakeholder input.”

A sufficient response to this prompt will provide stakeholders and the public clear, specific information about how the stakeholder engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the stakeholder feedback described in response to Prompt 2. This may include a description of how the LEA prioritized stakeholder requests within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, “aspects” of an LCAP that may have been influenced by stakeholder input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions
- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures

- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to stakeholders what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to stakeholders and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- **Focus Goal:** A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
- **Broad Goal:** A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- **Maintenance of Progress Goal:** A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)

Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with stakeholders. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal

Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with stakeholders, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g. high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–2021 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g. graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric:** Indicate how progress is being measured using a metric.
- **Baseline:** Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome:** When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome:** When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome:** When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023-24:** When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the “**Measuring and Reporting Results**” part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023-24)
Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2021–22 .	Enter information in this box when completing the LCAP for 2022–23 . Leave blank until then.	Enter information in this box when completing the LCAP for 2023–24 . Leave blank until then.	Enter information in this box when completing the LCAP for 2024–25 . Leave blank until then.	Enter information in this box when completing the LCAP for 2021–22 .

The metrics may be quantitative or qualitative; but at minimum, an LEA’s LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the expenditure tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary expenditure tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No. (Note: for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations, Title 5 [5 CCR] Section 15496(b)* in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC Section 306*, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year

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

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures do not need to be addressed, and a dollar-for-dollar accounting is not required.
- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for stakeholders. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides stakeholders with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improved services for its unduplicated students as compared to all students and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of stakeholders to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

This section must be completed for each LCAP year.

When developing the LCAP in year 2 or year 3, copy the "Increased or Improved Services" section and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the relevant LCAP year. Retain all prior year sections for each of the three years within the LCAP.

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).

Increased Apportionment based on the enrollment of Foster Youth, English Learners, and Low-Income Students: Specify the estimate of the amount of funds apportioned on the basis of the number and concentration of unduplicated pupils for the LCAP year.

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 CCR Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA’s goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7% lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school

climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action(s))

These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100% attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55%: For school districts with an unduplicated pupil percentage of 55% or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55%: For school districts with an unduplicated pupil percentage of less than 55%, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **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.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions 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 actions 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 actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

“A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.”

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 the 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. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

Expenditure Tables

Complete the Data Entry table for each action in the LCAP. The information entered into this table will automatically populate the other Expenditure Tables. All information is entered into the Data Entry table. Do not enter data into the other tables.

The following expenditure tables are required to be included in the LCAP as adopted by the local governing board or governing body:

- Table 1: Actions
- Table 2: Total Expenditures
- Table 3: Contributing Expenditures
- Table 4: Annual Update Expenditures

The Data Entry table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included.

In the Data Entry table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Goal #:** Enter the LCAP Goal number for the action.
- **Action #:** Enter the action's number as indicated in the LCAP Goal.
- **Action Title:** Provide a title of the action.
- **Student Group(s):** Indicate the student group or groups who will be the primary beneficiary of the action by entering "All", or by entering a specific student group or groups.
- **Increased / Improved:** Type "Yes" if the action is included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:

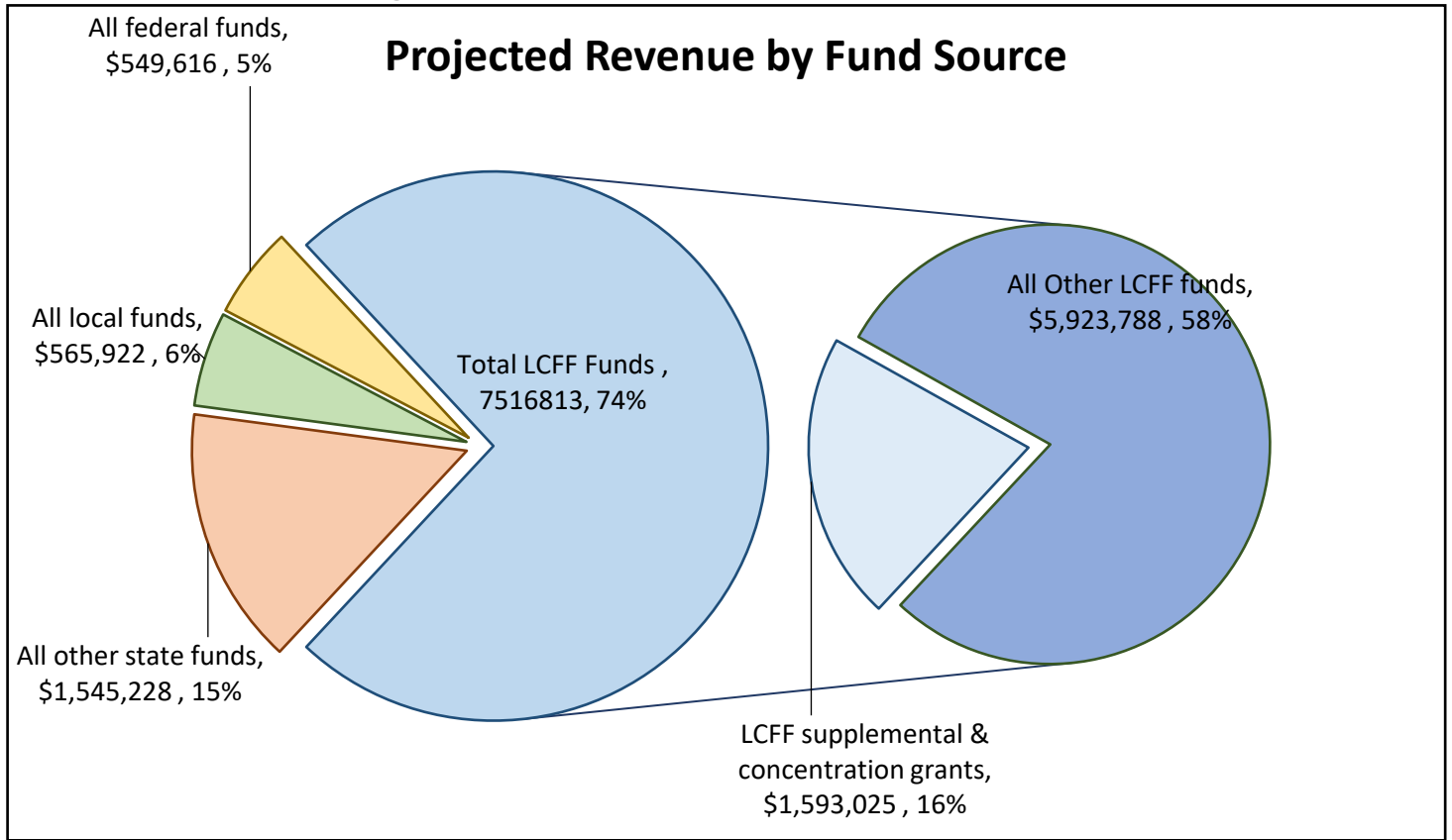
- **Scope:** The scope of an action may be LEA-wide (i.e. districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
- **Unduplicated Student Group(s):** Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
- **Location:** Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate “All Schools”. If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter “Specific Schools” or “Specific Grade Spans”. Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.
- **Time Span:** Enter “ongoing” if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter “1 Year”, or “2 Years”, or “6 Months”.
- **Personnel Expense:** This column will be automatically calculated based on information provided in the following columns:
 - **Total Personnel:** Enter the total amount of personnel expenditures utilized to implement this action.
 - **Total Non-Personnel:** This amount will be automatically calculated.
- **LCFF Funds:** Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA’s total LCFF target (i.e. base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
- **Other State Funds:** Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds:** Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds:** Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds:** This amount is automatically calculated based on amounts entered in the previous four columns.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Lodestar: A Lighthouse Community Charter Public School
 CDS Code: 01-61259-0130633
 School Year: 2021 – 22
 LEA contact information: Rich Harrison, CEO, superintendent@lighthousecharter.org

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2021 – 22 School Year

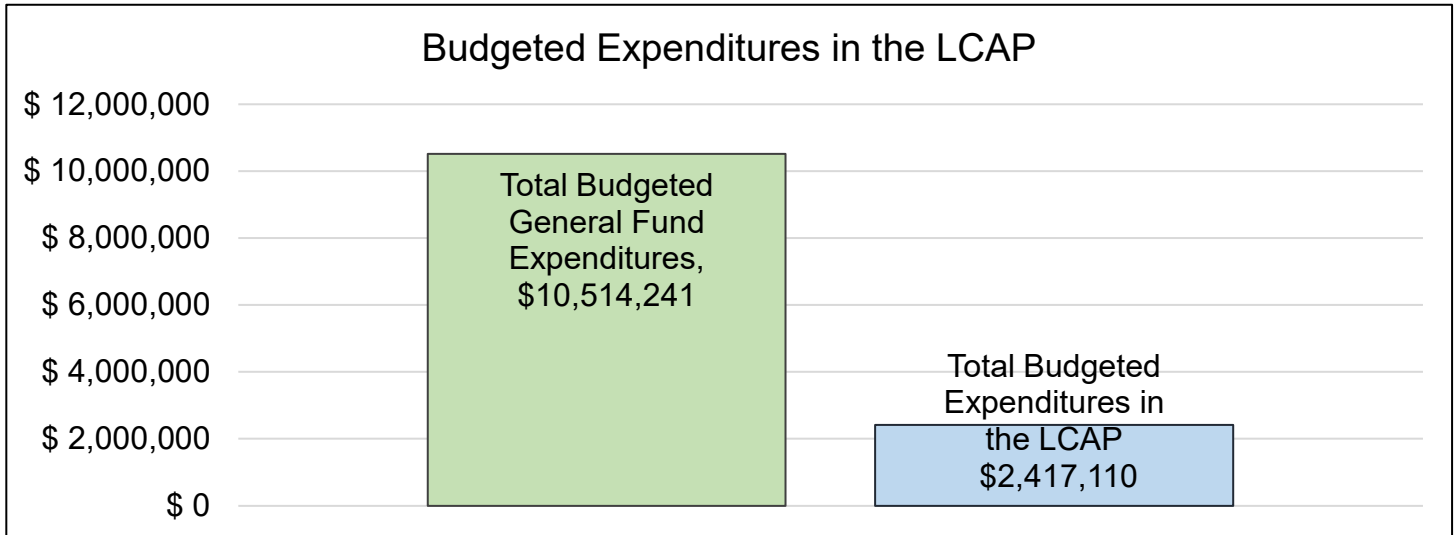


This chart shows the total general purpose revenue Lodestar: A Lighthouse Community Charter Public School expects to receive in the coming year from all sources.

The total revenue projected for Lodestar: A Lighthouse Community Charter Public School is \$10,177,578.92, of which \$7,516,813.00 is Local Control Funding Formula (LCFF), \$1,545,228.10 is other state funds, \$565,921.91 is local funds, and \$549,615.91 is federal funds. Of the \$7,516,813.00 in LCFF Funds, \$1,593,025.00 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Lodestar: A Lighthouse Community Charter Public School plans to spend for 2021 – 22. It shows how much of the total is tied to planned actions and services in the LCAP.

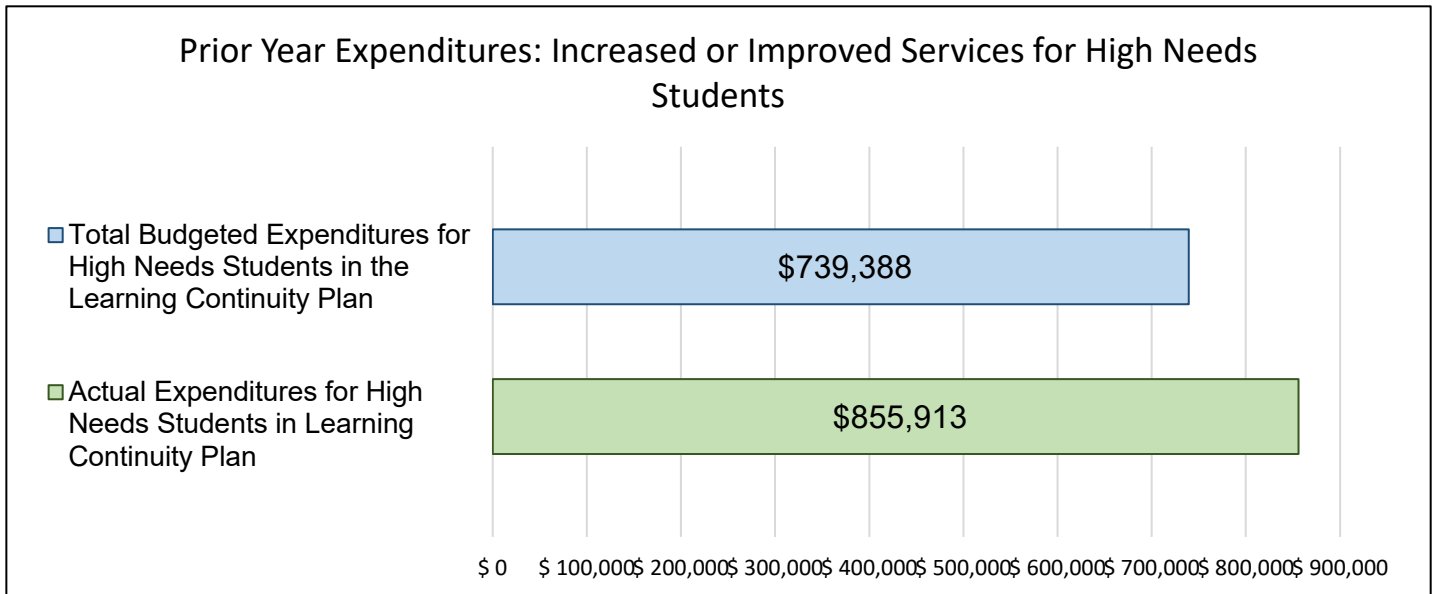
Lodestar: A Lighthouse Community Charter Public School plans to spend \$10,514,241.32 for the 2021 – 22 school year. Of that amount, \$2,417,110.00 is tied to actions/services in the LCAP and \$8,097,131.32 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

LCPS has not identified its core program within the LCAP. This core programming includes: staffing of teachers administrators and other essential site-based roles; facilities expenses and other key services
Increased or Improved Services for High Needs Students in the LCAP for the 2021 – 22 School Year

In 2021 – 22, Lodestar: A Lighthouse Community Charter Public School is projecting it will receive \$1,593,025.00 based on the enrollment of foster youth, English learner, and low-income students. Lodestar: A Lighthouse Community Charter Public School must describe how it intends to increase or improve services for high needs students in the LCAP. Lodestar: A Lighthouse Community Charter Public School plans to spend \$1,645,327.00 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2020 – 21



This chart compares what Lodestar: A Lighthouse Community Charter Public School budgeted last year in the Learning Continuity Plan for actions and services that contribute to increasing or improving services for high needs students with what Lodestar: A Lighthouse Community Charter Public School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

In 2020 – 21, Lodestar: A Lighthouse Community Charter Public School's Learning Continuity Plan budgeted \$739,388.00 for planned actions to increase or improve services for high needs students. Lodestar: A Lighthouse Community Charter Public School actually spent \$855,913.00 for actions to increase or improve services for high needs students in 2020 – 21.

LCAP Actions and Drivers

Summary of Focus Areas for LCPS:

- **Build Academic Systems** around Instructional Development and Support (Instruction Partners), Data and Assessment, and A-G Completion and College Readiness.
- **Effective Execution of Support Systems** for English Language Development (ELD) and Multi-Tiered Systems of Support (MTSS)
- **Strengthen Family Engagement** in three areas: Understanding our Academic program and student performance measures, access to our technology platforms and communication tools, and decision making through SSC and ELAC

and LCAP Goals

Our Objectives

Annual Measurable Outcomes

QUALITY
All Students, every day.

Priority #1: Educational Justice and Excellence: Dramatically improve the quality of our academic program, address disproportionate performance by student subgroups and achieve non-racialized outcomes of our academic program through **System-Wide Tools and Processes** and **Teacher, Leader, and Staff Development**.

- 1. Our students are learning, equipped with SEL skills and meeting performance targets to succeed in college.
- 2. We grow and develop in the service of our students.

- A. In Grades 3-8, Meet 50% proficiency across CAASPP in ELA & Math; eliminate local and state variances by student sub groups.
- B. In Grade 11, Meet 50% proficiency across CAASPP in Math and 75% in ELA; eliminate local and state variances by student sub groups.
- A. In partnership with Instruction Partners, improve yearly 1 full point from 2020-21 baseline on IPG (Instructional Practice Guide) implementation until meeting 3+ (out of 4).

CULTURE
All Belong.
All take responsibility for equity.

Priority #2: Culture of Shared Responsibility for Equitable Outcomes: Create a high performing team culture grounded in equitable outcomes and develop yearly Action Plans grounded in our Diversity, Equity, and Inclusion Pillars and Commitments and LCPS Board Resolution to Promote Equity and Anti-Racism and combat Anti-Blackness.

- 3. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.

- A. Reduce suspension rates across all student groups to <2%, particularly our African American and SWD.
- B. Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups.
- C. Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)
- D. 50% of all new instructional/ leadership staff for 2022-23 SY identify as African American and Latinx

IMPACT
All in. In Oakland.

Priority #3: Powerful Community Engagement: Build stronger relationships and political presence in our Oakland Community, shared leadership in our students and families through effective School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community's students and families that qualify for McKinney Vento.

- 4. We guarantee our commitment to Oakland children and families.

- A. 90% of all LCPS families participate in SLC, SSC/ELAC, Community Celebrations, and/or Family workshops 3x each year.
- B. Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.

Priority #4: Strong and Sustainable Operational, Technology, and Financial Models: Ensure strong, sustainable support of LCPS schools, staff, and families.

- 5. Our students are at school and engaged every day.
- 6. We have a sustainable financial model.

- A. Attain attendance of 96%+ at each school and across all student groups.
- B. Decrease chronic absenteeism by X% yearly and meet goal of Y%
- A. Enroll 100% of budgeted seats every day.
- B. Finish the year with a board-approved contribution to reserves.

Priority #5: College and Career Readiness: Dramatically increase the number of College and Career ready students as measured by A-G completion, 4 year college acceptance, dual credit completion, and cohort college persistence/6 yr graduation rates.

- 7. Our students and graduates are college and career ready.

- A. 90% matriculation to 2 and 4 year colleges and universities for the class of 2022 by student student subgroups
- B. 80%+ of all 10th, 11th, and 12th graders by student subgroups earn college credits
- C. Attain 95%+ A-G completion for all student subgroups.

DRAFT - 2021-22 Curriculum Alignment Priorities and LCAP Goals

Annual Measurable Outcomes

QUALITY
All Students, every day.

Priority #1: Educational Justice and Excellence: Dramatically improve the quality of our academic program, address disproportionate performance by student subgroups and achieve non-racialized outcomes of our academic program through **System-Wide Tools and Processes** and **Teacher, Leader, and Staff Development.**

1. Our students are learning, equipped with SEL skills and meeting performance targets to succeed in college.

2. We grow and develop in the service of our students.

- A. In Grades 3-8, Meet 50% proficiency across CAASPP in ELA & Math; eliminate local and state variances by student sub groups.
- B. In Grade 11, Meet 50% proficiency across CAASPP in Math and 75% in ELA; eliminate local and state variances by student sub groups.
- A. In partnership with Instruction Partners, improve yearly 1 full point from 2020-21 baseline on IPG (Instructional Practice Guide) implementation until meeting 3+ (out of 4).

LCAP Strategies / Actions	Driver
Curriculum and Professional Development: In partnership with EL Education, provide professional development for implementation of EL curriculum and program components, leadership core practices, and Student Engaged Assessment (SEA) practices.	Chief Academic Officer
Curriculum and Professional Development: Support teacher knowledge of CCSS-aligned curriculum through summer Curriculum Institutes and monthly Professional Development; regularly observe and provide feedback to teachers to continually improve practice around curriculum implementation and standards alignment.	Chief Academic Officer
Curriculum and Professional Development: Focus on early literacy programming through professional development around the science of reading, structured literacy practices, and early literacy dyslexia screening.	Director of Elementary Academics
Data and Assessment: Monitor student progress through course grades, interim assessments, and norm-referenced assessments; assess student reading and math achievement triennially to monitor student proficiency and growth and identify students in need of interventions; Refine and utilize data meetings, student and family communications, and data management systems to track student progress toward proficiency in relation to multiple measures of student achievement.	Chief Academic Officer / Chief of Staff
Instructional Development and Support: In partnership with Instruction Partners, continue Instructional Leadership Team's focus on deep support of Math and ELA instruction, instructional cycles with teacher review of student progress toward standards mastery through data meetings, aligned professional development, and academic progress monitoring (APM) leadership meetings.	Chief Academic Officer
Instructional Development and Support: Teachers with Preliminary credentials are provided with Induction training and a Induction mentor to ensure they clear their credential within the term of licensure.	Director of HR / Talent
Instructional Development and Support: Provide professional development for all teachers on MTSS, and provide and assess targeted interventions for students identified as needing additional support through MTSS on a monthly basis.	Chief of Staff / Director of Student Services
School Reopening and Addressing Post-Pandemic Unfinished Learning: Create supports and resources for a safe and successful return to in-person learning and to assess and address unfinished learning.	Director of Finance

CULTURE
All Belong.
All take responsibility for equity.

Priority #2: Culture of Shared Responsibility for Equitable Outcomes: Create a high performing team culture grounded in equitable outcomes and develop yearly Action Plans grounded in our Diversity, Equity, and Inclusion Pillars and Commitments and LCPS Board Resolution to Promote Equity and Anti-Racism and combat Anti-Blackness.

3. We create safe, inclusive, and equitable conditions and outcomes for all of our stakeholders.

- A. Reduce suspension rates across all student groups to <2%, particularly our African American and SWD.
- B. Increase teacher and operational staff engagement to 70% on annual Q12 across all demographic groups.
- C. Retain 85% of effective teachers and staff (as measured by LCPS Framework for Transformational Teaching and end-of-year review)
- D. 50% of all new instructional/ leadership staff for 2022-23 SY identify as African American and Latinx.

LCAP Strategies / Actions	Driver
English Language Development (ELD): Provide Newcomers and English Language Learners Integrated and Designated ELD instruction that is targeted toward their proficiency level, aligned to the ELD standards, and designed to support their content-area achievement; Support ELD instruction through monthly ELD meetings and the implementation of ELlevation to track data, communication, and evaluation of our program.	Chief of Staff
Special Education: Provide professional development around inclusion so that students are supported through increased collaboration with general education teachers and involvement in lesson planning & data analysis, opportunities to provide direct instruction aligned to the curriculum students are learning and in support of individualized IEP goals, personalized, student-specific, direct intervention.	Director of Special Education
Special Education: Refine moderate-severe programming balances inclusion with increased opportunities for direct instruction targeting individualized goals in support of building independent living skills and student's post-secondary access.	Director of Special Education
Special Education: Provide transition planning and services that begin in 9th grade and move through high school and/or age 22 (when appropriate) done in collaboration with Department of Rehabilitation and other outside agencies; clearly articulated pathway to graduation for participating in certificates of completion.	Director of Special Education
Student Support and Services: Refine our Tier 1 student support aligned to EL Education programming by using HOWL Learning Targets (Habits of Work and Learning) to align to promote classroom character development and culture, utilizing crew as a venue in which students are supported socially, academically, and emotionally, and increasing the student extracurricular and leadership opportunities to support empowerment and engagement	Chief Academic Officer and Chief of Staff
Student Support and Services: Utilize Restorative Justice model to provide social, emotional and behavioral support through Deans of Students, with a particular emphasis on post-pandemic supports through the design and implementation of training for all teachers to support use of RJ practices in the classroom; Align discipline procedures to support consistent application of restorative actions and consequences.	Director of Student Services
Student Support and Services: Refine and utilize data management systems to track student cultural and behavioral data, roll-out modified MTSS structures and review school culture data in order to identify students in need of additional behavioral and social-emotional supports; provide and access effectiveness of targeted interventions for students identified as needing additional behavioral, social-emotional, and counseling support.	Director of Student Services
Teacher/Staff Effectiveness and Impact: Support LCPS's equitable outcomes through Diversity, Equity and Inclusion PD, active recruitment of Teacher residents, and the development of a teacher evaluation and career pathways framework / leadership performance management system.	CAO / Director of Talent and HR
Teacher/Staff Effectiveness and Impact: Refine and implement teacher retention bonuses and stipends.	Director of Talent and HR

IMPACT
All in.
In Oakland.

Priority #3: Powerful Community Engagement: Build stronger relationships and political presence in our Oakland Community, shared leadership in our students and families through effective School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community's students and families that qualify for McKinney Vento.

4. We guarantee our commitment to Oakland children and families.

- A. 90% of all LCPS families participate in SLC, SSC/ELAC, Community Celebrations, and/or Family workshops 3x each year.
- B. Increase student retention year-over-year to 90% across sites and for all student groups, specifically our African American students.

LCAP Strategies / Actions	Driver
Family and Community Engagement: Organize SSC, ELAC, and empowering parent learning events based on parent interest, need, and school goals, and support school events such as Student-Led Conferences, Black and Brown excellence events, and community experiences.	Chief of Staff / Director of Development
Family and Community Engagement: Hold twice yearly "State of the School" and "Family/School Advocacy" meetings with families (led by Site Administrators) around areas of school focus to share data and get input.	Chief Academic Officer / Director of Development
Family and Community Engagement: Train families in use of Family Portals of our SIS and LMS systems to better keep families informed of student progress, grade level updates, and school and community events.	Director of Technology
Family and Community Engagement: Provide bilingual translation at all parent meetings and Student-Led Conferences as needed. —Provide translation and interpretation services.	Chief of Staff, Director of Technology
Family and Community Engagement: Train staff to engage and support families including a McKinney Vento liaison.	Director of Student Services / Director of Development

DRAFT - 2021-22 Operational Alignment Priorities and LCAP Goals

Our Objectives

Annual Measurable Outcomes

IMPACT
All in.
In Oakland.

Priority #4: Strong and Sustainable Operational, Technology, and Financial Models: Ensure strong, sustainable support of LCPS schools, staff, and families.

5. Our students are at school and engaged every day.

- A. Attain attendance of 96%+ at each school and across all student groups.
- B. Decrease chronic absenteeism by X% yearly and meet goal of Y%

6. We have a sustainable financial model.

- A. Enroll 100% of budgeted seats every day.
- B. Finish the year with a board-approved contribution to reserves.

LCAP Strategies / Actions	Driver
Attendance: Align attendance procedures and identify and support students at risk of chronic absence to ensure high attendance and reduce chronic absenteeism.	Director of Operations Director of Student Services
Operations: Implement operational procedures to support student learning and to ensure safe return to campus for in-person instruction, including training staff on operational procedures regarding health and safety protocols, ordering materials, and maintaining materials (books, supplies) necessary to support strong school operations.	Director of Operations
Food Service: Promote access to Food Service programs, with a focus on nutrition and meeting goals for 90% to 100% of student meal participation.	Director of Operations
Technology Support Systems: Support technology systems and infrastructure (including hardware, software, and data systems) that support student learning, including: 1:1 chromebook access, home internet connectivity, SIS systems, LMS systems, Independent Study platforms, and other EdTech platforms and programs; with a specific focus on ensuring that 100% of all LCPS families have accessibility to devices with internet access and complete necessary technology trainings to access, monitor, and engage in their children's academic progress.	Director of Technology
Technology Support Systems: Hire technology staff to support family, students, and staff with technology systems and infrastructure.	Director of Technology
Human Resources: Provide Professional Development in support of non-instructional roles.	Director of Operations Director of HR / Talent
Facilities: Maintain facilities that support high quality student learning; Improve learning spaces to support ongoing health & safety guidance.	Director of Operations
Expanded Learning: Run high-quality after-school programs aligned to increase academic achievement, student well-being, and extracurricular activities.	Chief of Staff

IMPACT
All in.
In Oakland.

Priority #5: College and Career Readiness: Dramatically increase the number of College and Career ready students as measured by A-G completion, 4 year college acceptance, dual credit completion, and cohort college persistence/6 yr graduation rates.

7. Our students and graduates are college and career ready.

- A. 90% matriculation to 2 and 4 year colleges and universities for the class of 2022 by student student subgroups
- B. 80%+ of all 10th, 11th, and 12th graders by student subgroups earn college credits
- C. Attain 95%+ A-G completion for all student subgroups.

LCAP Strategies / Actions	Driver
High School Programming: Provide and support LCPS students in taking and passing A-G approved course series, including implementing new courses focused on increasing college preparation, dual credit, and intervention support structures as part of master schedule redesign.	Chief Academic Officer
High School Programming: Continue alignment of LCPS College and Career programming with EL Education programming; align 10th and 12th grade passage structures to the Graduate Profile, rigorous case studies and expeditions, and focus on Student Engaged Assessment practices.	Chief Academic Officer
High School Programming: Continue to improve Measure N Pathway, including building out of integrated projects, work-based experiences, and pathway articulation with Peralta Community College.	Chief Academic Officer / Director of College Programming
High School Programming: Offer sports as a supplement to promote student engagement and inclusion in High School activities.	Chief Academic Officer
College Programming: Develop and implement a clear K-12 vision and articulation of our College and Career programs aligned to our academic model, with strong execution of our 11th and 12th grade program through our Destination College Advising Corps (DCACs) and College Seminar Teachers.	Director of College Programming
College Programming: Develop and maintain a strong relationship with Peralta Community Colleges; offer dual credit courses aligned to our academic model and career pathways with a focus on offering college programming outside of school and during our summer programming.	Director of College Programming
College Programming: Enroll all juniors and seniors in college and career seminar classes and offered SAT / ACT preparation classes; support, oversee, and monitor college and scholarship application processes for their cohort through participation in Crew (Advisory) alongside parent workshops hosted by College counselors.	Director of College Programming
College Programming: Ensure all high school students participate in college visits and in local partnerships that provide additional support in academic and financial preparation for college.	Director of College Programming

LCAP Goals

<p>QUALITY</p> <p>All Students, every day.</p>	<p>Priority #1: Educational Justice and Excellence: Dramatically improve the quality of our academic program, address disproportionate performance by student subgroups and achieve non-racialized outcomes of our academic program through System-Wide Tools and Processes and Teacher, Leader, and Staff Development.</p>	<p>LEA's California School Dashboard Academic Performance falls below CA State Averages: Orange for ELA and Math. (with the exception of LH K-8 -- Orange for ELA and Yellow for Math), with disproportionality for some student groups. Students, staff, and families are invested in shifting these outcomes and have identified system-wide tools and processes and teacher, leader, and staff development as two important levers to improve academic outcomes for students. For 21-22, LEA is prioritizing the instructional development of staff using progress on Student Achievement Partner's Instructional Practice Guide in ELA and Math. LEA will focus on the range of coaching, planning, observation/feedback, and structures that support teachers and leaders in implementing rigorous, standards-aligned instruction across all of our classrooms.</p>
<p>CULTURE</p> <p>All Belong.</p> <p>All take responsibility for equity.</p>	<p>Priority #2: Culture of Shared Responsibility for Equitable Outcomes: Create a high performing team culture grounded in equitable outcomes and develop yearly Action Plans grounded in our Diversity, Equity, and Inclusion Pillars and Commitments and LCPS Board Resolution to Promote Equity and Anti-Racism and combat Anti-Blackness.</p>	<p>LEA's California School Dashboard Suspension rates are currently Red (with the exception of Lode -- Yellow) with disproportionality for some student groups. Students, staff, and families have given input on the wide range of work needed to build a culture that is affirming, welcoming, and inclusive of the diverse students and families served by the LEA. For 21-22, LEA is planning for robust SEL supports for the return to in-person schooling, alignment in restorative/discipline practices across schools, and investment in MTSS systems as key levers in creating a learning-focused school culture for all students at our site.</p>
<p>IMPACT</p> <p>All in. In Oakland.</p>	<p>Priority #3: Powerful Community Engagement: Build stronger relationships and political presence in our Oakland Community, shared leadership in our students and families through effective School Site Councils (SSC/ELAC), and follow through on our material revision to serve our community's students and families that qualify for McKinney Vento.</p>	<p>LEA believes that community engagement is key in elevating the voices of our students, families, and broader community. These voices are essential in continuing to provide quality educational experiences to our students and families. For 21-22, LEA is increasing family voice at sites through our SSC/ELAC. LEA has also made a commitment to unhoused students with an enrollment preference in our charter and is working on building support systems to wrap around our unhoused students.</p>
	<p>Priority #4: Strong and Sustainable Operational, Technology, and Financial Models: Ensure strong, sustainable support of LCPS schools, staff, and families.</p>	<p>LEA believes that strong systems support successful schools. Operations, technology, and finance are three key components that support and contribute to the academic success of our students. For 21-22, specific work is focused in Operations/Facilities to ensure a safe return to in-person learning and continuing to support students in families with access to technology at home (internet and devices) to extend digital learning opportunities to the home.</p>
	<p>Priority #5: College and Career Readiness: Dramatically increase the number of College and Career ready students as measured by A-G completion, 4 year college acceptance, dual credit completion, and cohort college persistence/6 yr graduation rates.</p>	<p>Preparing students for College and Career is a central feature of the LEA's mission and a reason why students and families continue to send students to LCPS schools. While the LEA's college persistence rates are strong within the Oakland context, LEA aims to continue to increase college persistence and graduation rates in continued pursuit of achieving its mission. For 21-22, specific work is focused on building out new dual-enrollment options for students and re-organizing high school coursework to ensure that students are both meeting A-G requirements and having the coursework needed to apply to competitive universities.</p>