

Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

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

LEA Name

B. Roberto Cruz Leadership
Academy

Contact Name and Title

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2017-20 Plan Summary

The Story

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

Roberto Cruz Leadership Academy (RCLA), is a small, personalized, college-prep charter high school that serves an urban, residential, low-income community in East San Jose, CA. It is committed to providing comprehensive learning experiences to academically low achieving English language learner students. RCLA is managed by The Foundation for Hispanic Education and chartered by the East Side Union High School District. RCLA opened its doors for its inaugural school year on August 3rd, 2015, following a two-week Summer Bridge transition program for incoming 9th graders. The Summer Bridge transition program ran from July 6th through July 17th, 2015. The Summer Bridge program culminated with a grand ribbon cutting ceremony which was attended by RCLA students and their families, community and educational leaders and the school's namesake's wife, Lupe Cruz. RCLA currently serves about 258 students. RCLA will add about 100 students each year until it reaches approximately 400 students in grades 9 through 12.

The mission of Roberto Cruz Academy (RCLA) is simple: "to educate students through college preparatory courses that empower them to be academically literate, critical thinkers, effective communicators, and independent problem solvers who are agents of education and social justice with a commitment toward the community around them".

One way RCLA fulfills the mission is through the Maestros Accelerated Program (Maestros). Maestros at RCLA is a unique partnership with community colleges (i.e. San Jose Evergreen Community College District and Santa Clara University (SCU) to continue developing an educational pipeline to support and guide students into a teaching career.

For programmatic reporting purposes, the RCLA will use the CDE definition of students who report a home language other than English and who, on the basis of state-approved oral language assessment procedures and literacy, have been determined to lack the clearly defined English

language skills of listening, comprehension, speaking, reading, and writing necessary to succeed in the school's regular instructional programs. Maestros at RCLA is a unique partnership with community colleges and universities i.e., San Jose Evergreen Community College District and Santa Clara University (SCU) to continue developing an educational pipeline to support and guide students into a teaching career. Indeed, this is a new concept that is visionary, bold and timely, and by design strives to prepare the next generation of teachers.

Cooperative Learning is essential to how RCLA prepares students to reach 21st Century educational goals and succeed in teaching in the 21st Century. This way of learning provides students the opportunity to learn how to communicate and work with people of varying abilities. Students also learn to manage their time and work on their collaboration skills.

When averaging the student population of three neighboring high schools in the East Side Union High School District's, the schools' student enrollment is comprised of 96% Latino, 62% free or reduced lunch, 9% identified Special Education students, and 36% English Language Learners. RCLA reflects its general demographics, however, with more distinct differences. The school community is predominately Latino (96%) and 91.5% are or have been English Language Learners. RCLA serves a large, working-class immigrant community of Latinos, where 62% of our students are on free or reduced lunch.

The breakdown is as follow:

21% of English language learners are long-term 2nd language learners

16% are short-term language learners

54% are RFEs (Reclassified Fluent English Proficient) students

1% are IFEs (Initial Fluent English Proficient) students

In addition, 75% of our students come from single-parent families whereby 23% of them are expected to provide childcare for their siblings. In terms of parent educational experience, 2% have attained a 5th-grade education, 8% attained an 8th-grade education and 22% attended high school through 12th grade. Its founding faculty serves as role models for the school's 1st generation college-going population.

RCLA offers a robust, comprehensive Advisory program that seeks to ensure that ALL students attend school regularly and are academically successful. Advisory also seeks to develop students with their socio-emotional identity and character through a curriculum that focuses on academic success, college and career readiness, exploration of self, building initiative, developing resilience and learning resourcefulness in all RCLA students.

RCLA institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsion and other punitive forms of discipline and promote conflict mediation, public apologies and community service as alternative means of discipline. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the RCLA community.

Early on as freshmen, the Maestros' students are provided with an opportunity to tutor, read to, and mentor young TK-3 grade students at Voices Dual Language Academy (Voices). Voices shares a campus with RCLA. Furthermore, RCLA's sophomores, juniors, and seniors also tutor at Voices and are provided with other educational experiences.

Students take a variety of classes to provide them with the skills necessary to become agents of education and social justice for their community. Starting in the ninth grade students take a model

Mexican-American History course designed in collaboration with a Stanford University history professor. The course seeks to empower students by giving them the opportunity to explore the unique and complex history of Mexican-Americans in the San Francisco Bay Area, California and beyond. The ultimate goal is that the Common Core-aligned curricular units designed in this course will be uploaded to an online portal through Stanford University that history teachers across the nation can access.

The course sequence at the sophomore year includes a Communications course which focuses on Public Speaking with a Social Justice lense. As upperclassmen, students are encouraged to enroll in community college classes and offered at RCLA. Through this process, RCLA upperclassmen students are eligible to earn transferable college credit units.

To promote the school's college-going culture, RCLA offers several trips to local and state-wide colleges and universities as well as a trip to the east coast to visit colleges like Harvard, Yale, NYU, etc. RCLA believes that it is critical to expand students' horizons and expose them to collegiate life in various college and university settings. The school also hosts several colleges and universities throughout the school year to inform students of the various programs each school offers.

As a result, RCLA is uniquely situated to address a need in one of the most at-risk areas of the state that serves a disproportionate number of working, poor families. RCLA's innovative strategies for delivering standards-based curriculum and teaching strategies ensures equitable opportunities for all of the students served and provides the greatest chance of success for the students in RCLA's community.

In order to accomplish the above:

- 1) The LEA creates a safe and a clean learning environment by maintaining the school facility in good condition. Regular reviews of the facility are conducted and documented. Any issues that arise are addressed in partnership with the landlord.
- 2) The LEA takes the necessary steps to ensure the facility is safe and secure, by the regular maintenance of facility, gates, and locks. In addition, procedures for emergencies are in place.
- 3) The LEA implements a rigorous hiring process, which includes paper screening, formal and informal interviews, curricular teacher materials review, teaching demonstration, and reference checks. Ninety-two percent of its teaching staff is credentialed and the remainder is in the process of clearing the state certification requirements. LEA provides teachers with the supplies and learning tools that are needed to successfully teach common core curriculum in their classrooms.
- 4) The LEA provides textbooks and ancillary resources to support teaching and learning.
- 5) The LEA offers a robust, comprehensive Advisory program that seeks to ensure that ALL students attend school regularly and are academically successful. Advisory also seeks to develop students with their socio-emotional identity and character through a curriculum that focuses on academic success, college, and career readiness.
- 6) The LEA institutes a restorative justice approach to discipline that seeks to avoid suspension, expulsion and other punitive forms of discipline and promote conflict mediation, public apologies and community service as alternative means of discipline. It is the goal to allow students the opportunity to reflect and take ownership of their behavior and make amends for the wrong or harm that they bring to the RCLA community.

LCAP Highlights

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

TEN Feedback Surveys:

RCLA participated in schoolwide TEN (Teaching Excellence Network) professional development and implementation. TEN provides stakeholders with the opportunity to provide feedback on the qualities that the families expect to see at RCLA. TEN provides the school with immediate feedback regarding student engagement and [perceived] college-preparedness. one of our goals. Teachers meet monthly with TEN coaches to discuss student engagement, rigor, and

Increased Student Involvement:

In order to foster student engagement and maintain steady retention - students have been involved in Student Government, athletics, and a variety of clubs such as the GSA, Philosophy Club (debate), and Travel Club. These allow students to make meaningful connections with classmates as well as teachers, and, in the case of Student Government and athletics, students strive to meet GPA requirements.

Math Intervention Support:

RCLA, in collaboration with Santa Clara University, has brought on a math teaching fellow. The fellow is in the mathematics classroom supporting the teacher and providing extra support to all students. The fellow also holds math tutorial during the advisory period three times a week to those students that need intervention. RCLA is also using IXL to provide students with further practice and support.

SBAC Performance, ELA:

Testing Year: 2018 2019

% of Students Meeting or Exceeding Standard: 16.63% 30.00% (Preliminary)

After a year in which our initial achievement scores were much lower than we had hoped for our students, RCLA redoubled its efforts to encourage greater collaboration and data driven instructional decision making among our staff. These efforts will be emphasized and strengthened in the ensuing 19-20 year, alongside the adoption of a new joint writing curriculum. Though our students' proficiency on this exam still needs improvement, this year's scores indicate our school is on the right track in order to make our students high school proficient in English Language Arts. These preliminary 2019 numbers serve as the highest achievement level of our students in this subject area in RCLA's history.

Student Enrichment Programs:

Social Justice and Leadership Development:

Due to the focus on social justice and leadership development, the LEA promotes a positive school culture that considers education as a social justice issue. With this focus, it empowers Latino youth to develop leadership qualities and awareness that greatly impact the Latino community.

Restorative Justice Program:

The restorative justice approach to discipline that seeks to avoid suspensions and expulsions proved to be an effective approach in promoting conflict resolution and a positive approach to discipline as evidenced by the following:

Projected Suspensions: <1%

Projected Expulsions: 0%

Teacher Support/Professional Development:

Throughout the school year teachers participated in monthly professional development to better their effectiveness in use of English language acquisition strategies across content areas. There are three ELD teachers to provide instruction and support for students across language acquisition levels. There was also a full-time special education teacher that pushes into the classrooms and provides support and feedback as to how to implement differentiation and accommodations.

Parent Engagement:

LEA sponsored "Poder de los Padres" whereby monthly parent (Spanish/English) workshops took place. The following topics were discussed:

- Student success and college attendance & admission
- Time management and handling academic stress
- Developmental issues
- Attendance and punctuality
- Successful completion of A-G
- Financial aid
- Maintaining student focus and motivation
- Students concurrent information to complement parent workshop items
- Offered college trip to parents

In addition, an aligned LCAP Parent Survey was distributed to all stakeholders.

Review of Performance

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

Greatest Progress

The school's greatest progress this year has been the stabilization of the staff, both teachers and administration. The LEA has also made great strides in improving school culture. The LEA has hired

a Dean of Students who works with a Student Life Team to check in on attendance and to provide positive reinforcement of school norms.

There has been a great and visible shift in the environment as well as an increase in positive feedback from stakeholders.

Student Achievement: (F= Fall, W = Winter, S = Spring)

Below is our NWEA/MAP grade level equivalency in Reading:

194 = 3rd Grade Equivalency
203 = 4th Grade Equivalency
209 = 5th Grade Equivalency
215 = 6th Grade Equivalency
220 = 7th Grade Equivalency
222 = 8th Grade Equivalency
225 = Freshmen Level Equivalency

Below is our NWEA/MAP grade level equivalency in Mathematics:

195 = 3rd Grade Equivalency
208 = 4th Grade Equivalency
219 = 5th Grade Equivalency
226 = 6th Grade Equivalency
233 = 7th Grade Equivalency
238 = 8th Grade Equivalency
241 = Freshmen Level Equivalency
242 = Sophomore Level Equivalency
245 = Junior Level Equivalency

9th Grade:

216.4 RIT Average - Mathematics (F)
208.8 RIT Average (W) [211.6]
217.7 RIT Average (S) {+1.3 RIT}

199.3 RIT Average - Reading (F)
198 RIT Average (W) [205.7]
203.5 RIT Average (S) {+4.2 RIT}

200.2 RIT Average - Language (F)
198.8 RIT Average (W) [202.4]
204.4 RIT Average (S) {+4.2 RIT}

10th Grade:

223.9 RIT Average - Mathematics (F)
222.2 RIT as 9th graders
221.6 RIT Average (W) [223.8]
221.2 RIT Average (S) {-2.6 RIT, -1 SFY}

215.2 RIT Average - Reading (F)
 211.4 RIT as 9th graders
 212.1 RIT Average (W) [217.5]
 217 RIT Average (S) {+1.8 RIT, +5.6 SFY}

210.3 RIT Average - Language (F)
 210.9 RIT as 9th graders
 210.4 RIT Average (W) [215.5]
 211.9 RIT Average (S) {+1.6 RIT, +1 SFY}

SBAC Performance, ELA:

Testing Year:	2018	2019
% of Students Meeting or Exceeding Standard:	16.63%	30.00% (Preliminary)

After a year in which our initial achievement scores were much lower than we had hoped for our students, RCLA redoubled its efforts to encourage greater collaboration and data driven instructional decision making among our staff. These efforts will be emphasized and strengthened in the ensuing 19-20 year, alongside the adoption of a new joint writing curriculum. Though our students' proficiency on this exam still needs improvement, this year's scores indicate our school is on the right track in order to make our students high school proficient in English Language Arts. These preliminary 2019 numbers serve as the highest achievement level of our students in this subject area in RCLA's history.

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

Greatest Needs

Student Achievement:

The LEA introduced two forms of assessment to measure both student proficiency (summative) and track growth (formative), the data below shows that the subgroups did not perform in line with the overall student population. As a result, a systemic intervention will be placed to address student achievement gaps in Math, Reading and Language Usage.

NWEA/MAP - Disaggregated Academic Performance Target Attainment Percentages for all students:

2018-19 2017-18	2016-17	
Language Usage	Data Not Yet Available 40%	64%
Mathematics	Data Not Yet Available 48%	51%
Reading	Data Not Yet Available 51%	57%
English Language Learners (ELLs): 2018-19 2017-18		2016-17

Language Usage	Data Not Yet Available 40%	62%
Reclassified English Proficient Students: 2018-19	2017-18	2016-17
Reading	Data Not Yet Available 47%	62%
Language Usage	Data Not Yet Available 33%	36%
Mathematics	Data Not Yet Available 40%	47%

At the moment of writing the LCAP, the Spring Assessment has not been completed to provide updated information for the 2018-19 school year.

Steps to Improve: (Found in 2018-19 Goal #3)

As a result, teachers within department groups will use their collaboration time to share instructional approaches, make curriculum adjustments, align benchmarks, and discuss progress to help students overcome specific skills to ensure mastery, including but not limited to implementing the strategies, such as those for ELL students, across all departments.

Interventions:

English language arts and mathematics teachers will use benchmark assessments to monitor students' progress toward the mastery of CCSS every six weeks. Additionally, the MAP assessment will be used three times a year to collect baseline, mid-year progress and end of year results to determine growth and areas where additional support is needed. The 6-week benchmark assessments assist teachers in determining specific learning gaps. For example, teachers will reflect on their instructional practices to differentiate instruction to support informational and literature-based reading, the academic language within each content area, and support with informative and narrative writing. Teachers will monitor students' comprehension and independent reading levels to ensure students can participate in rigorous learning tasks as they accelerate reading growth to become grade-level or above readers. Students' writing standards mastery will be monitored additionally in the classroom through various writing prompts. As a targeted support strategy, teachers will check in with students during Advisory and ensure students are receiving the support they need. Advisory takes place four times a week for sixty-five minutes.

Math teachers will use benchmark assessments to progress monitor students toward the mastery of Common Core State Standards (CCSS) every six weeks. Additionally, the MAP assessment will be used three times a year to collect baseline, mid-year progress and end of year results to determine growth and areas where additional support is needed. These results will inform instructional programming and intervention opportunities for students. Students receive embedded math interventions in the classroom through differentiated instruction and IXL. Teachers will check in with students during Advisory and ensure students are receiving the support they need. Advisory takes place four times a week for sixty-five minutes.

RCLA will continue to develop a robust ELD plan that leverages students' first language to support the acquisition of a second language. This support includes, but it is not limited to, teachers continue to participate in 2 days of professional development before the first day of school, specific to structures and scaffolds to support linguistic development for emerging bi-lingual students. Common strategies for supporting rigorous content are shared by content teachers to ensure students are

exposed to high-level tasks as they develop linguistically. Students who score at a newcomer, Level 1, Level 2, or Level 3 according to the ELPAC assessment, receive 65-minute sessions of designated ELD, four times per week for explicit English Language Development instruction. During this time, students improve their English skills by practicing using all four language domains. It is during this time that they can practice embedding content vocabulary into their speaking, listening, reading, and writing. They have a variety of opportunities to become fluent in English and to improve their ability to communicate their understanding of content standards. Supports remain in content classes until they master the English language to ensure student success.

RCLA will continue to provide ELD enrichment time designated for ELPAC learning groups 1 and 2. Likewise, newcomers will continue to use online software to practice listening and reading language domains. Through this online program, RCLA will continue to monitor student progress and development, while staff will continue to use instructional strategies, such as SDAIE (Specifically Designed Academic Instruction for English) methods and best teaching practices to support the learning needs of all students. Math teachers will also focus on implementing instructional strategies that integrate literacy strategies in math that empathize the development of academic language. In math, for example, teachers will incorporate language objectives into each lesson to make the math language focus more transparent for students.

RCLA has adopted a comprehensive English language learner program, which provides 65-minute sessions, four times per week. The goal is to prepare all students for college and career readiness. The content consists of authentic, multicultural literature that allows teachers to teach with relevant and motivating content, prepare students for Common Core State Standards, and utilize focused teaching materials. Students' progress will be monitored every six weeks using a benchmark assessment specific to English language development. English language learners who require additional support will benefit from 65-minute tutorials offered four times a week.

To ensure that a robust accountability and monitoring process is in place, RCLA will continue to use NWEA/MAP assessment, curriculum-embedded formative assessments, and also integrate a newly established benchmarking system to ensure that students are monitored using different data points and that follow-up intervention aligns throughout the year.

Grade Distribution:

Below are a grade distribution comparison for 2016/17, 2017/18, and 2018/19:

2016/17 Semester 1 Grades Distribution (As-Cs): 2017/18 Semester 1 Grades Distribution (As-Cs):
2018/19 Semester 1 Grades Distribution (As-Cs):

77% for students in General Education 69% for students in General Education 68% for students in General Education

56% for students in Special Education 56% for students in Special Education 64% for students in Special Education

By Language Proficiency: By Language Proficiency: By Language Proficiency:

ELLs: 67% received As-Cs ELLs: 55% received As-Cs ELLs: 62% received As-Cs

RFEPs: 83% received As-Cs RFEPs: 79% received As-Cs RFEPs: 83% received As-Cs

Steps to Improve: (Found in 2018-19 Goal #3)

Full implementation of summative and formative measurement tools are expected to take place, across the Mathematics, English, and Special Education Departments during the 2018-2019 school year. Students have expanded access to some of the same comparative tools to be used by teachers with the expectation that students will focus and partner with their instructors to improve their academic performance. As additional support, during advisory class periods, advisory teachers will review, monitor, and serve as advocates for their students, as they worked together to set goals for college and career.

Student Lead Conferences (SLCs) will continue to take place as a process where grade level Advisory students have the opportunity to monitor, reflect, question, and evaluate their work and then identify and set appropriate improvement goals.

Student Safety Nets:

Given the uniqueness of the LEA's student population, whereby it is represented by a disproportionate English Language Learner population, coupled with the number of EL students showing small incremental growth, along with the number of new teacher hires, the LEA will continue to identify at-risk students using a more systematic approach.

Steps to Improve: (Found in 2018-19 Goals 1 and 2)

Tutoring:

An After School Intervention Program will be offered twice a week to students failing either in Math or English Language Arts. Students will exit these safety net programs when they met competency goals.

Summer Intervention Program & Year-Round Support:

To ensure consistent student achievement, the LEA will increase the length of the summer intervention program from 5 to 6 weeks. During the academic year, there will be a math fellow, in partnership with Santa Clara University, to support the math teacher and to provide targeted tutoring to students that require extra support in math.

Professional Development and Steps to Improve: (Found in 2018-19 Goal 2)

Teachers will receive four full days beginning summer 2018. It will continue at the start of the new year. Teachers will meet bi-weekly in collaborative groups to exam student data and to continue to attend in-services that focus on math while integrating strategies on ELD, academic language, and literacy.

Coaching & Professional Development in Math

Professional development (PD) is integrated with research-based effective teaching strategies that help connect linguistic support and technology to enhance teaching and learning. The following instructional strategies are included in the PD for math teachers:

- Literacy and Academic Language Development in Math: Attention to language requires the development of student competence in both the language of instruction and the language

of the mathematics classroom. For instance, language scaffolding in this area means providing opportunities for academic language development by questioning, listening, rephrasing, or explicitly modeling the language of the mathematics classrooms.

- **Culturally Responsive Teaching:** This teaching strategy addresses the importance of making teaching meaningful by connecting school activities to students' interests, experiences, and skills. Contextualization involves the use of students' funds of knowledge as the foundation for new academic knowledge. Culturally responsive strategies are centered on the local ESJ community.
- **Math Discourse/Talk:** This strategy focuses on the importance of purposeful dialogue where students have the opportunity to develop, express, and exchange ideas and thereby ask questions that facilitate the co-construction of math content knowledge along with the language of the mathematics classroom. Effective instructional approaches necessitate a teacher model conversation that requires complex mathematical reasoning and extended math discussions.
- **Purposeful Group Work:** This Standard refers to the importance of assisting with strategic group work activities that maximize teaching and learning opportunities for students.

Continued work with the College and Career Pathways Director who supports students in both the enrollment of AP and Dual Credit Courses. The position will work directly with students, teachers, and community college partners.

English Language Learners & Steps to Improve: (Found in 2018-19 Goal 2)

The ELL Handbook will be updated to include specific steps on how to maximize ELL strategies for both ELL and RFEP students, as well as to align with the new ELPAC.

When comparing the 2016-17 to 2017-18 Daily Attendance it reflected a dip in Daily Attendance of almost 3%, but significant improvement took place with Chronic absenteeism: Nevertheless, the LEA did not meet its goal of 97% daily attendance.

The Average Daily Attendance 2016-17 2017-18 2018 - 2019

95% 92.4% 93.48%

Chronic absenteeism 22% 6.4% 11.59%

Steps to Improve: (Found in 2018-19 Goal 1)

The LEA hired a Dean of Students whose focus is the various dimensions of student life, including but not limited to attendance, citizenship, and leadership programs. Academic counselors, the parent coordinator, and administrator will collaboratively work together to support student attendance.

Stakeholder Engagement:

The LEA plans to increase parent involvement by providing them various ways to participate in school events and meetings.

Steps to Improve: (Found in 2018-19 Goal 1)

The school-wide survey aligned with the LCAP's eight priorities was distributed LEA-wide during Fall 2018.

SBAC Performance, ELA:

Testing Year: 2018 2019

% of Students Meeting or Exceeding Standard: 16.63% 30.00% (Preliminary)

After a year in which our initial achievement scores were much lower than we had hoped for our students, RCLA redoubled its efforts to encourage greater collaboration and data driven instructional decision making among our staff. These efforts will be emphasized and strengthened in the ensuing 19-20 year, alongside the adoption of a new joint writing curriculum. Though our students' proficiency on this exam still needs improvement, this year's scores indicate our school is on the right track in order to make our students high school proficient in English Language Arts. These preliminary 2019 numbers serve as the highest achievement level of our students in this subject area in RCLA's history.

SBAC Performance, Mathematics:

Testing Year: 2018 2019

% of Students Meeting or Exceeding Standard: 9.38%% 10.00% (Preliminary)

While this year's scores technically represent the highest level of achievement for the mathematics content area in RCLA's history, the increased proficiency level was marginal. We had hoped to see more solid gains for this cohort of students. Moving into the 2018-2019 academic year RCLA will focus its mathematics department on improving the rigor of, and intentionality behind, our math curriculum. More effort will be put into improving the vertical alignment between grade levels, better use of the assessment tools our staff has at its disposal, and more regular coaching and support for the staff.

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

Performance Gaps

2017-18 SBAC:	2018-19 Preliminary
SBAC scores:	
English Language Arts: 15.63% met proficiency (Preliminary)	ELA: 30% met
Mathematics: 9.38% met proficiency (Preliminary)	Math: 10% met

To address these performance gaps, the LEA will continue with their Summer Bridge program - targeted at incoming first-year students to assess and prepare them for the demands of high school. Summer assessments also ensure that teachers understand where their students are on day one and can quickly address any foundational gaps necessary to the success in their high school class.

These early assessments also provide RCLA a means to better ensure proper placement of students, and that they will get the targeted support that they need as they begin their journeys in High School. To address performance gaps for end of high school testing, this academic year (18-19), RCLA redoubled its efforts to encourage greater collaboration and data driven instructional decision making among our staff. These efforts will be emphasized and strengthened in the ensuing 19-20 year, alongside the adoption of a new joint writing curriculum. Though our students' proficiency on this exam still needs improvement, this year's scores indicate our school is on the right track in order to make our students high school proficient in English Language Arts. These preliminary 2019 numbers serve as the highest achievement level of our students in this subject area in RCLA's history. In terms of mathematics, the growth in proficiency was marginal and the gap in performance between ELA and Math has widened. Moving into the 2018-2019 academic year RCLA will focus its mathematics department on improving the rigor of, and intentionality behind, our math curriculum. More effort will be put into improving the vertical alignment between grade levels, better use of the assessment tools our staff has at its disposal, and more regular coaching and support for these teachers. There has been extensive work done on vertical alignment in ELA and Mathematics (using MAP data) - this alignment will provide ELA and Math teachers a roadmap to instruct students better so that they can meet proficiency in ELA and Math at the 9th and 10th-grade level as articulated in Goal # 3.

A targeted ELD class will support students in not only learning the language but also providing strategies to aid them in their content classes. ELD strategies will also be provided to content teachers, so they understand how to best help ELD students succeed.

It is important to note that there have been a lot of transitions at the school site (different administration every year and no steady group of teachers) that have affected student performance and have prevented true alignment across grade levels in all content areas. The LEA has worked to hire steady administration and to work on teacher retention in order to ensure better alignment, fidelity, and continuity with regard to our instructional program.

Comprehensive Support and Improvement

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

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

Not a CSI school

Support for Identified Schools

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

Not a CSI school

Monitoring and Evaluating Effectiveness

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

Not a CSI school

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 1

To support all students to graduate from high school and complete A-G requirements at least at an equivalent rate of our neighboring district.

State and/or Local Priorities addressed by this goal:

- State Priorities:
- Priority 3: Parental Involvement (Engagement)
 - Priority 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Attendance Rate Graduation Rate Retention Rate Dropout rate Suspension and Expulsion Data Stakeholder surveys Student growth data for tutored students Academic Counselors meetings with students Participation rate for Naviance	Attendance Rate: 93.4% Graduation Rate: 99% Retention Rate: 90% Dropout rate: 0% Suspension <1%and Expulsion 0% Stakeholder surveys 70% of respondents agreed that the school was supporting students in this goal. 30% had no opinion.
18-19 Increase attendance & student retention Support successful completion of A-G Increase parent engagement Implement a robust Attendance program	

Expected

Baseline

Attendance: 95%
Retention: 73%
Dropout: N/A
Suspension: 5%
Expulsion: 0%
Stakeholder surveys: N/A
Graduation: N/A

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Academic Counselors with 9th-12th-grade students - Provide Restorative Justice PD - College support software	- Academic Counselor for 9th to 12th grade students - Restorative Justice practices - Strive for College (used for college support)	Academic Counselors. 1000-1999: Certificated Personnel Salaries Base \$75,000	Academic Counselor 1000-1999: Certificated Personnel Salaries Base 89,359
		Restorative Justice PD 5800: Professional/Consulting Services And Operating Expenditures Base \$3,000	Restorative Justice 5800: Professional/Consulting Services And Operating Expenditures Base \$2,750
		Naviance - college and career readiness solution 4000-4999: Books And Supplies Base \$1,980	Naviance - college and career readiness solution 4000-4999: Books And Supplies Base \$2,467
		Director of College Readiness 2000-2999: Classified Personnel Salaries Supplemental \$40,000	Director of College Readiness 2000-2999: Classified Personnel Salaries Supplemental \$33,039
		Enrichment Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$75,000	Enrichment Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$76,677

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• Provide professional development & collaboration time for Advisors/Teachers • Parent workshops/meetings/coordination • College field trips • Tutoring support • Dean of Students • one to one Chromebooks	Professional development and collaboration time provided for Advisers and teachers throughout the school year.	professional development & collaboration time for Advisors/Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$3,000	Professional development & collaboration time for Advisers/Teachers 1000-1999: Certificated Personnel Salaries Supplemental \$3000
	Parent workshops and Cafecitos with the Director at least once a month.	Parent Coordinator 2000-2999: Classified Personnel Salaries Title I \$65,000	Parent Coordinator 2000-2999: Classified Personnel Salaries Title I \$57,662
	Students went on several college field trips throughout the school year.	Parent workshops/meetings/coordination 4000-4999: Books And Supplies Supplemental \$5,000	Parent workshops/meetings/coordination 4000-4999: Books And Supplies Supplemental \$4,624
	In conjunction with TRiO and a Math Fellow from Santa Clara University, students had access to after school tutoring every week.	College Field Trips 4000-4999: Books And Supplies Supplemental \$11,000	College Field Trips 4000-4999: Books And Supplies Supplemental \$15,312
	The Dean of Students was hired to make steps towards improving attendance and to help with overall student culture.	Tutoring support 1000-1999: Certificated Personnel Salaries Supplemental \$3,000	Tutoring support 1000-1999: Certificated Personnel Salaries Supplemental \$6,894
	Students continue to receive one to one Chromebooks which they keep for the school year.	Dean of Students 2000-2999: Classified Personnel Salaries Supplemental \$33,523	Dean of Students 2000-2999: Classified Personnel Salaries Supplemental \$48,449
		one to one Chromebooks 4000-4999: Books And Supplies Supplemental \$21,129	Chromebooks 4000-4999: Books And Supplies Supplemental \$23,849
		Student Transportation Assistance 4000-4999: Books And Supplies Supplemental \$36,000	Student Transportation Assistance 4000-4999: Books And Supplies Supplemental \$25,695
		Community outreach 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$44,640	Community Outreach 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$43,237

		Admin Assistance to support implementation of additional programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$148,046	Admin Assistance to Support Implementation of Additional Programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$86,887
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Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Mental Health Professionals	LEA works with Alum Rock Counseling services to provide mental health support for our students. Students also have access to the Director of Mental Health.	Social Emotional Counselors 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$21,000 Mental Health Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$35,000	Social Emotional Counselors (Alum Rock) 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$21,870 Mental Health Director 1000-1999: Certificated Personnel Salaries Supplemental \$40,737

Analysis

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

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

This year the LEA was able to implement a variety of programs.

A Dean of Students was hired to help support school culture and work towards improving the daily attendance rate and chronic absenteeism.

The Director of College and Career Pathways was also hired to help support students in enrolling in dual-enrollment courses through a local community college, sign up for Advanced Placement classes and to provide students with access to presentations from various colleges and universities. Through the Director of College and Career Pathways, the LEA moved away from the use of Naviance towards the use of Strive for College which provides students with mentors.

In addition to the support from the Director of College and Career Pathways, the LEA provided students with various college field trips to colleges and university across the state of California as well as a trip to the east coast where students could visit universities like Yale, Harvard, MIT, etc.

The LEA works with TRiO to provide students with college support and after-school tutoring. A math teaching fellow, in partnership with Santa Clara University, provides tutoring for students that need further assistance in math. This is in addition to the teacher's office hours where they give the students extra coaching in the subject matter.

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

The Dean of Students effectively helped with the school culture and implemented several attendance programs; however, the LEA will need to continue to work on raising the daily attendance rate.

The Director of College and Career Pathways worked extensively in bringing Strive for College to the upperclassmen. They also worked with the LEA's first graduating class to provide the students with access to college and university information sessions, financial aid application help, and worked with the local community college to provide students access to dual-enrollment classes.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

There were only a couple of differences between the Budgeted Expenditures and the Estimated Actual Expenditures, such as the Additional Admin Support to Implement Program. We did not find a qualified person to take this position. Also, some positions came in at a higher or lower rate than initially budgeted. Finally, a smaller group of students participated in the Clipper program.

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

No changes to the goal were made.

Annual Update

LCAP Year Reviewed: **2018-19**

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

Goal 2

To provide ELL with academic support and access to core curriculum

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 5: Pupil Engagement (Engagement)
	Priority 7: Course Access (Conditions of Learning)
Local Priorities:	

Annual Measurable Outcomes

Expected

Metric/Indicator

- Student grades
- Attendance for Advisory/Tutorial
- AIMS Web Assessments
- A-G grade eligibility
- Cycles of inquiry and analysis of

student work

- NWEA assessment data
- SBAC
- College-Career Ready
- A-G Requirements
- ELs making progress
- EL Reclassified Data
- ELPAC Data
- ELL Handbook
- EL Achieve data

18-19

Identify English Learners quickly and support teachers with effective instructional practices that maximize comprehensive input for ELLs and RFEPs

Support students to apply, attend and succeed in college

Implementing CCSS into the classroom and support pupil outcomes on state testing

Understanding of reclassification process

Actual

- Student grades - TBD
- A-G eligibility - 60%
- NWEA assessment data:

9th Grade:

216.4 RIT Average - Mathematics (F)

208.8 RIT Average (W) [211.6]

217.7 RIT Average (S) {+1.3 RIT}

199.3 RIT Average - Reading (F)

198 RIT Average (W) [205.7]

203.5 RIT Average (S) {+4.2 RIT}

200.2 RIT Average - Language (F)

198.8 RIT Average (W) [202.4]

204.4 RIT Average (S) {+4.2 RIT}

10th Grade:

223.9 RIT Average - Mathematics (F)

222.2 RIT as 9th graders

221.6 RIT Average (W) [223.8]

221.2 RIT Average (S) {-2.6 RIT, -1 SFY}

215.2 RIT Average - Reading (F)

211.4 RIT as 9th graders

212.1 RIT Average (W) [217.5]

217 RIT Average (S) {+1.8 RIT, +5.6 SFY}

210.3 RIT Average - Language (F)

Expected

Baseline

- Student grades: 77% received A-Cs
- Growth increase in Math & Reading Proficiency for 9th-grade students attending the Literacy Center: (AIMS Web assessments sample of 19 students)

Math Concepts and Applications 70%

Math Computation 100%

Reading - Curriculum Based Measurement

90%

MAZE - Reading Comprehension 100%

Growth increase in Math & Reading Proficiency for 10th-grade students attending the Literacy Center (AIMS Web assessments sample of 19 students):

Math Concepts and Applications 56%

Math Computation 33%

Reading - Curriculum Based Measurement

78%

MAZE - Comprehension 78%

- A-G eligibility: 41%
- NWEA assessment data:
- 73% of all 9th graders met/exceeded target growth in Language Usage
- 55% of all 9th graders and 60% of all 10th graders met/exceeded target growth in Reading
- 48% of all 9th graders and 55% of all 10th graders met/exceeded target growth in Math
- SBAC: N/A
- ELs making progress: 17%
- RFEP Data: 2.4%
- ELPAC Data: N/A

Actual

210.9 RIT as 9th graders

210.4 RIT Average (W) [215.5]

211.9 RIT Average (S) {+1.6 RIT, +1 SFY}

- SBAC - ELA 30%; 10% Math
- College-Career Ready - 45 students
- A-G Requirements - 60% estimate
- ELs making progress - Not available at this time
- EL Reclassified Data - Not available at this time
- ELPAC Data - Not available at this time

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- SPED push in Support	SpEd push-in support	SPED push in Support 2000-2999: Classified Personnel Salaries Base \$55,000	SPED push in Support 2000-2999: Classified Personnel Salaries Base \$158,847

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Support new teachers - On-going professional development for curriculum alignment to CCSS - Purchase of CCSS ancillary materials - Curriculum development and mapping - Training and implementation for SBAC and NWEA assessments	- Support new teachers - On-going professional development for curriculum alignment to CCSS - Curriculum development and mapping - Training and implementation for SBAC and NWEA/MAP assessments	CCSS PD & ancillary materials 5000-5999: Services And Other Operating Expenditures Base \$3,000 Translated instructional resources 5800: Professional/Consulting Services And Operating Expenditures Title III \$5,000 BTSA 5000-5999: Services And Other Operating Expenditures Base \$8,100	CCSD PD & Ancillary Materials 5000-5999: Services And Other Operating Expenditures Base \$3,264 Translated Instructional Resources 5800: Professional/Consulting Services And Operating Expenditures Title III \$4,902 BTSA (Teacher Induction) 5000-5999: Services And Other Operating Expenditures Base \$24,300

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
- Formal Instructional Coaching (TOSA) - Professional development training that supports literacy strategies for English Learners	- Formal Instructional Coaching (TOSA) - Professional development training that supports literacy	Formal Instructional Coaching (TOSA) 1000-1999: Certificated Personnel Salaries Supplemental \$26,180	TOSA 1000-1999: Certificated Personnel Salaries Supplemental \$35,249

ELPAC support	strategies for English learners ELPAC support	ELD Support across Content areas 1000-1999: Certificated Personnel Salaries Supplemental \$2,125	ELD Support Across Content Areas 1000-1999: Certificated Personnel Salaries Supplemental \$3,000
		PD for Reclassification process and support & ELPAC 1000-1999: Certificated Personnel Salaries Base \$2,000	PD for Reclassification Process and Support & ELPAC 1000-1999: Certificated Personnel Salaries Base \$2,000
		Electronic Testing Assessments, including AMES Web, ALLOY, NWEA/MAP and SBAC 4000-4999: Books And Supplies Supplemental \$10,000	Electronic Testing Assessments, including, ALLOY, NWEA/MAP, and SBAC 4000-4999: Books And Supplies Supplemental \$31,331
		Teacher Collaboration time 1000-1999: Certificated Personnel Salaries Supplemental \$21,000	Teacher Collaboration Time 1000-1999: Certificated Personnel Salaries Supplemental \$18,000
		ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental 138321	ELD Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$14,685

Analysis

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

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

The LEA was able to meet all action items - including providing an instructional coach who focuses on ELL instruction and professional development for staff. All staff has gone through year-long professional development on strategies to best help the ELL population. Students were able to take ELD courses without missing any core instruction.

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

While having a time set aside for ELL instruction, as well as an ELL instructional coach and professional development - there is still work to be done with the ELL population.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The cost for push-in SpEd services was higher than that projected. There were a larger number of newly preliminary credentialed teachers who were hired. Teacher salaries were slightly higher due to CBA. Finally, the total cost of assessment platforms was under-projected.

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

There are no changes to the goal itself.

Annual Update

LCAP Year Reviewed: 2018-19

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

Goal 3

Students will be prepared for college and career opportunities upon graduation measured by success on student projects, classroom grades, student surveys and SBAC performance.

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)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected

Metric/Indicator

- Unit plans and curriculum maps
- UC Doorways approved course submissions
- Professional Development Agendas and Sign-Ins
- NWEA/MAP Assessments in Grade 10
- SBAC
- AIMS Web Literacy Center
- College-Career Ready
- Teaching Pathway participation
- AP Data
- Goal Books
- SLCs

Actual

NWEA assessment data:

- 51% of all 9th graders and 52% of 10th graders met/exceeded target growth in Language Usage
- 54% of all 9th graders and 48% of all 10th graders met/exceeded target growth in Reading
- 23% of all 9th graders and 41% of all 10th graders met/exceeded target growth in Math

SBAC:

ELA: 30% reached proficiency (2018-19) preliminary results

Math: 10% reached proficiency (2018-19) preliminary results

AP: 117 students enrolled

Expected

18-19

All teachers implement CCSS aligned curriculum
 Maintain/increase Teacher Pathway Club
 PD for AP courses
 Support for SBAC and NWEA/MAP test taking skills
 Curriculum mapping
 PD for social justice
 PD for Puente Program

Baseline

NWEA assessment data:

- 73% of all 9th graders met/exceeded target growth in Language Usage
- 55% of all 9th graders and 60% of all 10th graders met/exceeded target growth in Reading
- 48% of all 9th graders and 55% of all 10th graders met/exceeded target growth in Math

SBAC: N/A

AP: 17 students enrolled

Actual

Actions / Services

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

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
• On-going professional development for curriculum alignment to CCSS • Curriculum development and mapping • Professional development for social justice	On-going professional development for curriculum alignment to CCSS Curriculum Development and mapping	CCSS PD 1000-1999: Certificated Personnel Salaries Base \$3,000 Curriculum development & mapping 1000-1999: Certificated Personnel Salaries Base \$3,000	CCSD PD 1000-1999: Certificated Personnel Salaries Base \$3,000 Curriculum development & Mapping 1000-1999: Certificated Personnel Salaries Base \$3,000

Training and implementation for SBAC, ALLOY, and NWEA/MAP assessments	Training implementation for SBAC, Alloy, and NWEA/MAP assessments.	PD - Social Justice 5000-5999: Services And Other Operating Expenditures Base \$2,000	PD - Social Justice 5000-5999: Services And Other Operating Expenditures Base \$2,100
		Staff training for student preparation of SBAC and other student assessments 1000-1999: Certificated Personnel Salaries Base \$3,000	Staff training for Student Preparation of SBAC and other student assessments 1000-1999: Certificated Personnel Salaries Base \$3,000
		PD - Goal Books & instructional materials 4000-4999: Books And Supplies Base \$5,000	PD - Goal Books & Instructional Materials 4000-4999: Books And Supplies Base \$4,750
		PD - Advanced Placement 5000-5999: Services And Other Operating Expenditures Base \$2,000	PD - Advanced Placement 5000-5999: Services And Other Operating Expenditures Base \$9,091
		Additional Campus Monitor 2000-2999: Classified Personnel Salaries Supplemental \$65,675	Additional Campus Monitor 2000-2999: Classified Personnel Salaries Supplemental \$103,352
		Staff training for student preparation of ALLOY assessments for ELLs 1000-1999: Certificated Personnel Salaries Supplemental \$500	Staff training for student preparation of ALLOY assessments for ELLs 1000-1999: Certificated Personnel Salaries Supplemental \$500
		ALLOY Assessments 4000-4999: Books And Supplies Supplemental 30,000	ALLOY Assessments 4000-4999: Books And Supplies Supplemental \$3,160

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Increase/maintain Student Services Programs	The LEA maintained their Maestros Program (Teacher Pathway). Robotics was maintained during the first semester but not	Puente Program for 9th & 10th graders 5000-5999: Services And Other Operating Expenditures Base \$16,000	Puente Program - Did not take place 0

	continued for the second semester.	Teacher Pathway 1000-1999: Certificated Personnel Salaries Base \$10,400	Teacher Pathway/Maestros Program 1000-1999: Certificated Personnel Salaries Base \$15,000
		MESA 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,610	MESA 5800: Professional/Consulting Services And Operating Expenditures Supplemental 0
		Robotics 4000-4999: Books And Supplies Supplemental \$4,610	Robtics 4000-4999: Books And Supplies Supplemental \$5,013
		TEN 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,582.58	TEN 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$10,800

Analysis

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

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

Overall, the implementation of actions/services remained mainly unchanged. The Maestros Program continued this school year and saw an increase in students participating as well as furthering the participants' understanding of the pathway. TEN was also far more successful this year as it was implemented since the start of the school year and teachers attended monthly professional development to understand further how to use the data presented by TEN.

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

At the time of writing, the LEA has yet to graduate their first class. However, 99% of students are on track to graduate - having met all of the graduation requirements. Students met with the academic counselor as well as the new director of college and career to ensure that students had access and support to programs that would ensure completion of all courses required to graduate.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

1.5 Campus Monitors were hired. The Alloy contract came in significantly lower than projected. Unable to find a teacher who would lead the MESA program.

Upon review of the efficacy of the Puente program at RCLA - the program was discontinued in favor of CCSS professional development and for the next school year - a new curriculum adoption provided through the CollegeBoard for ELA.

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

There were no changes made to this goal.

Stakeholder Engagement

LCAP Year: **2019-20**

Involvement Process for LCAP and Annual Update

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

Introduction:

The Roberto Cruz Leadership Academy is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. As such, the LEA used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, student data, as well as proposed actions and services.

Community Engagement;

The following groups were actively involved in the LCAP development process described below:

Parent Advisory Committee (PAC):

The LEA formed a Parent Advisory Committee (PAC) and this group formally met to go over the LCAP (November 24, 2018 and January 14, 2019). This group was comprised of parents of low-income students, English Learners and Foster Youth. Members of the PAC were also members of both ELAC and SSC. Parent representatives were encouraged by the administration and teaching staff to take a leadership role in ELAC, PAC, SSC and PTSA. As a result, parent representatives who served in ELAC, SSC or PTSA agreed to also participate in the PAC. As a result, the PAC group comprised of 2 parent representatives.

On May 13, 2019 the final LCAP was presented to the PAC and allowed for them to post any written comments to stakeholder questions prior to the June 5th Charter School Committee Meeting on the LCAP, LCFF and budget review. In addition to the parent representatives mentioned above, the committee was also comprised of certificated staff, students, site administrators, union representatives, the Chief Academic Officer, the Chief, Human Resources & Compliance, and other central office charter school administrative staff.

Parents and Students:

In January and February, parents and students were invited to attend informational meetings designed to more fully educate the community on issues related to major changes and directions in the state of California that will directly impact their educational

experiences. These sessions covered all of the following: 1) California State Standards, 2) the Local Funding Formula (LCFF) and the 3) Local Control Accountability Plan (LCAP). These meetings occurred in conjunction with each school site's monthly SSC (September 10, October 15, November 19, December 17, January 14, Feb 11, March 18, April 10, and May 8) and ELAC (September 10, October 15, November 19, December 11, January 14, Feb 11, March 18, April 10, and May 8). In addition, site administrators presented the information shared in the May 15th Townhall meeting and solicited input from parents at the Principal's "cafecito" and at the regularly scheduled parent workshops (8/29, 9/12, 10/3, 11/7, 11/14, 12/2, 1/18/19, 1/23, and 3/1). In addition, in an effort to promote year-round involvement in the implementation of the LCAP, in addition to the above engagement meetings, site administrators invited parents to email, call or meet with them at their convenience to hear their input, concerns, and ideas.

The Community at-Large:

Community members were invited to attend the November 26 and January 14th Townhall meetings. These meetings were held at The Foundation for Hispanic Education, a centralized location for all stakeholders. The meetings were conducted in both English and Spanish.

The Local Business Community:

The President and the Vice President for The Foundation for Hispanic Education met with business leaders to engage them in the vision and mission of the Latino College Preparatory Academy. As a result, of the comprehensive partnership between the LEA, the local business leaders, and Foundation, ELL students have profited by having access to career pathways, the building and remodeling of the LEA's premise, and the support towards students' achievement and access to A-G requirements.

Teachers' Union Representatives:

Teachers and their representatives attended all staff and faculty weekly meetings. In addition, teacher representatives attended and participated in the Town Hall meetings of November 26th, 2018 and January 14, 2019.

District/Central Office Staff:

- Monthly Faculty meetings were held at the school site, where input on the development of the LCAP was obtained and agendized during the months of January, February, March, and April.
- Central office staff was represented on the District LCAP Committee at the November 26, 2018 and January 14th, 2019 Townhall meetings
- Site-based department meetings were held on a monthly basis and the LCAP was discussed among teachers in the departments - August 2018 thru May 2019
- The Chief Academic Officer and Vice President held monthly meetings with site principals. The LCAP and its development, including the importance of stakeholder engagement, was discussed at each of these meetings. Progress reports were also given related to the level of goal attainment. - July 2018 thru June 2019.

English Language Advisory Committee: Monthly meetings were held as detailed below:

September 10, October 15, November 19, December 17, 2018, January 14, Feb 11, March 18, April 10, and May 8, 2019

The Charter School Committee:

It is an integral part of the governance team for the Roberto Cruz Leadership Academy providing local accountability. The Charter School Committee has been involved in the LCAP development and approval process throughout the process.

- Quarterly Charter School Committee meetings were held and the LCAP development was agendaized
- A Preliminary Review of the draft LCAP was held as an informational item on May 20, 2019
- A Public Hearing on the LCAP was held on June 5, 2018.
- The Charter School Committee adopted the LCAP on June 5, 2018.

Survey Results by Constituency Group:

- Parents responding - 12% parents returned survey

Impact on LCAP and Annual Update

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

The input received during the process detailed above demonstrated the public's commitment to the education of the community's students. Discussions and feedback were held based on 1) what is already in place but needs improvement, 2) what is already in place but can be eliminated, and 3) ideas for supporting student learning via the eight state priorities that should be considered but are not in the LCAP.

Thematically, the stakeholder feedback demonstrated that the LEA should prioritize its efforts as follows:

1. Improve academic achievement - State Priority 4
2. Improve campus climate and culture - State Priority 6
3. Increase and improve the experience of parents and community partners to encourage more meaningful involvement in the school.
- State Priority 3
4. Improve alignment of CCSS ELD Standards across disciplines - State Priority 2

These priorities result from important feedback from stakeholders. The following recommendations resulted in modifications, additions or deletions include the following:

- Reworded the LCAP Goals 1, 2, & 3 to avoid redundancy and provide clarity
- Provide teachers professional learning that supports CCSS lessons - Incorporated into Goal 2 & 3.
- Provide professional learning that supports literacy strategies for English Learners - Incorporated into Goal 2
- Provide additional academic support opportunities for students during class time and after school - Incorporated into Goal 1
- Increase services and more closely connect school counselors to student academic and social issues - Incorporated into Goal 1
- Provide coaching support for teachers in instructional practices and positive behavior strategies - Incorporated into Goal 1
- Increase parent engagement, communication and involvement - Incorporated into Goal 1

Specific Actions and Services added as a result of this stakeholder engagement process include:

1. The LEA will fully implement CCSS including the purchase of new materials and professional development - Goal 2
2. The Restorative Justice strategy will be fully implemented in every classroom - Goal 1
3. English Language Development department will support content area teachers with effective instructional practices that maximize comprehensive input for ELLs and RFEPs - Goal 2

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 1

To support all students to graduate from high school and complete A-G requirements at least at an equivalent rate of our neighboring district.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

To support high school graduation rate for students
To provide additional academic support opportunities for students during class time and after school
Increase services and more closely connect school counselors to student academic and social issues
Provide coaching support for teachers in instructional practices and positive behavior strategies
Increase Parent Engagement to better support students
Increase the average daily attendance

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate Graduation Rate Retention Rate Dropout rate	Attendance: 95% Retention: 73% Dropout: N/A Suspension: 5%	Attendance Rate: 92% Retention Rate: 76% Dropout rate: N/A Suspension Rate: 3%	Attendance Rate: 93.48% Retention Rate: 90% Dropout rate: 0%	Increase attendance & student retention Support successful completion of A-G

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Suspension and Expulsion Data Stakeholder surveys Student growth data for tutored students Academic Counselors meetings with students Participation rate for Naviance	Expulsion: 0% Stakeholder surveys: N/A Graduation: N/A	Expulsion Rate: 0% Stakeholder surveys: 12% return rate Graduation Rate; N/A	Suspension Rate: <1% Expulsion Rate: 0% Stakeholder surveys: .5% Graduation Rate: N/A	Increase parent engagement Implement a robust Attendance program

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

- Academic Counselors with 9th-12th-grade students
- Provide professional development & collaboration time for Advisors/Teachers
- Provide Restorative Justice PD
- College support software
- Student-led conference stipends
- Parent workshops/meetings/coordination
- College field trips
- Student activities
- Tutoring support
- Promote importance of daily attendance

- Academic Counselor with 9th-12th-grade students
- Continue to implement Restorative Justice (materials)
- College support software

- Academic Counselor
- Provide Restorative Justice PD for new teachers
- College support software

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$70,000	\$75,000	\$80,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Counselors.	1000-1999: Certificated Personnel Salaries Academic Counselors.	1000-1999: Certificated Personnel Salaries Academic Counselors.
Amount	\$3,000	\$3,000	\$3,000
Source	Supplemental	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries PD & Collaboration time for Advisors/Teachers	5800: Professional/Consulting Services And Operating Expenditures Restorative Justice PD	5800: Professional/Consulting Services And Operating Expenditures Restorative Justice PD

Amount	\$3,000	\$3000 2016-17 2017-18	\$3000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Restorative Justice PD	4000-4999: Books And Supplies Restorative Justice PD	5000-5999: Services And Other Operating Expenditures Strive for College - college and career readiness solution
Amount	\$1,243	\$40,000	\$40,000
Source	Base	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Naviance Licenses	2000-2999: Classified Personnel Salaries Director of College Readiness	2000-2999: Classified Personnel Salaries Director of College Readiness
Amount	\$20,000	\$75,000	\$75,000
Source	Base	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries SLC Stipend	1000-1999: Certificated Personnel Salaries Enrichment Teacher	1000-1999: Certificated Personnel Salaries Enrichment Teacher
Amount	\$66,000	\$65,000	\$65,000
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Parent Coordinator/Workshops/meetings	2000-2999: Classified Personnel Salaries Parent Coordinator/Workshops/meetings	2000-2999: Classified Personnel Salaries Parent Coordinator/Workshops/meetings
Amount	\$11,000	\$11,000	\$15,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures College Field Trips	5000-5999: Services And Other Operating Expenditures College Field Trips	5800: Professional/Consulting Services And Operating Expenditures College Field Trips

Amount	\$40,000	\$3,000	\$3,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Student Activities	4000-4999: Books And Supplies Student Activities	4000-4999: Books And Supplies Student Activities
Amount	\$6,000	\$3,000	\$6,000
Source	Title III	Title III	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Tutoring support	1000-1999: Certificated Personnel Salaries Tutoring support	1000-1999: Certificated Personnel Salaries Tutoring support

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

Unchanged Action

2017-18 Actions/Services

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

Modified Action

2018-19 Actions/Services

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

Modified Action

2019-20 Actions/Services

Promote and implement a daily attendance program	• Provide professional development & collaboration time for Advisors/Teachers • Parent workshops/meetings/coordination • College field trips • Tutoring support • Dean of Students • one to one Chromebooks	• Provide professional development & collaboration time for Advisors/Teachers • Parent workshops/meetings/coordination • College field trips • Tutoring support • Dean of Students • one to one Chromebooks
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0.00	\$3,000	\$3,000
Source	Base	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries robust attendance program	1000-1999: Certificated Personnel Salaries professional development & collaboration time for Advisors/Teachers	1000-1999: Certificated Personnel Salaries professional development & collaboration time for Advisors/Teachers
Amount		\$65,000	\$65,000
Source		Title I	Title I
Budget Reference		2000-2999: Classified Personnel Salaries Parent Coordinator	2000-2999: Classified Personnel Salaries Parent Coordinator
Amount		\$5,000	\$5,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies Parent workshops/meetings/coordination	4000-4999: Books And Supplies Parent workshops/meetings/coordination

Amount		\$11,000	\$11,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies College Field Trips	4000-4999: Books And Supplies College Field Trips
Amount		\$3,000	\$3,000
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Tutoring support	1000-1999: Certificated Personnel Salaries Tutoring support
Amount		\$33,523	\$34,528
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries Dean of Students	2000-2999: Classified Personnel Salaries Dean of Students
Amount		\$21,129	\$21,129
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies one to one Chromebooks	4000-4999: Books And Supplies one to one Chromebooks
Amount		\$36,000	\$36,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies Student Transportation Assistance	4000-4999: Books And Supplies Student Transportation Assistance
Amount		\$44,640	\$44,640
Source		Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Community outreach	5800: Professional/Consulting Services And Operating Expenditures Community outreach

Amount		\$148,046	\$148,046
Source		Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Admin Assistance to support implementation of additional programs	5800: Professional/Consulting Services And Operating Expenditures Admin Assistance to support implementation of additional programs

Action 3

[Add Students to be Served selection here]	[Add Location(s) selection here]
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OR

English Learners Foster Youth Low Income	LEA-wide	All Schools
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Actions/Services

	New Action	New Action
	- Mental Health Professionals	- Mental Health Professionals

Budgeted Expenditures

Amount		\$12,000	\$21,000
Source		Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Social Emotional Counselors	5800: Professional/Consulting Services And Operating Expenditures Social Emotional Counselors

Amount		\$35,000	\$35,000
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Mental Health Coordinator	1000-1999: Certificated Personnel Salaries Mental Health Coordinator

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 2

To provide ELL with academic support and access to core curriculum

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 5: Pupil Engagement (Engagement)
 Priority 7: Course Access (Conditions of Learning)

Local Priorities:

Identified Need:

Provide professional learning that supports literacy strategies for English Learners
Identify English Learners quickly and support teachers with effective instructional practices that maximize comprehensive input for ELLs and RFEPs
Support students to apply, attend and succeed in college
Implementing CCSS into the classroom and support pupil outcomes on state testing
Understanding of reclassification process

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Student grades • Attendance for Advisory/Tutorial	• Student grades: 77% received A-Cs	• Student grades: 69% received A-Cs	• Student grades: N/A at this time • A-G eligibility: 60%	Identify English Learners quickly and support teachers with effective instructional

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• AIMS Web Assessments • A-G grade eligibility • Cycles of inquiry and analysis of student work • NWEA assessment data • SBAC • College-Career Ready • A-G Requirements • ELs making progress • EL Reclassified Data • ELPAC Data • ELL Handbook • EL Achieve data	• Growth increase in Math & Reading Proficiency for 9th-grade students attending the Literacy Center: (AIMS Web assessments sample of 19 students) Math Concepts and Applications 70% Math Computation 100% Reading - Curriculum Based Measurement 90% MAZE - Reading Comprehension 100% Growth increase in Math & Reading Proficiency for 10th-grade students attending the Literacy Center (AIMS Web assessments sample of 19 students):	• A-G eligibility: 41% • NWEA assessment data: • 53% of all 9th graders and 65% of all 10th graders met/exceeded target growth in Language Usage • 50% of all 9th graders and 49% of all 10th graders met/exceeded target growth in Reading • 54% of all 9th graders and 49% of all 10th graders met/exceeded target growth in Math • SBAC: NA • ELs making progress: N/A • RFEP Data: N/A • ELPAC Data: N/A	• NWEA assessment data: • NWEA assessment data: 9th Grade: 216.4 RIT Average - Mathematics (F) 208.8 RIT Average (W) [211.6] 217.7 RIT Average (S) {+1.3 RIT} 199.3 RIT Average - Reading (F) 198 RIT Average (W) [205.7] 203.5 RIT Average (S) {+4.2 RIT} 200.2 RIT Average - Language (F) 198.8 RIT Average (W) [202.4] 204.4 RIT Average (S) {+4.2 RIT} 10th Grade:	practices that maximize comprehensive input for ELLs and RFEPs Support students to apply, attend and succeed in college Implementing CCSS into the classroom and support pupil outcomes on state testing Understanding of reclassification process

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Math Concepts and Applications 56% Math Computation 33% Reading - Curriculum Based Measurement 78% MAZE - Comprehension 78% • A-G eligibility: 41% • NWEA assessment data: • 73% of all 9th graders met/exceeded target growth in Language Usage • 55% of all 9th graders and 60% of all 10th graders met/exceeded target growth in Reading • 48% of all 9th graders and 55% of all 10th graders met/exceeded target growth in Math		223.9 RIT Average - Mathematics (F) 222.2 RIT as 9th graders 221.6 RIT Average (W) [223.8] 221.2 RIT Average (S) {-2.6 RIT, -1 SFY} 215.2 RIT Average - Reading (F) 211.4 RIT as 9th graders 212.1 RIT Average (W) [217.5] 217 RIT Average (S) {+1.8 RIT, +5.6 SFY} 210.3 RIT Average - Language (F) 210.9 RIT as 9th graders 210.4 RIT Average (W) [215.5] 211.9 RIT Average (S) {+1.6 RIT, +1 SFY}	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	• SBAC: N/A • ELs making progress: 17% • RFEP Data: 2.4% • ELPAC Data: N/A		• SBAC: ELA: 30% Math: 10% • ELs making progress: N/A at this time • RFEP Data: N/A at this time • ELPAC Data: N/A at this time	

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Specific Student Groups: SPED

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

- On-going professional development for curriculum alignment to CCSS
- Purchase of CCSS ancillary materials
- Curriculum development and mapping
- Professional development training that supports literacy strategies for English Learners
- Translated instructional resources
- Maintain PD for Co-Teaching practices
- Training and implementation for SBAC and NWEA assessments
- ELPAC support

2018-19 Actions/Services

- SPED push in Support

2019-20 Actions/Services

- SPED push in Support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3000	\$3000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures CCSS PD & ancillary materials	5000-5999: Services And Other Operating Expenditures CCSS PD & ancillary materials	5000-5999: Services And Other Operating Expenditures CCSS PD & ancillary materials

Amount	\$2,125	\$3000	\$3000
Source	Title I	Title I	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries ELD Support across Content areas	1000-1999: Certificated Personnel Salaries ELD Support across Content areas	1000-1999: Certificated Personnel Salaries ELD Support across Content areas
Amount	25000	\$55,000	\$158,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries SPED Push In Support	1000-1999: Certificated Personnel Salaries SpEd Push In Support	1000-1999: Certificated Personnel Salaries SpEd Push In Support
Amount	5000	5000	5000
Source	Title I	Title I	Title I
Budget Reference	2000-2999: Classified Personnel Salaries ELA/ELD & Math PD	2000-2999: Classified Personnel Salaries ELA/ELD & Math PD	2000-2999: Classified Personnel Salaries ELA/ELD & Math PD
Amount	5000	\$5000	\$5000
Source	Title III	Title III	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures Translated instructional resources	5000-5999: Services And Other Operating Expenditures Translated instructional resources	5000-5999: Services And Other Operating Expenditures Translated instructional resources
Amount	2000	\$2000	\$2000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries PD for Reclassification process and support & ELPAC	1000-1999: Certificated Personnel Salaries PD for Reclassification process and support & ELPAC	1000-1999: Certificated Personnel Salaries PD for Reclassification process and support & ELPAC

Amount	3000	\$2000	\$2000
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures PD Co-Teaching	5800: Professional/Consulting Services And Operating Expenditures PD	5800: Professional/Consulting Services And Operating Expenditures PD
Amount	10000	\$10,000	\$30,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Electronic Testing Assessments, including AMES Web, ALLOY, NWEA/MAP and SBAC	5000-5999: Services And Other Operating Expenditures Electronic Testing Assessments, including AMES Web, ALLOY, NWEA/MAP and SBAC	5000-5999: Services And Other Operating Expenditures Electronic Testing Assessments, including AMES Web, ALLOY, NWEA/MAP and SBAC
Amount	21000	\$21,000	\$21,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Collaboration time	1000-1999: Certificated Personnel Salaries Teacher Collaboration time	1000-1999: Certificated Personnel Salaries Teacher Collaboration time

Action 2

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

Students to be Served:

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

All

Location(s):

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

All Schools

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Unchanged Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

- Support new teachers

2018-19 Actions/Services

- Support new teachers
- On-going professional development for curriculum alignment to CCSS
- Purchase of CCSS ancillary materials
- Curriculum development and mapping
- Training and implementation for SBAC and NWEA assessments

2019-20 Actions/Services

- Support new teachers

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	6000	\$3,000	\$3,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries BTSA Mentor	5000-5999: Services And Other Operating Expenditures CCSS PD & ancillary materials	5000-5999: Services And Other Operating Expenditures CCSS PD & ancillary materials
Amount		\$138,321	\$138,321
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries ELD Teacher	1000-1999: Certificated Personnel Salaries ELD Teacher

Amount		\$8,100	\$24,000
Source		Base	Base
Budget Reference		5000-5999: Services And Other Operating Expenditures BTSA/Teacher Induction	5000-5999: Services And Other Operating Expenditures BTSA/Teacher Induction

Action 3

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Foster Youth
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

All Schools

Actions/Services

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

New Action

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

Modified Action

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

Modified Action

2017-18 Actions/Services

Informal Instructional Coaching

2018-19 Actions/Services

- Formal Instructional Coaching (TOSA)
- Professional development training that supports literacy strategies for English Learners
- ELPAC support

2019-20 Actions/Services

- Formal Instructional Coaching (TOSA)
- Professional development training that supports literacy strategies for English Learners
- ELPAC support

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		\$26,180	\$26,180
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Formal Instructional Coaching (TOSA)	1000-1999: Certificated Personnel Salaries Formal Instructional Coaching (TOSA)
Amount		\$2,125	\$2,125
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries ELD Support across Content areas	1000-1999: Certificated Personnel Salaries ELD Support across Content areas
Amount		\$2,000	\$2,000
Source		Base	Base
Budget Reference		1000-1999: Certificated Personnel Salaries PD for Reclassification process and support & ELPAC	1000-1999: Certificated Personnel Salaries PD for Reclassification process and support & ELPAC
Amount		\$10,000	\$10,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies Electronic Testing Assessments, including AMES Web, ALLOY, NWEA/MAP and SBAC	4000-4999: Books And Supplies Electronic Testing Assessments, including AMES Web, ALLOY, NWEA/MAP and SBAC
Amount		\$21,000	\$21,000
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Teacher Collaboration time	1000-1999: Certificated Personnel Salaries Teacher Collaboration time

Amount		138321	138321
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries ELD Teacher	1000-1999: Certificated Personnel Salaries ELD Teacher

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

Modified Goal

Goal 3

Students will be prepared for college and career opportunities upon graduation measured by success on student projects, classroom grades, student surveys and SBAC performance.

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)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

All teachers to implement CCSS aligned curriculum
PD for AP courses
Support for SBAC, ALLOY, and NWEA/MAP test taking skills
Curriculum mapping
Provide teachers with scaffolding strategies across content areas

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Unit plans and curriculum maps	NWEA assessment data: 73% of all 9th graders	NWEA assessment data: 53% of all 9th graders and	NWEA assessment data:	All teachers implement CCSS aligned curriculum

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• UC Doorways approved course submissions • Professional Development Agendas and Sign-Ins • NWEA/MAP Assessments in Grade 10 • SBAC • College-Career Ready • Teaching Pathway participation • AP Data • SLCs	met/exceeded target growth in Language Usage • 55% of all 9th graders and 60% of all 10th graders met/exceeded target growth in Reading • 48% of all 9th graders and 55% of all 10th graders met/exceeded target growth in Math SBAC: N/A AP: 17 students enrolled	65% of all 10th graders met/exceeded target growth in Language Usage • 50% of all 9th graders and 49% of all 10th graders met/exceeded target growth in Reading • 54% of all 9th graders and 51% of all 10th graders met/exceeded target growth in Math SBAC: N/A at the time of writing the LCAP AP: 17 students enrolled	9th Grade: 216.4 RIT Average - Mathematics (F) 208.8 RIT Average (W) [211.6] 217.7 RIT Average (S) {+1.3 RIT} 199.3 RIT Average - Reading (F) 198 RIT Average (W) [205.7] 203.5 RIT Average (S) {+4.2 RIT} 200.2 RIT Average - Language (F) 198.8 RIT Average (W) [202.4] 204.4 RIT Average (S) {+4.2 RIT} 10th Grade: 223.9 RIT Average - Mathematics (F) 222.2 RIT as 9th graders	Maintain/increase Teacher Pathway Club PD for AP courses Support for SBAC and NWEA/MAP test taking skills Curriculum mapping PD for social justice PD for Puente Program

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			221.6 RIT Average (W) [223.8] 221.2 RIT Average (S) {-2.6 RIT, -1 SFY} 215.2 RIT Average - Reading (F) 211.4 RIT as 9th graders 212.1 RIT Average (W) [217.5] 217 RIT Average (S) {+1.8 RIT, +5.6 SFY} 210.3 RIT Average - Language (F) 210.9 RIT as 9th graders 210.4 RIT Average (W) [215.5] 211.9 RIT Average (S) {+1.6 RIT, +1 SFY} SBAC: ELA: 30% Math: 10%	

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			AP: 117 students enrolled	

Planned Actions / Services

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

Action 1

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

Students to be Served:

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

All

Location(s):

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

OR

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

Students to be Served:

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

[Add Students to be Served selection here]

Scope of Services:

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

[Add Scope of Services selection here]

Location(s):

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

[Add Location(s) selection here]

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

- On-going professional development for curriculum alignment to CCSS
- Curriculum development and mapping
- Professional development for social justice

2018-19 Actions/Services

- On-going professional development for curriculum alignment to CCSS
- Curriculum development and mapping
- Professional development for social justice

2019-20 Actions/Services

- On-going professional development for curriculum alignment to CCSS
- Curriculum development and mapping
- Professional development for social justice

- Training and implementation for SBAC, ALLOY, and NWEA/MAP assessments

- Training and implementation for SBAC, ALLOY, and NWEA/MAP assessments

- Training and implementation for SBAC, ALLOY, and NWEA/MAP assessments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	3000	\$3,000	\$3,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries CCSS PD	1000-1999: Certificated Personnel Salaries CCSS PD	1000-1999: Certificated Personnel Salaries CCSS PD
Amount	3000	\$3,000	\$3,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Curriculum development & mapping	1000-1999: Certificated Personnel Salaries Curriculum development & mapping	1000-1999: Certificated Personnel Salaries Curriculum development & mapping
Amount	2000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures PD - Social Justice	5000-5999: Services And Other Operating Expenditures PD- Social Justice	5000-5999: Services And Other Operating Expenditures PD-Social Justice
Amount	3000	\$3000	\$3000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Staff training for student preparation of SBAC and other student assessments	1000-1999: Certificated Personnel Salaries Staff training for student preparation of SBAC and other student assessments	1000-1999: Certificated Personnel Salaries Staff training for student preparation of SBAC and other student assessments

Amount	5000	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies PD - Goal Books & instructional materials	4000-4999: Books And Supplies PD - Goal Books & instructional materials	4000-4999: Books And Supplies PD - instructional materials
Amount	2000	\$2000	\$2000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures PD - Advanced Placement	5000-5999: Services And Other Operating Expenditures PD - Advanced Placement	5000-5999: Services And Other Operating Expenditures PD - Advanced Placement
Amount	20000	\$65,675	\$65,675
Source	Base	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Student Lead Conferences Stipend	2000-2999: Classified Personnel Salaries Additional Campus Monitor	2000-2999: Classified Personnel Salaries Additional Campus Monitor
Amount		\$500	\$500
Source	Supplemental	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Staff training for student preparation of ALLOY assessments for ELLs	1000-1999: Certificated Personnel Salaries Staff training for student preparation of ALLOY assessments for ELLs	1000-1999: Certificated Personnel Salaries Staff training for student preparation of ALLOY assessments for ELLs
Amount	29,277	3,000	30,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies ALLOY Assessments	4000-4999: Books And Supplies ALLOY Assessments	4000-4999: Books And Supplies ALLOY Assessments
Amount	25,000	8,100	25,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Teacher Induction Program	5000-5999: Services And Other Operating Expenditures Teacher Induction Program	5000-5999: Services And Other Operating Expenditures Teacher Induction Program

Action 2

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

Students to be Served:

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

[Add Students to be Served selection here]

Location(s):

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

[Add Location(s) selection here]

OR

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

Students to be Served:

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

English Learners
Low Income

Scope of Services:

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

LEA-wide

Location(s):

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

Actions/Services

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

Modified Action

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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Increase/maintain Student Services Programs

2018-19 Actions/Services

Increase/maintain Student Services Programs

2019-20 Actions/Services

Increase/maintain Student Services Programs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	16000	\$16,000	\$16,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Puente Program for 9th & 10th graders	5000-5999: Services And Other Operating Expenditures Puente Program for 9th & 10th graders	5000-5999: Services And Other Operating Expenditures College Board for ELA

Amount	30000	\$10,400	\$10,400
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Pathway	1000-1999: Certificated Personnel Salaries Teacher Pathway	1000-1999: Certificated Personnel Salaries Teacher Pathway
Amount	2000	\$4,610	\$4,610
Source	Base	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries MESA	1000-1999: Certificated Personnel Salaries MESA	1000-1999: Certificated Personnel Salaries MESA
Amount	2000	\$4610	\$4,650
Source	Base	Supplemental	
Budget Reference	4000-4999: Books And Supplies Robotics	4000-4999: Books And Supplies Robotics	
Amount		\$10,585	
Source		Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures TEN	5800: Professional/Consulting Services And Operating Expenditures TEN

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$751,085

Percentage to Increase or Improve Services

31.59%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$789,942

Percentage to Increase or Improve Services

31.15%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The LEA will have an estimated 86.21% unduplicated pupils count. Therefore the majority of our students will be able to take advantage of the improved or increased services.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$49,452	6.36%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

The LEA will be expending these funds to support a comprehensive Advisory program to support the academic, social and emotional development of ALL of our students, 85.3% are low-income students, 91.5 are ELLs/RFEPs, and 50.5% are students with disabilities. Each student will be matched with an advisor, at no greater than 20:1 ratio of students to advisor and will participate in the Advisory class four times a week. In addition, these funds will be dedicated to professional development for our teachers to align curriculum school-wide to the CCSS. All of our students will have course access to a-g aligned courses in our college prep setting. Lastly, these resources will be invested to ensure that teachers have opportunities, through Advisory, Tutorial and the Literacy Center to support our struggling students.

Addendum

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

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

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

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

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

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

Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

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

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

Plan Summary

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

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

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

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

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

Comprehensive Support and Improvement

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. EC identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. EC requires

charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, EC Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

Goals, Actions, and Services

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

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

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

New, Modified, Unchanged

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

Goal

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

Related State and/or Local Priorities

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

Identified Need

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

Expected Annual Measurable Outcomes

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

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

Planned Actions/Services

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

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

Students to be Served

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

Location(s)

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

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

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

Students to be Served

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

Scope of Service

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

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

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

Location(s)

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

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

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

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

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

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

Budgeted Expenditures

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

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

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

Demonstration of Increased or Improved Services for Unduplicated Students

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

Estimated Supplemental and Concentration Grant Funds

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

Percentage to Increase or Improve Services

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

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

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

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

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

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

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

State Priorities

Priority 1: Basic Services addresses the degree to which:

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

Priority 2: Implementation of State Standards addresses:

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

Priority 3: Parental Involvement addresses:

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

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

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

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

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

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

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

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

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

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

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

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

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

Local Priorities address:

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

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

- (1) The number of K-8 students who were absent 10 percent or more of the school days excluding students who were:
 - (A) enrolled less than 31 days
 - (B) enrolled at least 31 days but did not attend at least one day
 - (C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:
 - (i) are enrolled in a Non-Public School
 - (ii) receive instruction through a home or hospital instructional setting
 - (iii) are attending a community college full-time.
- (2) The number of students who meet the enrollment requirements.
- (3) Divide (1) by (2).

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

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

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

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

- (A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.
- (B) The total number of students in the cohort.
- (C) Divide (1) by (2).

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

- (A) The number of students who either graduated as grade 11 students or who earned any of the following:
 - (i) a regular high school diploma
 - (ii) a High School Equivalency Certificate
 - (iii) an adult education diploma
 - (iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.
- (B) The number of students in the DASS graduation cohort.
- (C) Divide (1) by (2).

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

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

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

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

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

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

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

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

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

Guiding Questions: Goals, Actions, and Services

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

Prepared by the California Department of Education, January 2019

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,052,421.58	1,040,852.00	444,645.00	1,288,865.00	1,486,125.00	3,219,635.00
	0.00	0.00	0.00	0.00	4,650.00	4,650.00
Base	192,480.00	322,928.00	328,243.00	250,600.00	418,400.00	997,243.00
Supplemental	789,941.58	655,360.00	32,277.00	892,265.00	914,075.00	1,838,617.00
Title I	65,000.00	57,662.00	73,125.00	138,000.00	138,000.00	349,125.00
Title II	0.00	0.00	0.00	0.00	0.00	0.00
Title III	5,000.00	4,902.00	11,000.00	8,000.00	11,000.00	30,000.00

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

Total Expenditures by Object Type						
Object Type	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,052,421.58	1,040,852.00	444,645.00	1,288,865.00	1,486,125.00	3,219,635.00
	0.00	0.00	0.00	0.00	4,650.00	4,650.00
1000-1999: Certificated Personnel Salaries	400,526.00	314,101.00	219,125.00	627,457.00	738,457.00	1,585,039.00
2000-2999: Classified Personnel Salaries	259,198.00	401,349.00	71,000.00	274,198.00	275,203.00	620,401.00
4000-4999: Books And Supplies	124,719.00	116,201.00	76,277.00	98,739.00	121,129.00	296,145.00
5000-5999: Services And Other Operating Expenditures	31,100.00	38,755.00	75,243.00	68,200.00	113,000.00	256,443.00
5800: Professional/Consulting Services And Operating Expenditures	236,878.58	170,446.00	3,000.00	220,271.00	233,686.00	456,957.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,052,421.58	1,040,852.00	444,645.00	1,288,865.00	1,486,125.00	3,219,635.00
		0.00	0.00	0.00	0.00	4,650.00	4,650.00
1000-1999: Certificated Personnel Salaries	Base	96,400.00	115,359.00	208,000.00	174,400.00	282,400.00	664,800.00
1000-1999: Certificated Personnel Salaries	Supplemental	304,126.00	198,742.00	3,000.00	447,057.00	447,057.00	897,114.00
1000-1999: Certificated Personnel Salaries	Title I	0.00	0.00	2,125.00	3,000.00	3,000.00	8,125.00
1000-1999: Certificated Personnel Salaries	Title III	0.00	0.00	6,000.00	3,000.00	6,000.00	15,000.00
2000-2999: Classified Personnel Salaries	Base	55,000.00	158,847.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	139,198.00	184,840.00	0.00	139,198.00	140,203.00	279,401.00
2000-2999: Classified Personnel Salaries	Title I	65,000.00	57,662.00	71,000.00	135,000.00	135,000.00	341,000.00
4000-4999: Books And Supplies	Base	6,980.00	7,217.00	47,000.00	8,000.00	8,000.00	63,000.00
4000-4999: Books And Supplies	Supplemental	117,739.00	108,984.00	29,277.00	90,739.00	113,129.00	233,145.00
5000-5999: Services And Other Operating Expenditures	Base	31,100.00	38,755.00	70,243.00	63,200.00	108,000.00	241,443.00
5000-5999: Services And Other Operating Expenditures	Title II	0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	3,000.00	2,750.00	3,000.00	5,000.00	20,000.00	28,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	228,878.58	162,794.00	0.00	215,271.00	213,686.00	428,957.00
5800: Professional/Consulting Services And Operating Expenditures	Title III	5,000.00	4,902.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal						
Goal	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	621,318.00	582,508.00	220,243.00	692,338.00	717,343.00	1,629,924.00
Goal 2	270,726.00	295,578.00	82,125.00	455,047.00	593,947.00	1,131,119.00
Goal 3	160,377.58	162,766.00	142,277.00	141,480.00	174,835.00	458,592.00

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

Expenditures Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					

Expenditures NOT Contributing to Increased/Improved Requirement by Funding Source					
Funding Source	2018-19 Annual Update Budgeted	2018-19 Annual Update Actual	2017-18	2018-19	2019-20
All Funding Sources					