

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

Latino College Preparatory
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.

The LEA, the Latino College Preparatory Academy (LCPA), is a small, personalized, college-prep charter high school serving over 400 ninth, tenth, eleventh and twelfth graders. It is located in East San Jose, California. It is managed by the Foundation for Hispanic Education and chartered by the East Side Union High School District (ESUHSD). Sixty percent of East San Jose's residents speak a second language other than English and 40% of them report having a college degree.

LCPA receives new and transfer students from several elementary and high school districts within the area. LCPA is a school of choice and through parent and community outreach and relationships; students and parents see the increased opportunities offered by LCPA for youth who are English Learners, at a low socioeconomic status (SES) and/or at risk. The school community is predominately Latino and home to a large, working-class immigrant community for Mexican-Americans. Sixty percent of our Eastside community speaks a second language other than English, and 40% of the East San Jose inhabitants report having a college degree. LCPA reflects the general demographics of this community, whereby 98% of our students are Latino and 94% are or have been designated as English learners during their educational career.

The student breakdown is as follow:

67% of students are long-term English Language Learners
33% of students are short-term English Language Learners
30% of students are English Language Learners
62% are RFEP (Reclassified Fluent English Proficient)
3% are IFEP (Initial Reclassified Fluent English Proficient)
11% are Special Education students

In addition, 75% of our students come from single-parent families with 23% of them expected to provide childcare for their siblings throughout the school week. In terms of parent educational experience, 3% have attained a 5th-grade education, 6% attained an 8th-grade education and 17.9% graduated from high school, yet 96% of our students will graduate from high school! Moreover, over the last two years, an average of 50% of students have completed their "A-G" requirements. Though the majority (90%) of our student body is on free or reduced lunch, and 93% of our families do not have an immediate family member to have graduated from college, LCPA has experienced success in overcoming these challenges.

With this in mind, LCPA focuses on providing students with a rigorous curriculum, a strong faculty and an environment made up of high expectations and college-bound learning. LCPA has created a sixteen-year educational track that has enhanced Latino students' chances of succeeding academically and completing a college degree. With its innovative curriculum, capable faculty and nurturing environment, LCPA has become a viable educational option for each and every student, especially English Language Learners. With its focus on bi-literate (Spanish and English) educational programs, LCPA fills a unique niche in providing our students the time and focus on reaching the academic level of English that is critical for academic achievement, passing standardized tests, and pursuing postsecondary educational opportunities.

In order to accomplish the above:

- 1) The LEA creates a safe and 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 background screening, formal and informal interviews, curricular teacher materials review, teaching demonstration, and reference checks. One hundred percent of teaching staff is credentialed and are in progress of meeting additional state certification programs. 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 additional resources to support teaching and learning for all students.
- 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 building through a curriculum that focuses on academic success, college, and career readiness. Consequently, the LEA's graduation rate increased from 84% (in 2014-15) to 91% (in 2015-16) 92 % (in 2016-17) 95% (in 17-18).
- 6) The LEA implements 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 LCPA community. As a result, the LEA has maintained a 0% expulsion rate, has progressively decreased the number of suspensions, has maintained the sharp decrease in the student dropout rate, and has increased student retention by 4% as noted below:

Expulsions:

2014-15: 0%
2015-16: 0%
2016-17: 0%
2017-18: 0%
2018-19: 0%

Suspensions:

2014-15: 7%
2015-16: 5%
2016-17: 1%
2017-18: 1%
2018-19: 1%

Drop out rate:

2014-15: 15%
2015-16: 8%
2016-17: 7.5%
2017-18: 9%
2018-19: Not Available at this time

Retention Rates for students returning to Latino College Preparatory Academy:

2014-15: 83%
2015-16: 86%
2016-17: 90%
2017-18: 91%
2018-19: Not Available at this time

7) Golden State Seal Merit Diploma:

2016-17	2017-18	2018-19
19%	22%	Not Available at this time

The Golden State Seal Merit Award recognizes public school graduates who have mastered high school curriculum in at least six subject matter areas, four of which are English-language arts, mathematics, science, and U.S. history, with the remaining two subject matter areas selected by the student. The Golden State Seal Merit Award is awarded jointly by the State Board of Education (SBE) and the State Superintendent of Public Instruction (SSPI).

LCAP Highlights

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

Retention/Graduation:

LEA's student enrollment at the beginning of the 2018-2019 academic year was 414 students and had a retention rate at 98.5% with 408 students. The high school graduation rate remains the same at 95% from the previous academic year.

Dropout Rate:

The Dropout rate amongst Seniors showed an impressive decrease from 7.5% during the 2016-17 (baseline year) to less than 1% or a total of 3 students during the 2018-19 school year.

Summer Bridge Program:

The LEA sponsored a Summer Bridge Program that provided an introduction to Mathematics, English, Science and school culture building for all incoming 9th-grade students. In our summer bridge math class, all participating incoming 9th graders took the "Measures of Academic Progress (MAP)" assessment. The course exposed Freshmen to pre-algebraic content in preparation for Algebra I during Fall 2018. A pre-assessment was given at the beginning of the school year to review student performance.

Bi-literacy:

2015-2016	2016-2017	2017-2018	2018-2019
39%	39%	44%	21%

College Readiness/Advanced Placement (AP):

Testing Year:	2015	2016	2017
2018			
2019			
Total AP Students:	144	164	192
137			
Not Available at this time			
AP Students with Scores 3+	81	101	109
87			
Not Available at this time			
% of Total AP Students with Scores 3+	56.3%	61.6%	56.80%
63.5%			
Not Available at this time			

SBAC Performance, ELA:

Testing Year:	2015	2016	2017
2018			
2019			
% of Students Meeting or Exceeding Standard:	48.00%	46.00%	47.50%
26.32%			
39.00% (Preliminary)			

After a year in which our school saw an unexpected performance dip on the SBAC ELA Exam, LCPSA redoubled its efforts to encourage greater collaboration and data driven instructional decision making. 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 back on the right track in order to make our students high school proficient in English Language Arts.

SBAC Performance, Mathematics:

Testing Year:	2015	2016	2017
2018			
2019			
% of Students Meeting or Exceeding Standard:	18.00%	11.00%	12.50%
4.21%			
20.00% (Preliminary)			

This year's scores on the SBAC Mathematics Exam represent the highest level of achievement in this subject area since the inception of this new exam for LCPSA. Though there is still much room for improvement, these results indicate that our mathematics department is on the right path in terms of designing a more rigorous and intentional curriculum. The department has been much more stable (no turnover in personnel between 17-18 and 18-19) and collaborative this academic year, as well as having put a great amount of effort to better vertically align their curriculum. This year's results provide a solid foundation to keep pushing the achievement level of our students in mathematics.

Early University Program:

Dual Credit Courses are continued to be offered in partnership with Evergreen/San Jose City Community Colleges.

Golden State Seal Merit Diploma:

Twenty-eight percent of the 2018-2019 graduating seniors were recipients of the Golden State Seal Merit Award. The Golden State Seal Merit Award recognizes public school graduates who have mastered high school curriculum in at least six subject matter areas, four of which are English-language arts, mathematics, science, and U.S. history, with the remaining two subject matter areas selected by the student. The Golden State Seal Merit Award is awarded jointly by the State Board of Education (SBE) and the State Superintendent of Public Instruction (SSPI).

Data Talks:

In an effort to be more focused on data-driven curriculum, the LEA introduced two forms of assessment to measure both student proficiency (summative) and track growth (formative). Through the use of Alloy, a formative assessment platform, it gave the faculty the ability to track student growth three times during the year. As a result, teachers within department groups collaborated together to share instructional strategies, make curriculum adjustments, align benchmarks and discussed progress to help students overcome specific skills that ensured mastery. Similarly, the MAP platform was used to monitor student proficiency in both English and Math for 9th and 10th graders.

Parent Engagement:

LEA continued its effort on The Parent Leadership Involvement and Leadership Model, entitled, "Poder de Los Padres", whereby parents are invited to actively engage in their children's education. As a result, a monthly bilingual (Spanish and English) parent training program addressed the following topics: student success, college attendance, and admission, time management, handling academic stress, developmental issues, attendance and punctuality, the successful completion of A-G, and student safety net programs available at LCPA. In addition, parents learn more about college financial aid and helping their student maintain focus and motivation. Concurrently, students are supported, in their academic endeavors, by receiving complementary information for each of the parent workshop items.

ELAC

The purpose of the English Learners Advisory Committee (ELAC) is to advise the principal, School Site Council and school staff on programs and services for English learners. Parents of English learners (ELs) together with other parents, staff and community members meet to learn about services and programs for English learners and offer advice to improve the education of ELs at our school. The ELAC will meet at least four times a year.

The elected ELAC parent representatives will advise the Director and staff on:

Programs and services for English learners and the SSC on the development of the Single Plan for Student Achievement.

Assist the school in the development of:

The school's needs assessment.

The school's annual language census.

Ways to make parents aware of the importance of regular school attendance

School Site Council

The School Site Council (SSC) elected members to represent parents, students, community members, and school staff in school governance. The SSC is responsible for the development of the Academic Plan, and overall school site budget including any categorical funds.

The SSC is expected to:

Review LCPA's Strategic Plan and LCAP Goals

Review and analyze student data.

Solicit community input and develop a needs assessment.

Assist the principal in developing the Academic Plan and school site budget.

Monitor the implementation and effectiveness of the Academic Plan on an ongoing basis.

Approve the Academic Plan and school site budget before it is submitted to the Foundation for final review and approval.

Parent University

Parent University provides 12th-grade families to become full partners in their student's last year of high school. LCPA offered workshops such as; assisting senior students with the requirements for FAFSA, college applications, personal statements, scholarships and freshman year support information. Our mission is to mobilize parent power and encourage greater family involvement in developing a lasting learning partnership in which parents support their children in achieving academic and personal success.

Legacy Leaders with the American Heart Association of Silicon Valley

American Heart Association of Silicon Valley "Legacy Leaders" program worked with our students and parents to create a culture of health impacting by increasing access to healthy and affordable food through the teaching of good nutrition, providing culinary skills. This program works to increase confidence in preparing and accessing healthy foods through the development and implementation of a healthy eating campaign created and implemented by the Legacy Leaders. Overall, this program was implemented to encourage healthier eating and address food insecurity by increasing access to food that is healthy, tasty and affordable in Santa Clara Valley most underserved communities.

Promotoras with YWCA

Promotoras of Silicon Valley, a chapter of the YWCA national organization that focuses on women empowerment and eliminating racism. Promotoras effectively outreach to the Latina community, raise awareness of domestic violence and sexual assault and connect victims to services. The purpose is to be able to encourage survivor self-determination, and services are delivered through a strengths-based, non-judgmental and trauma-informed lens that aligns with the YWCA Silicon Valley's mission.

These resources were brought into the LCPA community where our families received the support to be able to find resources to cope, heal and become advocates in the community. Our LCPA woman who is part of Promotoras is trained to then take the knowledge and information into their own communities to raise awareness about domestic and sexual violence, help at-risk individual's access resources, and empower their community members to have safe, healthier lives.

Innovate Public Schools- Parent Leadership Institute Conference

On February 22-24th our LCPA parents were invited to attend a three days conference retreat. LCPA parents learned the principles and practices of community organizing. Innovate Public Schools believe parents and communities need to be powerfully involved in the decisions that impact the education of their children and grandchildren.

ESL Classes for Parents

English Class for our ESL LCPA families grew out of a community need for education for parents who wanted to have better communication with their children regarding school. The classes gave parents language skills and also knowledge and resources to navigate the school system. Parents were able to find information, navigation tools and resources by learning and practicing communication with the classroom community that is formed in the unique program for LCPA families.

Second Harvest Food Bank

LCPA has been partnering up with Second Harvest for many years to host a Food bank on campus every first Monday of the month, unless due to a holiday. We have served hundreds of students as well as community members. Our families contribute to this distribution by being year-long volunteers by setting up tables, packaging food, distributing and cleaning after each monthly distribution.

Eagle Warrior Food Drive

Trader Joe's grocery store mission is to start a commitment to provide outstanding value and service to their customers, but they go far beyond that and involve what we know best— food. From providing food of the highest quality and feeding those in need through their donations program, to continue striving to reduce food waste and better manage their environmental impact. Trader Joe's has been giving back to our LCPA community, handling all requests for product donations. Trader Joe's giving also aligns with their intent to never let food go to waste. It's been their long-running policy to donate 100% of products that go unsold but are safe for consumption. LCPA parents line up for these organic services that are provided every Tuesday so they can have an opportunity to eat organically in their household.

TEN Professional Development:

Our TEN Surveys reflected that we have exceeded our goals in the following areas:

2016-17	2017-18	2018-19	9	9
Supports students outside the class:	8.0	8.2	8.5	
Motivate student learning:	7.6	7.8	8.3	

LCAP Stakeholder Survey:

Parent participation survey return rate increased by 16.31%

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

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

Below is student progress:

9th Grade:

224.6 RIT Average - Mathematics (F)

225.3 RIT Average (W) [225.6]

224.5 RIT Average (S) {-1 RIT}

216 RIT Average - Reading (F)

215.4 RIT Average (W) [218.2]

216.6 RIT Average (S) {+1.6 RIT}

214.7 RIT Average - Language (F)

214.1 RIT Average (W) [215.6]

216.9 RIT Average (S) {+2.2 RIT}

10th Grade:

225.4 RIT Average - Mathematics (F)

222.8 RIT as 9th graders

226.5 RIT Average (W) [228.4]

227.5 RIT Average (S) {+1.8 RIT, +4.7 SFY}

212.8 RIT Average - Reading (F)

214.8 RIT as 9th graders

216.2 RIT Average (W) [218.4]

215.3 RIT Average (S) {+2.5 RIT, +.5 SFY}

215.2 RIT Average - Language (F)

214.8 RIT as 9th graders

216.1 RIT Average (W) [218]

218.5 RIT Average (S) {+3.3 RIT, +3.2 SFY}

SBAC Performance, ELA:

Testing Year:	2015	2016	2017	2018	2019
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% of Students Meeting or Exceeding Standard:	48.00%	46.00%	47.50%	26.32%	39.00%
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(Preliminary)

After a year in which our school saw an unexpected performance dip on the SBAC ELA Exam, LCPA redoubled its efforts to encourage greater collaboration and data driven instructional decision making. 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 back on the right track in order to make our students high school proficient in English Language Arts. This year's results also saw the highest percentage of students (16.50%) achieve a 4 for "Standard Exceeded" in our LCPA's history.

SBAC Performance, Mathematics:

Testing Year:	2015	2016	2017	2018	2019
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% of Students Meeting or Exceeding Standard:	18.00%	11.00%	12.50%	4.21%	20.00%
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(Preliminary)

This year's scores on the SBAC Mathematics Exam represent the highest level of achievement in this subject area since the inception of this new exam for LCPA. Though there is still much room for improvement, these results indicate that our mathematics department is on the right path in terms of designing a more rigorous and intentional curriculum. The department has been much more stable (no turnover in personnel between 17-18 and 18-19) and collaborative this academic year, as well as having put a great amount of effort to better vertically align their curriculum. This year's results provide a solid foundation to keep pushing the achievement level of our students in mathematics.

Student Retention/Graduation:

LEA's student retention increased from 95% to 98.5% in 2018-2019. The graduation rate remained the same at 95%.

Summer Bridge Program:

The LEA sponsored a Summer Bridge Program that provided an introduction to Freshmen level content classes in Mathematics, English, Science and school culture building for all incoming 9th-grade students. In our summer bridge math class, all participating incoming 9th graders took the "Measures of Academic Progress (MAP)" assessment. The math course exposed Freshmen to pre-algebraic content in preparation for Algebra I during Fall 2018. A pre-assessment was given at the beginning of the school year to review student performance.

The English course exposes incoming freshmen to our Reading and Writing Initiative (RWI) Model. The Science course introduced incoming freshmen to Earth Science and Biology Concepts and our LCPA 101 class exposes incoming freshmen to our school-wide expectations, athletic opportunities, school clubs and character/ school community building.

2018-2019	2017-2018	2016-2017
Seal of Bi-literacy:	22% 44%	39%

Golden State Seal Merit:

Increase from 19% (in 2017-18) to 22% in 2018-19. This is a 3% increase.

College Readiness/Advanced Placement (AP):

Testing Year: 2015 2016 2017 2018 2019

Total AP Students: 144 164 192 137 242 (increase of 105 students)

AP Students with Scores 3+ 81 101 109 87 Not Available at this time

% of Total AP Students with Scores 3+	56.3% 61.6%	56.80% 63.5%
Not Available at this time		

Early University Program:

During the 2018-2019 school year, the LEA continued to offer dual credit courses to juniors and seniors during both semesters. Students were able to earn both high school and college credit through the following college-level courses:

- Intercultural Communications
- Psychology 60
- Social Problems
- Music in Film

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:

Level 2014-2015 2015-2016 2016-2017 2017-2018 2018-2019 (Preliminary)

Math (Grade 11) Number of Students Tested 81 111 120 95 98

4=Standard Exceeded (% of students) 4% 0% 3% 1.05% 3.00%

3=Standard Met (% of students) 14% 11% 10% 3.16% 17.00%

2=Standard Nearly Met (% of students) 27% 24% 23% 18.95% 22.00%

1=Standard Not Met (% of students) 56% 65% 65% 76.84% 58.00%

SBAC ELA (Grade 11) Number of Students Tested 80 111 120 95 102

4=Standard Exceeded (% of students) 8% 8% 12% 4.21% 16.50%

3=Standard Met (% of students) 40% 38% 36% 22.11% 22.50%

2=Standard Nearly Met (% of students) 25% 28% 30% 44.21% 28.00%

1=Standard Not Met (% of students) 28% 25% 23% 29.47% 33.00%

NWEA/MAP Assessment Comparative Results for 9th and 10th Graders:

Avg RIT Score Fall 2018 Met/Exceeded Growth Target	Avg RIT Score Spring 2019	% of Students
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9th Grade Math	224.4 223.1 (Preliminary)	Data not available at this time
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10th Grade Math	225.4 227.1 (Preliminary)	Data not available at this time
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Reading

9th Grade	215.5 214.5 (Preliminary)	Data not available at this time
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10th Grade 213 215.2 (Preliminary) Data not available at this time

Language Usage

9th Grade 214.3 217.0 (Preliminary) Data not available at this time

10th Grade 215.1 218.0 (Preliminary) Data not available at this time

Student Grades:

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

85% of grades for students in General Education 74% of grades for students in General Education
80 % of grades for students in General Education

63% of grades for students in Special Education 54% of grades for students in Special Education
61% of grades for students in Special Education

2016/17 grade distribution by language proficiency: 2017/18 grade distribution by language
proficiency: 2018-19 Semester 1 Grades Distribution (As-Cs)

ELLs: 72% received As-Cs ELLs: 63% received As-Cs ELLs: 68% received As-Cs

RFEPs: 91% received As-Cs RFEPs: 80% received As-Cs RFEPs: 84% received As-Cs

Steps to Improve: (2018-19) Goals 1, 2 and 3)

The LEA will continue to use both forms of assessment to measure both student proficiency (summative) and track growth (formative). These assessment tools will give the faculty the ability to track student growth three times during the year. As a result, teachers within department groups will use collaboration time to share instructional strategies, make curriculum adjustments, align benchmarks and discussed progress to help students overcome specific skills that ensured mastery. Similarly, the MAP platform will be used to monitor student proficiency in both Language Arts and Math.

Moreover, due to the disproportionate English Language Learner population, an area that is in need of significant improvement in math achievement. Given the uniqueness of the LEA's student population, the number of EL students showing small incremental growth along with the number of new teacher hires, the LEA has taken the following steps:

- LEA will increase the length of the summer intervention program from 4 to 5 weeks.
- During the academic year, there will be a supplemental math course that will provide basic skills instruction for students that are struggling in their grade level math class.
- Inclusively students performing below proficiency will enroll in a literacy support course in their 9th year to access the core and receive support during the school day.

Each one of these students will be concurrently enrolled in their respective grade level math class; thus ensuring that they receive support while also accessing the core.

In addition, in the process of meeting with parents, teachers, and administrators, at the February 6, 2018. Townhall meeting, it became obvious that the intervention programs set in place did not

address the specific strands needed to be mastered in order for students to reach Math or ELA proficiency. As a result, it also became evident that the LEA's tutoring program needed to be readjusted to support student learning benchmarks and milestones. Consequently, the Foundation for Hispanic Education will provide the following during the upcoming academic year:

Summer Math Bridge: (2018-19 Goal 1)

Incoming 9th-grade students will be enrolled in the Math Initiative 9th Summer Bridge program. Students will be assessed in the High School Math Readiness exam and the Math MAP in the first week of school as a baseline assessment and at the end of the program as a post-assessment. The program will include a 5-week curriculum in the core essential concepts identified as maximizing student success in Math 1. Following the Summer Bridge Program, students will be placed in the appropriate freshmen Math course based on the results of the post assessments and a recommendation from the 9th grade Summer Bridge teacher, along with grades from the summer program.

Tenth-twelve grade students will continue to participate in Cyber High and/or other credit recovery options, as needed.

Year-Round Math Support: (2018-19 Goal 1)

During the academic year, Math Support will be offered in both Math 1 and Math 2 for students who are struggling or who have not meet proficiency as outlined in the assessments. Additionally, any 9th-grade student advancing to Math 2 will be scheduled in Math 2 support for the first grading period to ensure transitional support for acceleration. Math support will be offered during the regular school day for a minimum total of 3 hours per week. This process allows for both a successful transition and fluidity in a student's schedule, by being able to accelerate to Math 2 plus Math 2 Support, Math 1, or Math 1 plus Math 1 support.

Year-Round ELA Support: (2018-19 Goal 1)

Likewise, in addition to the regular 9th grade ELA course, incoming 9th-grade students, who need support in English Language Arts, will be enrolled in a Literacy support class during the school year. Students will be supported with E.L. Achieve providing students with English language development skills.

Literacy Center: (2018-19 Goal 2)

The LEA will utilize the Literacy Center as a student safety net in the areas of reading, writing and math interventions for Special Education, English Language Learners, and struggling students. Student progress will continue to be monitored every six weeks, through AIMS Web.

In addition, the LEA has addressed the need to focus on a comprehensive Tutoring and Advisory program for 9th-12th-grade students.

Professional Development: (2018-19 Goal 2)

In terms of professional development, teachers will continue to receive 4 full days beginning summer 2018 and a two-day curriculum module introductory training. Ongoing professional development support 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. The professional development will consist of the following:

Coaching & Professional Development in Math & ELL Strategies:

Professional development (PD) will be integrated with research-based effective teaching strategies that help connect linguistic support and technology to enhance teaching and learning. The following instructional strategies will be 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 of 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 will be 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 require that teacher model conversation that requires complex mathematical reasoning and

extended math discussions.

- Purposeful Group Work: This Standard refers to the importance of providing assistance through strategic group work activities that maximize teaching and learning opportunities for students.

In short, in order to ensure success, professional development sessions will focus on developing Instructional Practices in the areas of Academic Language and Discourse, ELL Scaffolding, Effective Collaborative Grouping, and English Language Development strategies to engage ELLs in the teaching of syntactical structures to strengthen students' oral and written academic English beyond the intermediate level. Additionally, the sessions will include the reviewing and Assessing Student Work in order to develop a reteach plan. In addition, the ELL Handbook will be updated to include specific steps on how to maximize ELL strategies for both ELL and RFEP students. (2018-19 Goal 2)

As an added step to improve College and Career Readiness, a Pathways to College Director has been hired for the upcoming school year. In looking at the student "a-g" eligibility list, it became apparent that a Pathways to College Director was needed to support students in both the enrollment

of AP and Dual Credit Courses. The position will work directly with students, teachers and community college partners.

Goal 2 (2018-19):

LCPA uses TEN scores to assess domain of relevance. The domain of relevance specifically relates to being as effective of a teacher as possible for the community that we serve. Relevant teaching involves acquiring knowledge about students and using that knowledge to inform our course design and classroom teaching. A variety of student characteristics can affect learning, such as their cultural backgrounds; disciplinary backgrounds; and students' prior knowledge (both accurate and inaccurate aspects). LCPA faculty feels that this domain contributes most directly to student achievement in content areas, because if students don't feel that the delivery of content is meaningful, their growth will necessarily be impacted. As with the relationships domain, overtime our scores have dipped from our high point in 2014-2015. It has not dipped massively, but any sort of regression is always concerning. As with other school culture domains that we are tracking with TEN, increasing this metric is a focus of ours

this academic year.

2013-2014: 7.8

2014-2015: 8.3

2015-2016: 8.1

2016-2017: 8.1

2017-2018: 8.1

2018-2019 : 8.2

Data Tools/Processes: (2018-19 Goal 3)

At the January 31st, 2017 Town Hall meeting, the stakeholders shared their perception about students performing differently in the norm-referenced tests vs. unit tests. As a result, to ensure that students text anxiety and performance are reduced, full implementation of summative and formative measurement tools are expected to take place, across the Mathematics and English Departments, during the 2017-2018 school year. In addition, as part of this implementation plan, students will also be able to have frequent data talks take place with teachers to review their progress.

College Readiness/Advanced Placement (AP):

Testing Year: 2016 2017 2018 2019

Total AP Students: 164 192 137 242

AP Students with Scores 3+ 101 109 87 Data Not Yet Available

% of Total AP Students with Scores 3+ 61.6% 56.80% 63.5% Data Not Yet Available

"A-G" completion eligibility decreased from 57.5% (2016-17) to 55% in 2018-19. The LEA will revisit possible new strategies on how to improve the successful completion of A-G requirements. (2018-19 Goal 3)

GRADUATION & STUDENT ENGAGEMENT: (2018-19 Goal 1)

In order to increase student retention and graduation rate, the LEA will focus on increasing its daily average attendance. During the 2017-18 school year, the cumulative attendance rate decreased by about 2% and chronic absenteeism was cut in almost half. In an effort to improve, a Dean of Students was hired for the 2018-19 to support a more purposeful and focused system of monitoring student attendance, and help develop a plan that targets cumulative attendance rate and chronic absenteeism by focusing on updated attendance protocols. This work will be done in collaboration with the academic counselors, the parent coordinator, and the school administrators.

PARENT ENGAGEMENT:

The yearly survey was distributed LEA-wide during Fall 2018. 93% of parents agreed that the school engaged them and kept them informed.

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

STUDENT ACHIEVEMENT:

The following assessments reflect a performance gap primarily in Math and Reading:

SBAC

Level	2014-2015		2015-2016		2016-2017	
2017-2018	2018-2019 (Preliminary)					
Math (Grade 11) Number of Students Tested	81		111	120	95	98
4=Standard Exceeded (% of students)	4%	0%	3%	1.05%	3.00%	
3=Standard Met (% of students)	14%	11%	10%	3.16%	17.00%	
2=Standard Nearly Met (% of students)	27%	24%	23%	18.95%	22.00%	
1=Standard Not Met (% of students)	56%	65%	65%	76.84%	58.00%	
SBAC ELA (Grade 11) Number of Students Tested	80	111	120	95	102	
4=Standard Exceeded (% of students)	8%	8%	12%	4.21%	16.50%	
3=Standard Met (% of students)	40%	38%	36%	22.11%	22.50%	
2=Standard Nearly Met (% of students)	25%	28%	30%	44.21%	28.00%	

1=Standard Not Met (% of students) 28% 25% 23% 29.47% 33.00%

NWEA/MAP Assessment Comparative Results for 9th and 10th Graders:

Avg RIT Score Fall 2018 Met/Exceeded Growth Target	Avg RIT Score Spring 2019	% of Students
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9th Grade Math	224.4 223.1 (Preliminary)	Data not available at this time
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10th Grade Math	225.4 227.1 (Preliminary)	Data not available at this time
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Reading

9th Grade	215.5 214.5 (Preliminary)	Data not available at this time
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10th Grade	213 215.2 (Preliminary)	Data not available at this time
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Language Usage

9th Grade	214.3 217.0 (Preliminary)	Data not available at this time
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10th Grade	215.1 218.0 (Preliminary)	Data not available at this time
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The LEA will continue to use both forms of assessment to measure both student proficiency (summative) and track growth (formative). These assessment tools will give the faculty the ability to track student growth three times during the year. As a result, teachers within department groups will use collaboration time to share instructional strategies, make curriculum adjustments, align benchmarks and discussed progress to help students overcome specific skills that ensured mastery. Similarly, the MAP platform will be used to monitor student proficiency in both Language Arts and Math.

Moreover, due to the disproportionate English Language Learner population, an area that is in need of significant improvement is math achievement. Given the uniqueness of the LEA's student population, the number of EL students showing small incremental growth along with the number of new teacher hires, the LEA has taken the following steps:

- LEA will increase the length of the summer intervention program from 4 to 5 weeks.
- During the academic year, there will be a supplemental math course that will provide basic skills instruction for students that are struggling in their grade level math class.
- Inclusively students performing below proficiency will enroll in a literacy support course in their 9th year to access the core and receive support during the school day.

Each one of these students will be concurrently enrolled in their respective grade level math class; thus ensuring that they receive support while also accessing the core.

In addition, in the process of meeting with students, parents, teachers, and administrators, at the November 26, 2018 Townhall meeting, it became obvious that the intervention programs set in place did not address the specific strands needed to be mastered in order for students to reach Math or ELA proficiency. As a result, it also became evident that the LEA's tutoring program needed to be readjusted to support student learning benchmarks and milestones. Consequently, the Foundation for Hispanic Education will provide the following during the upcoming academic year:

A partnership with Santa Clara University will be formed to provide a Fellowship Program to Santa Clara University (SCU) Students currently pursuing their teaching credentials. SCU fellows will be assigned to the LEA's Math teachers to provide additional support to teachers and will work individually with struggling students.

A partnership with Retired NASA Volunteer will continue as a math tutor 4 times per week to assist both struggling students as well as Advance Placement students in Math and Science content areas.

Summer Math Bridge: (2018-19 Goal 1)

Incoming 9th-grade students will be enrolled in the Summer Math Initiative Bridge program. Students will be assessed in the High School Math Readiness exam and the Math MAP in the first week of school as a baseline assessment and at the end of the program as a post-assessment. The program will include a 5-week curriculum in the core essential concepts identified as maximizing student success in Math 1. Following the Summer Bridge Program, students will be placed in the appropriate freshmen Math course based on the results of the post assessments and a recommendation from the 9th grade Summer Bridge teacher, along with grades from the summer program.

Tenth-twelve grade students will participate in a summer school program for credit recovery options, as needed.

Year-Round ELA & ELD Support: (2018-19 Goal 1)

Likewise, in addition to the regular 9th grade ELA course, incoming 9th-grade students, who need support in English Language Arts, will be enrolled in a Literacy support class during the school year. ELD support will be also provided to students through the use of EL Achieve, an ELD instructional based program targeted on adolescent language learners. The rigorous model provides a standards-aligned ELD instruction focused on explicitly teaching vocabulary and syntactical structures to strengthen students' oral and written academic English and boosts them beyond the intermediate level.

Literacy Center: (2018-19 Goal 2)

The LEA will utilize the Literacy Center as a student safety net in the areas of reading, writing and math interventions for Special Education, English Language Learners, and struggling students. Student progress will be monitored every six weeks, through AIMS Web.

In addition, the LEA has addressed the need to focus on a comprehensive Tutoring and Advisory program for 9th-12th-grade students.

In collaboration with THFE, the LEA will develop a comprehensive ELL Handbook to ensure that the performance gaps for both ELLs and RFEP students are quickly and effectively addressed in order to support these students.

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.

Currently we are not designated as a school under the CSI requirements, however we are committed to providing intervention for all students in identified areas of growth.

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.

Currently we are not designated as a school-mandated to fulfill the CSI requirements, however, we are committed to providing intervention for all students in identified areas of growth.

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.

Currently we are not designated as a school-mandated to fulfill the CSI requirements, however, we are committed to providing intervention for all students in identified areas of growth.

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 increase student retention and graduation rates

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

Annual Measurable Outcomes

Expected

Metric/Indicator

Attendance data

Suspension data

Chronic absenteeism data

Graduation Rate

Dropout rate

Teacher inservices/workshop:

- Restorative Justice
- CCSS
- Data Driven Curriculum Knowledge
- ELD & SpEd

Summer School & student safety net support

Stakeholder surveys

18-19

Increase daily attendance rate by .5%

Increase/maintain retention rate by 2%

Decrease/maintain suspension rate 1%

Decrease chronic absenteeism by 2%

Increase graduation rate by 1%

Decrease dropout rate by .5%

Attain an overall TEN Score in the feedback loop for the teaching quality

“supports students outside of class” of 8.2

Baseline

Attendance: 95%

Retention: 75%

Suspension: 1%

Chronic absenteeism: 16%

Graduation: 93%

Drop out: 7.5%

TEN survey: 8

Actual

Attendance: 96%

Retention: 85%

Suspension: 0.9%

Chronic absenteeism: 11.51%

Graduation: 95%

Drop out: <1%

TEN survey: 8.5 (Supports students outside the class)

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
Action 1.1 To increase the academic and social success of 9th-grade students by expecting students to participate in a summer bridge program. To support 10th-12th-grade students in credit recovery options and Senior Academy.	1. Freshmen Summer Bridge Program - Assess students via MAP - Expose students to freshmen level content areas in Math, English, Science, College Access, Academic Skill Development and Community Building - Students will visit 2 college campuses 2. Struggling students in grades 10th-12th will participate in summer school classes for credit recovery.	Summer School (Field Trips and other Resources) 5000-5999: Services And Other Operating Expenditures Other \$30,790	Summer School (Field Trips and other Resources) 5000-5999: Services And Other Operating Expenditures Other \$30,335
		Credit Recovery/Cyber High 5000-5999: Services And Other Operating Expenditures Base \$3,400	Credit Recovery/Cyber High 5000-5999: Services And Other Operating Expenditures Base \$3,230

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.2 Integrate Restorative Justice with the implementation of a 4-year academic plan during the school-wide personalized learning period.	1. Students participate in Restorative Circles to reflect on student behavior 2. The LEA implements a Positive Behavior	Restorative Justice P.D. 5000-5999: Services And Other Operating Expenditures Base \$3,000	Restorative Justice P.D. 5000-5999: Services And Other Operating Expenditures Base \$3,048

Intervention Systems Approach.

3. All students develop and revise their personal 4 year academic plan with their academic counselor

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.3 Decrease student chronic absenteeism and increase daily attendance by instituting updated protocols through a systemic that communicates between home and school.	1. Daily phone calls are made to parents	Academic counselors 1000-1999: Certificated Personnel Salaries Base \$170,601	Academic counselors 1000-1999: Certificated Personnel Salaries Base \$162,742
	2. Attendance Agreements are completed and reviewed with students, parents and the Dean of Students for students with high number of absences and/or tardies.	Dean of Students 2000-2999: Classified Personnel Salaries Supplemental \$53,609	Dean of Students 2000-2999: Classified Personnel Salaries Supplemental \$66,906
	3. Student Attendance Review Board meetings are held every 6 weeks to review student expectations, academic support services, Academic School year Calendar, % of days students are expected to attend school 176 of 180. Relationships to school	Attendance clerk 2000-2999: Classified Personnel Salaries Base \$48,942	Attendance clerk 2000-2999: Classified Personnel Salaries Base \$49,623
		Need based student transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$24,000	Need based student transportation 5000-5999: Services And Other Operating Expenditures Supplemental \$17,440

success and parent access to Powerschool to

monitor their students current attendance reports

and academic status.

4. Students make connection with the school and

surrounding community by volunteering in monthly

community service opportunities as well as cultural

events:

- Art and Chalk Festival
- Earth Day
- Local Park Litter Clean up
- City Viva Calle Event
- Mexica New Year Event
- Dia de Los Muertos
- Holiday Festival of Lights
- Freshmen Orientation
- Student Art Festival
- Eagle Warrior Food Drive
- The Second Harvest Food Bank Distribution

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 1.4 CCSS, ELD, SpEd, and Data-Drive Curriculum Professional Development, materials, and	Weekly Staff Collaboration is held for professional development. • 1st Wednesday dedicated to Grade Level Meetings	Release time for collaboration 1000-1999: Certificated Personnel Salaries Supplemental \$2,125	Release time for collaboration 1000-1999: Certificated Personnel Salaries Supplemental \$3,000

release time for collaboration among faculty and staff

- 2nd Wednesday dedicated to ELD Strategies
- 3rd Wednesday dedicated to TEN
- 4th Wednesday dedicated to Department Meetings

TFHE Professional Development Training:

August 6th-9th, 2018 @ 8:30am - 4:30pm

October 7, 2018 @ 8:30am - 4:30pm

January 7, 2019 @ 8:30am - 4:30pm

March 11, 2019 @ 8:30am - 4:30pm

Professional Development (TEN Initiative) 5000-5999: Services And Other Operating Expenditures Supplemental \$18,082

Materials, supplies, books 4000-4999: Books And Supplies Base \$1,000

Professional Development (TEN Initiative) 5000-5999: Services And Other Operating Expenditures Supplemental \$18,200

Materials, supplies, books 4000-4999: Books And Supplies Base \$1,000

Action 5

Planned Actions/Services

- Provide Social-Emotional counseling services.
- Social-Emotional Coordinator

Actual Actions/Services

1. A partnership with Alum Rock Counseling Services has been formed.
2. An assigned Social Emotional Therapist who is available daily has been conveniently located in the main school office next to administration for students in need of social emotional support and services.

Budgeted Expenditures

Social Emotional Counselors 5000-5999: Services And Other Operating Expenditures Supplemental \$30,400

Social-Emotional Coordinator 1000-1999: Certificated Personnel Salaries Supplemental \$58,000

Estimated Actual Expenditures

Social Emotional Counselors 5000-5999: Services And Other Operating Expenditures Supplemental \$30,780

Mental Health 1000-1999: Certificated Personnel Salaries Supplemental \$57,334

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, numerous actions were taken this year by our school in order to ensure that we meet Goal 1 : Increase Student Retention and Graduation Rate. As this is a goal that measures the success of LCPA in a holistic sense, improving graduation and retention necessitated action on a variety of fronts. In terms of student graduation, these actions included improving the effectiveness of our Summer Bridge Program to address the needs of students across grade levels, refining our Restorative Justice Program to promote a more positive culture on campus, increasing emphasis on the development of student informed academic plans, expanding the service opportunities available to our student community, and enhancing instructional practice through deepening collaboration among staff. With regard to improving student retention, the Latino College Preparatory has expanded the range and consistency of our social-emotional support structures and significantly increased our focus on our students who are not consistently showing up for class each day. This renewed focus on absentee students has led our school to increase the volume of calls made to families of absent students, draft attendance agreements for affected stake-holders, and create an Attendance Review Board in order to better monitor chronically absent students and increase accountability. Overall implementation of these various actions has been successful, which is demonstrated by the modest increase in student attendance, a significant improvement in student retention, and a substantial decrease in chronic absenteeism.

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

The actions undertaken at LCPA this year have had a marked effect on the performance indicators tied with Goal 1 : Increase Student Retention and Graduation, as evidenced by the data. As stated in the prompt above, our data shows that there has been an increase in student attendance, a significant improvement in student retention, and a substantial decrease in chronic absenteeism. These data points demonstrate that these new practices, alongside the refinement of existing ones, has improved the Latino College Preparatory's retention and graduation rates for our students. In fact, with the exception of the data points that are not yet available, we have improved on every metric from the baseline set in the previous year. We have not only improved, but have far exceeded our modest projections in terms of improving retention and decreasing chronic absenteeism.

Attendance: 95.4%

Retention: 95%

Suspension: 1%

Chronic absenteeism: 8%

Graduation: Data not available at this time

Drop out: <1%

TEN survey: Data not available at this time

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The two reasons why there is a difference between Budgeted Expenditures and Estimated Actual Expenditures is due to the fact that 1) not as many students participated in the Clipper Card Program and 2) contracts (services and employment) were actually lowered than they had been 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.

For this academic year, we have not made any changes to the goal itself, nor the metrics we are using to track our effectiveness. Changes to actions can be observed in Actions 1 - 4. For Action 1, new changes would be expanding the reach of Summer Bridge beyond an exclusive focus on Freshmen, as we have in prior years. For Action 2, new changes would be the implementation of a Positive Behavior Intervention System. For Action 3, new changes would be our expanded focus on absentee students, increased points of contact with parents, as well as increased accountability measures for our students. Finally, for Action 4, creating a system where staff development has a specific focus for each meeting, as opposed to being more free-wheeling, is also a new change.

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 increase Math, Spanish, and English Language Arts proficiency for all students
English Language Learners will increase in growth in the English language through the school's services and teaching methods

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator NWEA/MAP in Language Usage and Reading NWEA/MAP in Math SBAC Seal of Biliteracy RFEP Data ELPAC Data ELL's progress data EL Achieve data Literacy Center data/AIMS Web Overall TEN score in the category of "motivate student learning"	NWEA/MAP Growth Target Acquisition: 9th Grade: 224.6 RIT Average - Mathematics (F) 225.3 RIT Average (W) [225.6] 224.5 RIT Average (S) {-1 RIT} 216 RIT Average - Reading (F) 215.4 RIT Average (W) [218.2] 216.6 RIT Average (S) {+.6 RIT} 214.7 RIT Average - Language (F)

Expected

18-19

- Increase the percentage of students that meet or exceed growth targets on the ELA section of NWEA/MAP by 2%
- Increase the percentage of students that meet or exceed standards on the Math section of NWEA/MAP by 2%
- Increase the percentage of students achieving the Seal of Bi-literacy by .5%
- English Language Learners will achieve proficiency in the English language through the school's services and teaching methods
- Attain an overall TEN Score in the feedback loop for the teaching quality "motivate student learning" of 7.8.

Baseline

NWEA/MAP:

- 37% of all 9th grade students and 58% of all 10th grade students met/exceeded growth targets in Math
- 52% of all 9th grade students and 65% of all 10th grade students met/exceeded growth targets in Reading
- 42% of all 9th grade students and 62% of all 10th grade students met/exceeded Language Usage growth targets

SBAC:

- ELA 46%; Math 11%

Seal of Bi-literacy: 38.6%

Golden State Seal Merit: 19%

RFEP: 1.3%

ELPAC: N/A

ELLs progress: 27%

7.6 TEN score in "Motivate Student Learning"

Actual

214.1 RIT Average (W) [215.6]

216.9 RIT Average (S) {+2.2 RIT}

10th Grade:

225.4 RIT Average - Mathematics (F)

222.8 RIT as 9th graders

226.5 RIT Average (W) [228.4]

227.5 RIT Average (S) {+1.8 RIT, +4.7 SFY}

212.8 RIT Average - Reading (F)

214.8 RIT as 9th graders

216.2 RIT Average (W) [218.4]

215.3 RIT Average (S) {+2.5 RIT, +.5 SFY}

215.2 RIT Average - Language (F)

214.8 RIT as 9th graders

216.1 RIT Average (W) [218]

218.5 RIT Average (S) {+3.3 RIT, +3.2 SFY}

SBAC Proficiency Achievement for all Juniors:

- ELA : 2018-2019 39% (Preliminary)
- Math : 2018-2019 20% (Preliminary)

English Learner SBAC Proficiency Achievement in ELA 18-19: 17.40% (Preliminary)

Seal of Bi-literacy : 2018-2019: 22%

Golden State Seal Merit: 2018-2019: 13 student recipient awards

RFEP: 2018-2019 Data Not Yet Available

ELPAC: 2018-2019 Data Not Yet Available

Expected

Actual

8.4 TEN score in "Motivate Student Learning" : 2018-2019

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
Action 2.1 Provide tutoring resources during the extended day to support core content areas	Academic Support provided during Advisory 4x/week.	Tutoring Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,000	Tutoring Services 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$6,894
	All LEA Teachers offer Office hours for individual and group tutoring.	Tutoring related core content materials 4000-4999: Books And Supplies Supplemental \$1,000	Tutoring related core content materials 4000-4999: Books And Supplies Supplemental \$1,145
	Math Club offers after school tutoring in Math 3x per week	Newsela 4000-4999: Books And Supplies Supplemental \$5,090	Newsela 4000-4999: Books And Supplies Supplemental \$3,886
	Urban Teaching Fellows Program		
	Two dedicated ELD teachers hired		
	One ELD Instructional Coach hired		

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide professional development to support struggling learners with: - accelerating academic vocabulary and discourse - scaffolding strategies	ELD PD Plan that incorporates data from assessments and presents research-based strategies grounded in best practice from which students can benefit. This includes and is not	ELA/ELD PD for teachers 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000	ELA/ELD PD for teachers 5000-5999: Services And Other Operating Expenditures Supplemental \$3,000

- implementing effective collaborative group work

limited to identifying students who could benefit from early intervention, providing support in complex text selection, regularly presenting additional scaffolds to incorporate in lessons to increase accessibility of rigorous material as well as providing supports for vocabulary development and structures for successful group work and group presentations. Additionally, this time is used to support the creation of cross-curricular collaborative lessons and units incorporating the scaffolds and supports discussed in PD.

Assessment Focused during TFHE PD

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
English Language Learners will move up one level of language proficiency towards full reclassification through the school's services and teaching methods	ELD focused PD Assessment Focused during TFHE PD Two dedicated ELD teachers hired One ELD Instructional Coach hired Focus on strategies to support comprehension of written and spoken English texts in year one. Use of strategies to assist production of written English. Practice of high-utility phrases.	ELD Coordinator to monitor progress 1000-1999: Certificated Personnel Salaries Base \$75,000	ELD Coordinator to monitor progress 1000-1999: Certificated Personnel Salaries Base \$72,755

Increased focus on production of written and spoken English in year two. Increasingly complex written and spoken texts and lectures.

Increased focus on grammatical accuracy in year three. Further development of both receptive and productive skills.

Permission granted from the CDE to digitize the practice ELPAC exam. Strategies created and presented to all ELs and all content teachers to incorporate in all classes.

Access for all ELs to mainstreamed classes to ensure grade-level content is provided to all students. Monthly work at PD with teachers to ensure they can provide access to the rigorous content.

Additional support provided for homework and projects from content classes after school. Work with content teachers to create units for ELD.

Action 4

Planned Actions/Services

The English Language Development Department will provide Designated and Integrated ELD support across all departments

Actual Actions/Services

Additional ELD II teacher and a separate ELD III teacher was hired to support the varying levels of proficiency that students represent. Reducing class sizes to support individualized instruction.

Budgeted Expenditures

ELD classroom support 4000-4999: Books And Supplies Base \$10,000

Estimated Actual Expenditures

ELD classroom support 4000-4999: Books And Supplies Base \$10,910

Professional development offered consistently throughout the year to provide teachers with the support required to support language development in integrated classes.

Designated ELD classes units are developed collaboratively with content teachers. Each unit focuses on a different content classes--from math, to science, to social science, to English language arts. This rotation repeats so students become increasingly familiar with the academic language of all content classes and recognize the ability for strategies presented in designated ELD as applicable for all integrated, contact classes.

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
TEN Surveys	Monthly TEN Focused Staff Collaboration Meetings to tailor feedback towards specific areas of schoolwide growth. Teachers formed PLCs and selected their own topic to explore that directly impacts teaching. Each PLC conducted research-based cycles of inquiry to better their own practice as well as improve the culture and climate of the school.	TEN Surveys 4000-4999: Books And Supplies Base \$1,000	TEN Surveys 4000-4999: Books And Supplies Base \$1,000

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide CCSS-math P.D.	Mathematics Instructional Coach hired from UCSC to provide instructional support for our Math Dept.	Math PD 5000-5999: Services And Other Operating Expenditures Supplemental \$9,120	Math PD 5000-5999: Services And Other Operating Expenditures Supplemental \$8,968

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Spanish PD	LCPA Spanish Teacher Department Lead attended an AP conference in Ohio that focused on instructional development and increasing percentages of AP passing rates.	Spanish PD 5000-5999: Services And Other Operating Expenditures Base \$3,000	Spanish PD 5000-5999: Services And Other Operating Expenditures Base \$2,750

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide ELD Support to teachers via an instructional coach	ELD Instructional Coach provided instructional strategies and curriculum support for all teachers to best support students who are developing English Proficiency. Instructional Coach ran six PD days as well as monthly PD which was grounded in current research that provided strategies and best practice for teachers to incorporate in daily instruction. Instructional Coach assisted teachers in selecting rigorous texts, scaffolding assignments, and collaboratively creating cross-curricular lessons and units to best support ELs.	Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental 100,000 ELD supplemental materials 4000-4999: Books And Supplies Supplemental 10,000	Instructional Coach 1000-1999: Certificated Personnel Salaries Supplemental \$56,645 ELD supplemental materials 4000-4999: Books And Supplies Supplemental \$11,000

Instructional Coach additionally pushed into classrooms to observe what was occurring in integrated classes and support teachers in debriefing, reflecting, and refining practice based upon observations to best support students learning English.

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.

Actual services and implementation were on target. The services that have been provided for staff and teachers were consistently applied and overseen by the Administrative Team at the Foundation for Hispanic Education. Although, SBAC and AP scores have not been readily available for the 19-20 academic year, there were other promising indicators that the proficiency of our English Language Learners has increased. This data was represented in the D/F ratio as in comparison to last academic year.

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

As mentioned above, the overall effectiveness in comparison to last academic year has been promising. MAP testing results have shown/indicated small growth and not regression. ELD courses also indicate a decreasing trend in D/F ratios.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We were unable to hire a full-time person to fill the ELD position. Instead long-term subs were used. In addition, we were unable to find a temporary instructional coach, after our Instructional Coach went on maternity leave, in August, and did not return until late February. Finally, PD expenses came in slightly lower than 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 were not any significant changes made to this goal. This goal however, will have a direct impact and correlation with the number of students who are A-G compliant, as the current goal is 85%. This can be found in Goal #3 of our LCAP which highlights our implementation and strategic methods to increase our students who are eligible to apply to four year universities such as the CSU and UC systems. It remains a schoolwide initiative where all staff members are collaborating towards.

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

To increase the percentage of students that meet the A-G requirements, including the visual and performing arts in project-based learning

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 5: Pupil Engagement (Engagement)
 - Priority 6: School Climate (Engagement)
 - Priority 7: Course Access (Conditions of Learning)
 - Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Number of students successfully completing A-G requirements Number of students using Naviance tools SBAC and SBAC aligned assessments (NWEA and Alloy) AP Data Number of students submitting college applications Professional Development for AP teachers Participation of new teachers in BTSA program Overall TEN score in the category of "prepare students for college"	55% of seniors met A-G Requirements 8.4 TEN score in "Preparing Students for College"

Expected

18-19

- Increase percentage of students successfully completing A-G requirements by 2%
- Support SBAC and SBAC-aligned assessments (NWEA and Alloy)
- Increase AP Participation and Passing by 2%
- Increase number of students submitting college applications
- Professional Development for AP teachers
- Participation of new teachers in BTSA program
- Implement on-boarding program for new teachers
- Overall TEN score in the category of "prepare students for college" of 8.1

Baseline

57.5% of students completing A-G Requirements
7.9 TEN score in "Preparing Students for College"

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
Action 3.1 Provide PD for all Advanced Placement (AP) teachers. All teachers to participate in department/grade level groups and meetings. Provide mentoring support to new teachers thru BTSA Provide an onboarding program for new faculty that assures a seamless transition for all faculty	Teachers were provided opportunities to attend AP conferences and workshops to focus on increasing percentage passing rates. Onboarding teachers met weekly with Administration to review teaching goals and align with the mission and vision of the school. BTSA induction program was consistently provided throughout the year and overseen by Administration.	Advanced Placement PD 5000-5999: Services And Other Operating Expenditures Supplemental \$5,000 BTSA Mentor 1000-1999: Certificated Personnel Salaries Base \$50,000 Onboard training 5000-5999: Services And Other Operating Expenditures Base \$1,000	Advanced Placement PD 5000-5999: Services And Other Operating Expenditures Supplemental \$6,000 Teacher Induction Mentor (BTSA) 1000-1999: Certificated Personnel Salaries Base \$23,100 Onboard training 5000-5999: Services And Other Operating Expenditures Base \$1,000

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 3.2 Increase participation in the Early University Program and AP courses.	Early University Program Courses During the 2018-2019 school year, the LEA continued to offer dual credit courses to juniors and seniors during both semesters. Students were able to earn both high school and college credit through the following college-level courses: - Intercultural Communications - Psychology 60 - Social Problems - Music in Film	EUP and AP support/communication 5000-5999: Services And Other Operating Expenditures Base \$3,000	EUP and AP support/communication 5000-5999: Services And Other Operating Expenditures Base \$3,000
		Naviance license 5000-5999: Services And Other Operating Expenditures Supplemental \$2,971	College Readiness Software 5000-5999: Services And Other Operating Expenditures Supplemental \$3,473
		Dual Credit Program Teachers (2) 1000-1999: Certificated Personnel Salaries Supplemental \$145,634	Dual Credit Program Teachers (2) 1000-1999: Certificated Personnel Salaries Supplemental \$42,328
		Material for Dual Credit Program 4000-4999: Books And Supplies Supplemental \$5,000	Material for Dual Credit Program 4000-4999: Books And Supplies Supplemental \$5,000

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 3.3 Increase the number of students who successfully complete the A-G requirements	College Application Drive 10/4/18, 10/18/18, 11/7/18, 11/8/18, 11/10/18, 11/20/18	Counselor's (2) Salary 1000-1999: Certificated Personnel Salaries Base \$170,601	Counselor's (2) Salary 1000-1999: Certificated Personnel Salaries Base \$162,742
	Credit Recovery for A-G pathway 10/16/18 @6PM	Director of College Readiness 2000-2999: Classified Personnel Salaries Supplemental \$55,965	Director of College Readiness 2000-2999: Classified Personnel Salaries Supplemental \$46,501
	Senior Summer Academy 7/23/18-8/2/18		
	Weekly SAT Prep Workshops January 2019-May 2019		

Transcript Evaluations & Individual
Academic Interventions Plan
Development Year Round

College Presenters:

UC San Diego Presenter 9/25/18
@ 2:30pm
USF Presenter 9/24/18 @ 2:30pm
St. Mary's Presenter 10/9/18 @
2:30pm
UC Berkeley Presenter 9/20/18 @
11:50am
UC Davis Presenter @ 10/16/18 @
2:30pm
SJSU Presenter @ 11/2/18 @
2:30pm

College Field Trips

UC Santa Cruz Visit @ 11/13/18
Sonoma State University @
2/18/19
SFSU Visit @ 2/19/19
Cal Poly SLO @ 2/19/19
Fresno State @ 2/20/19
UCLA @ 3/29/19

San Jose State University "ALAS"
Event:

Saturday, April 13, 2019

Notre Dame D'Namure
Saturday, April 20, 2019
WACAC College Fair May 2019 @
West Valley
Community College

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 3.4 Use collaboration time to identify reteaching strategies through the usage of NWEA/MAP and ALLOY, which will support students in meeting proficiency as evidenced by SBAC results	Teaching Staff was guided by Assessment Director on how to target and instruct specific California State Standards that are aligned with the SBAC. This also encouraged rigorous application and restructuring the approach of SBAC for teachers.	Collaboration time for teachers, admin.& clerical for data talks 4000-4999: Books And Supplies Base \$5,000	Collaboration time for teachers, admin.& clerical for data talks 4000-4999: Books And Supplies Base \$5,000
		Student Assessments 5000-5999: Services And Other Operating Expenditures Base \$10,000	Student Assessments 5000-5999: Services And Other Operating Expenditures Base \$11,850
	Streamline NGSS with our Science Department/ Curriculum	Alloy licenses & PD 5000-5999: Services And Other Operating Expenditures Supplemental \$44,324	Alloy licenses & PD 5000-5999: Services And Other Operating Expenditures Supplemental \$40,922
	Teacher Leads meet bi weekly to review instructional strategies, Student Data, Grades, et		

Action 5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 3.5 Support students in successfully submitting college applications	Senior Summer Academy 7/23/18-8/2/18	Teacher Advisor & Academic Counselor collaboration 4000-4999: Books And Supplies Base \$1,000	Teacher Advisor & Academic Counselor collaboration 4000-4999: Books And Supplies Base \$1,000
	Cash for College Workshops 10/1/18, 10/3/18, 10/15/18, 12/4/18, 12/5/18 1/14/19, 1/22/19	supplies & materials 4000-4999: Books And Supplies Base \$1,000	supplies & materials 4000-4999: Books And Supplies Base \$1,000
	College Application Drive 10/4/18, 10/18/18, 11/7/18, 11/8/18, 11/10/18, 11/20/18		

Action 6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Action 3.6 Provide ancillary materials or resources, including the visual and performing arts, in project-based learning	School purchased 125 Google Chromebooks to prepare incoming 9th graders and reduce the digital divide amongst underserved populations. Visual and Performing Arts were supported throughout the year with various materials that supported student learning and increased participation.	ancillary materials 4000-4999: Books And Supplies Base \$2,000	ancillary materials 4000-4999: Books And Supplies Base \$2,500
		STEAM & performing arts 5000-5999: Services And Other Operating Expenditures Base \$5,000	STEAM & performing arts 5000-5999: Services And Other Operating Expenditures Base \$5,295
		One-to-one Chromebook 4000-4999: Books And Supplies Supplemental \$57,073	chromebooks 4000-4999: Books And Supplies Supplemental \$51,630
		Performing Arts Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$67,851	Performing Arts Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$73,877
		Art Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$97,016	Art Teacher 1000-1999: Certificated Personnel Salaries Supplemental \$104,545
		Additional Admin support to implement programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$325,376	Additional Admin support to implement programs 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$313,586

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Action 3.7 To provide a collaborative multi-tier system that includes academic counseling in supporting 9th -12-grade students in A-G eligibility & onboarding program for new and returning faculty.	Academic Support Services Grade Progress Report Cards Reviewing Transcripts with teachers Review school software data	Collaboration time for Academic Counselors 4000-4999: Books And Supplies Base \$3,000	Collaboration time for Academic Counselors 4000-4999: Books And Supplies Base \$2,750
		Onboarding Teacher Program-site specific needs 4000-4999: Books And Supplies Base \$1,000	Onboarding Teacher Program-site specific needs 4000-4999: Books And Supplies Base \$1,000

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.

Administration has made significant strides in this goal. Data was consistently reviewed with staff and heavy emphasis was placed on the goal of 85% (A-G compliance for our students). These goals were communicated weekly through Staff Memo's, staff collaborations and with counselors. It required a schoolwide effort with consistency in classrooms. This academic year, 58% of our graduating class were A-G eligible.

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

The overall effectiveness has been evident in comparison to previous years. There has been significant focus applied with the support of teachers, counselors, administration and a newly hired college and career pathway director. In addition to LCPA staff, there were community resources such as TRiO and Silicon Valley Foundation that assisted with completion of this goals. Final data will be available in upcoming weeks.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

We hired less new teachers than initially expected, therefore our Teacher Induction cost was less. PD contracts were less than projected. In addition, we did not hire full-time teachers to support our dual credit program, but rather we used long-term subs. Other personnel salary costs were also lower than projected due to placements on salary schedules.

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

The change that was made to this goal was the recent hiring of a college and career pathway director. This position required collaboration with school academic counselors to review college application deadlines and to help prepare readily available data. Administration also worked closely with teaching department leads to address data concerning grades and D/F ratios that were trending. The expected outcome is that LCPA will be on par to meet the 85% (A-G eligible Seniors) by the following school year.

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 4

To increase parent involvement and engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)
Local Priorities:

Annual Measurable Outcomes

Expected	Actual
Metric/Indicator Stakeholder Surveys 18-19 Increase the participation in activities and use of online platforms that support academic success goals. Increase parent survey participation by 5% Baseline Monthly Poder de los Padres workshops Usage and registration of school-wide online platforms Stakeholder participation survey: 1%	Monthly Poder de los Padres workshops Usage and registration of school-wide online platforms Stakeholder participation survey: 17.31%

Actions / Services

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

Action 1

Planned	Actual	Budgeted	Estimated Actual
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Actions/Services	Actions/Services	Expenditures	Expenditures
• Parent coordinator to work collaboratively with elected parent leaders to organize, facilitate and monitor activities and events • Stakeholder survey linked directly to LCAP goals • Monitor the TEN Survey to ensure parent feedback • Monitor and assess school-wide platforms that include parent participation	Parent Engagement: "Poder de los Padres", whereby parents are invited to actively engage in their children's education. As a result, a monthly bilingual (Spanish and English) parent training program addressed the following topics: 1. Student Success 2. College Attendance, and Admission 3. Time Management 4. Handling academic stress, developmental issues, attendance and punctuality 5. The successful completion of A-G, and 6. Student safety net programs available at LCPA. 7. Financial Aid/ Ca\$h for College and 8. Helping parents on how to assist their students with maintaining focus and motivation. ELAC The purpose of the English Learners Advisory Committee (ELAC) is to advise the principal, School Site Council and school staff on programs and services for English learners. Parents of English learners (ELs) together with other parents, staff and community members meet to learn about services and programs for English learners and offer advice	Coordinator's salary 5000-5999: Services And Other Operating Expenditures Title I \$70,699 Parent workshops 5000-5999: Services And Other Operating Expenditures Title I \$2,000 Support staff salary 2000-2999: Classified Personnel Salaries Base \$15,000 Surveys 4000-4999: Books And Supplies Title I \$500 Communications 5000-5999: Services And Other Operating Expenditures Title I \$500	Coordinator's salary 5000-5999: Services And Other Operating Expenditures Title I \$55,655 Parent workshops 5000-5999: Services And Other Operating Expenditures Title I \$2,154 Support staff salary 2000-2999: Classified Personnel Salaries Base \$20,871 Surveys 4000-4999: Books And Supplies Title I \$500 Communications 5000-5999: Services And Other Operating Expenditures Title I \$4,912

to improve the education of ELs at our school.

The ELAC meets a minimum of four times a year.

The elected ELAC parent representatives advising the Director and staff on:

1. Programs and services for English learners and
2. Advises The School Site Council on the development of the Single Plan for Student Achievement.
3. Assists the school in the development of:
 - a. The school's needs assessment.
 - b. The school's annual language census.
 - c. Ways to make parents aware of the importance of regular school attendance

School Site Council

The School Site Council (SSC) elects members to represent parents, students, community members, and school staff in school governance. The SSC is responsible for the development of the Academic Plan, and overall school site budget including any categorical funds.

The SSC has completed the following:

1. Review LCPA's Strategic Plan and LCAP Goals

2. Review and analyze student data.
3. Solicit community input and develop a needs assessment.
4. Assist the principal in developing the Academic
5. Plan and school site budget.
6. Monitor the implementation and effectiveness of the Academic Plan on an ongoing basis.
7. Approve the Academic Plan and school site budget before it is submitted to the Foundation for final review and approval.

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide options for parents to participate and attend college and career field trips	Parent University Parent University provides 12th grade families to become full partners in their student's last year of high school. LCPA offered workshops such as; 1. assisting senior students a. FAFSA b. college applications, c. personal statements, d. scholarships and e. freshman year support information. UC San Diego Presenter 9/25/18 @ 2:30pm	Parent College Field trips 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000 Transportation & Communication 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000	Parent College Field trips 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000 Transportation & Communication 5000-5999: Services And Other Operating Expenditures Supplemental \$2,000

USF Presenter 9/24/18 @ 2:30pm
 St. Mary's Presenter 10/9/18 @ 2:30pm
 UC Berkeley Presenter 9/20/18 @ 11:50am
 UC Davis Presenter @ 10/16/18 @ 2:30pm
 SJSU Presenter @ 11/2/18 @ 2:30pm

UC Santa Cruz Visit @ 11/13/18
 SFSU Visit @ 2/19/19

San Jose State University "ALAS" Event:
 Saturday, April 13, 2019

Notre Dame D'Namure
 Saturday, April 20, 2019

WACAC College Fair May 2019 @ West Valley Community College

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Parent Involvement/Community Outreach.	Parent University Parent University provides 12th grade families to become full partners in their student's last year of high school. LCPA offered workshops such as; 1. assisting senior students a. FAFSA b. college applications, c. personal statements, d. scholarships and	Consultants for community outreach. 5000-5999: Services And Other Operating Expenditures Supplemental \$62,360	Consultants for community outreach. 5000-5999: Services And Other Operating Expenditures Supplemental

e. freshman year support information.

Legacy Leaders with American Heart Association of Silicon Valley
The American Heart Association of Silicon Valley “Legacy Leaders” program works with our students and parents to create a culture of health impacting by increasing access to healthy and affordable food through the teaching of good nutrition, providing culinary skills. Overall, this program encourage healthier eating and address food insecurity by increasing access to food that is healthy, tasty and affordable in Santa Clara Valley most underserved communities.

Fall 2018

Parent Cohort # 1

Tuesdays/ Thursdays from
10:15am-11:50am

Dates: December 4, 2018 to
February, 26, 2019

Student Cohort # 1 (10th Graders)

Tuesdays Advisory from 2:25pm-
3:30pm

Dates: December 11, 2018 to
February, 26, 2019

Spring 2019

Parent Cohort # 2

Tuesdays/ Thursdays from
10:15am-11:50am

Dates: April 16, 2019 to May 21,
2019

Student Cohort # 2 (11th Graders)

Tuesdays Advisory from 2:25pm-3:30pm

Dates: December 11, 2018 to February, 26, 2019

Innovate Public Schools- Parent Leadership Institute Conference

On February 22-24th our LCPA parents were invited to attend a three days conference retreat. LCPA parents learned the principles and practices of community organizing. Innovate Public Schools believe parents and communities need to be powerfully involved in the decisions that impact the education of their children and grandchildren.

Promotoras with YWCA
Promotoras of Silicon Valley, a chapter of the YWCA national organization that focuses on women empowerment and eliminating racism. Promotoras effectively outreach to our parent to raise awareness of domestic violence and sexual assault and connect victims to services. The purpose of the program is to be able to encourage survivor self-determination, and services are delivered through a strengths-based, non-judgmental and trauma-informed lens that aligns with the YWCA Silicon Valley's mission.

Fall 2018 and Spring 2019
Parent Cohort

Tuesdays/ Thursdays from 9am-11:00am
Dates: August 28, 2018 to ongoing

ESL Classes for Parents
English Class for our ESL LCPA families grew out of a community need for education for parents who wanted to have a better communication with their children school. The classes gave parents language skills and also knowledge and resources to navigate the school system. Parents were able to find information, navigation tools and resources by learning and practicing communication with the classroom community that is formed in the unique program for LCPA families.

Fall 2018
Parent Cohort
Tuesdays/ Thursdays from 12:00pm-2pm
Dates: October 2018 - December 2018

Second Harvest Food Bank
LCPA has been partnering up with Second Harvest for many years to host a Food bank on campus every first Monday of the month, unless due to a holiday. We have served hundreds of students as well as community members. Our families have contribute to this distribution by being year long volunteers by setting up tables, packaging food, distributing and

cleaning after each monthly distribution.

Fall 2018 - Spring 2019

1st Monday of the month from
8:30am-11:30am
Dates: Year Round

Eagle Warrior Food Drive
Trader Joe's grocery store mission is to start a commitment to provide outstanding value and service to their customers, but they go far beyond that and involve what we know best— food. From providing food of the highest quality and feeding those in need through their donations program, to continuously striving to reduce food waste and better manage their environmental impact. Trader Joe's has been giving back to our LCPA community, handling all requests for product donations. Trader Joe's giving also aligns with their intent to never let food go to waste. It's been their long-running policy to donate 100% of products that go unsold but are safe for consumption. LCPA parents line up for these organic services that are provided every Tuesday so they can have an opportunity to eat organically in their household.

Fall 2018 - Spring 2019

Every Tuesday 1:30pm - 3pm
Dates: December 18, 2019 to on-going

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 implementation of these goals has been met. There was a significant increase in parent attendance at school-wide events. Specifically, there was outstanding attendance at our monthly coffee meetings with the principals. In addition, LCPA offered community resource groups such as the American Heart Association that focused on empowerment and educational workshops for our parents throughout the year. A parent survey was facilitated to provide feedback to administration regarding school policies and areas of growth that indicated a high approval of the school's overall performance. In addition, there was a monthly newsletter provided by our Parent Coordinator to communicate important school events for parents who were not able to attend monthly coffee chats.

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

There has been a significant increase in the relationships amongst parents and the school Administration that has ultimately, had a positive impact on student engagement and performance. These results are shared continuously at town hall meetings, school site councils and coffee chats, as well as attendance data and other pertinent school issues. In fact, our LCAP survey reported that 93% of our parents felt their input was encouraged and welcomed, 4% had no opinion and 3% disagreed.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

The Parent Coordinator did not work the entire year. We were unable to find bilingual consultants to support this area.

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

The goal has remained consistent and will have a positive impact on student performance. This goal can be found throughout sections of the LCAP which highlight parent meetings, notifications and newsletters. There are no significant changes to be adopted or implemented. The campus of LCPA has made efforts to improve its' parent center to be more inviting and accommodating for parents to be welcomed and given information.

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 Latino College Preparatory 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 8 parent representatives. In addition, the committee is also comprised of certificated staff, students, site administrators, union representatives, the Chief Academic Officer, and other central office charter school administrative staff.

On May 29th, 2019, the final LCAP was presented to the PAC. Stakeholders reviewed and discussed the plan. Written comments to stakeholder questions were posted prior to the June 7th Charter School Committee Meeting pertaining to the LCAP, LCFF and the budget review.

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 combined SSC/ELAC (9/10/18, 10/15/18, 12/17/18, 1/14/19, 2/11/19, 3/18/19, 4/2/19, 5/1/19) and PTSA meetings (8/29/18, 9/12/18, 10/3/18, 11/7/18, 12/2/18, 1/23/19, 3/21/19, 4/24/19, 5/22/19). In addition, site administrators presented the information shared in the January 14th Townhall meeting and solicited input from parents at the Principal's "cafecito" and at the regularly scheduled parent workshops, during the month of April 2019. As a result of these meetings, SSC/ELAC parent representatives discussed the possibility of separating these groups back into their original formats. At the April 10th meeting, the SSC/ELAC group agreed to meet separately. The ELAC would meet prior to SSC on the same dates. In addition, in an effort to promote year-round involvement in the implementation of the LCAP, the 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, January 14th and May 29th 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 Townhall meetings of November 24th and January 14th.

District/Central Office Staff:

- Monthly Faculty meetings were held at the school site, where input on the development of the LCAP was obtained during the months of, February, March, and April.
- Central office staff was represented on the District LCAP Committee at the November 24, 2018, January 14, 2019 and May 29th, 2019 Townhall meetings
- Site-based department meetings were held on a monthly basis and the LCAP was reviewed among teachers in the departments - August 2018 thru May 2019.

- The Chief Academic Officer and Vice President held monthly meetings with site directors and the LCAP was discussed. As a result, the LCAP and its development, including the importance of stakeholder engagement were at the forefront of these meetings. Progress reports were also given related to the level of goal attainment during the 2018-2019 school year.

The Charter School Committee:

It is an integral part of the governance team for the Latino College Preparatory 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 reviewed.
- A Preliminary Review of the draft LCAP was held on May 29, 2019
- A Public Hearing on the LCAP was held on June 5, 2019
- The Charter School Committee adopted the LCAP on June 5, 2019.

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 to make them measurable

- Provide teachers professional learning that supports CCSS lessons - Incorporated into Goal 1.
- 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 2 & 3
- Increase services and more closely connect school counselors to student academic and social issues - Incorporated into Goal 1 & 3
- Provide coaching support for teachers in instructional practices and positive behavior strategies - Incorporated into Goal 1
- Increase parent engagement, communication, and involvement - Created new Goal 4

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 1
2. The Restorative Justice strategy will be fully implemented in every classroom - Goal 1
3. English Language Development department will support English acquisition instruction - 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 increase student retention and graduation rates

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

Local Priorities:

Identified Need:

Increase student retention and graduation rate
Increase/maintain student daily attendance average
Decrease dropout rate
Increase CCSS Professional Development participation
Increase NGSS Professional Development participation
Maintain level of data-driven curriculum knowledge
Increase ELD Professional Development
Increase services and more closely connect school counselors to student academic and social issues
Maintain support for incoming 9th graders during the summer
Continue implementation of Restorative Justice Program

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance data	Attendance: 95%	Increase daily attendance rate by .5%	Attendance: 96% (exceeded goal by .5%)	Increase daily attendance rate by .5%
Suspension data	Retention: 75%	Increase/maintain retention rate by 2%	Retention: 89% (growth since 2016-17: 14%)	Increase/maintain retention rate by 2%
Chronic absenteeism data	Suspension: 1%	Decrease/maintain suspension rate 1%	Decreased suspension rate 0.1%	Decrease/maintain suspension rate 1%
Graduation Rate	Chronic absenteeism: 16%	Decrease chronic absenteeism by 2%	Decrease chronic absenteeism by 4.49%	Decrease chronic absenteeism by 2%
Dropout rate	Graduation: 93%	Increase graduation rate to 94%	Graduation rate remained at 95%	Increase graduation rate by 1%
Teacher inservices/workshop:	Drop out: 7.5%	Decrease dropout rate to 7.5%	Decrease dropout rate by 6.5% from baseline year	Decrease dropout rate by .5%
• Restorative Justice • CCSS • Data Driven Curriculum Knowledge • ELD & SpEd	TEN survey: 8	Attain an overall TEN Score in the feedback loop for the teaching quality “supports students outside of class” of 8.1	Attain an overall TEN Score in the feedback loop for the teaching quality “supports students outside of class” of 8.5	Attain an overall TEN Score in the feedback loop for the teaching quality “supports students outside of class” of 8.3
Summer School & student safety net support				
Stakeholder surveys				

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

[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

[Add Students to be Served selection here]

Scope of Services:

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

LEA-wide

[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

Modified Action

2017-18 Actions/Services**Action 1.1**

To increase the academic and social success of 9th-grade students by expecting students to participate in a math initiative summer bridge program. To support 10th-12th-grade students in credit recovery options.

2018-19 Actions/Services**Action 1.1**

To increase the academic and social success of 9th-grade students by expecting students to participate in a summer bridge program. To support 10th-12th-grade students in credit recovery options and Senior Academy.

2019-20 Actions/Services**Action 1.1**

To increase the academic and social success of 9th-grade students by expecting students to participate in a summer bridge program. To support 10th-12th-grade students in credit recovery options

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$25,000	\$30,790	\$30,790
Source	Other	Other	Other
Budget Reference	5000-5999: Services And Other Operating Expenditures Summer School (Field Trips and other Resources)	5000-5999: Services And Other Operating Expenditures Summer School (Field Trips and other Resources)	5000-5999: Services And Other Operating Expenditures Summer School (Field Trips and other Resources)
Amount	\$24,750		\$30,790
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Summer Math Initiative	1000-1999: Certificated Personnel Salaries Summer Math Initiative	1000-1999: Certificated Personnel Salaries Summer Math Initiative
Amount	\$3,400	\$3,400	\$3,400
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Credit Recovery/Cyber High	5000-5999: Services And Other Operating Expenditures Credit Recovery/Cyber High	5000-5999: Services And Other Operating Expenditures Credit Recovery/Cyber High

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)

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

Modified Action

2017-18 Actions/Services

Action 1.2
Integrate Restorative Justice and the Joven Nobles, with the implementation of a 4-year academic plan during the school-wide personalized learning period.

2018-19 Actions/Services

Action 1.2
Integrate Restorative Justice with the implementation of a 4-year academic plan during the school-wide personalized learning period.

2019-20 Actions/Services

Action 1.2
Integrate Restorative Justice with the implementation of a 4-year academic plan during the school-wide personalized learning period.
Implement RESH 180 Curriculum to juniors during Advisory

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Restorative Justice P.D.	5000-5999: Services And Other Operating Expenditures Restorative Justice P.D.	5000-5999: Services And Other Operating Expenditures Restorative Justice P.D.
Amount	\$1,500		\$3,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Joven Nobles PD	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

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)

Location(s):

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

[Add Students to be Served selection here]

[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

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

Action 1.3
Decrease student chronic absenteeism and increase daily attendance by instituting updated protocols through a systemic that communicates between home and school.

2018-19 Actions/Services

Action 1.3
Decrease student chronic absenteeism and increase daily attendance by instituting updated protocols through a systemic that communicates between home and school.

2019-20 Actions/Services

Action 1.3
Decrease student chronic absenteeism and increase daily attendance by instituting updated protocols through a systemic that communicates between home and school.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$164,040	\$170,601	\$174,013
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	0	\$53,609	\$170,601
Source	Base	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries Attendance Protocols	2000-2999: Classified Personnel Salaries Dean of Students	2000-2999: Classified Personnel Salaries Dean of Students
Amount	\$47,060	\$48,942	\$53,609
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Attendance clerk	2000-2999: Classified Personnel Salaries Attendance clerk	2000-2999: Classified Personnel Salaries Attendance clerk
Amount		\$24,000	\$48.942
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures Need based student transportation	5000-5999: Services And Other Operating Expenditures Need based student transportation

Action 4

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

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

Action 1.4
CCSS, ELD, SpEd, and Data-Driven Curriculum Professional Development, materials, and release time for collaboration among faculty and staff

2018-19 Actions/Services

Action 1.4
CCSS, ELD, SpEd, and Data-Drive Curriculum Professional Development, materials, and release time for collaboration among faculty and staff

2019-20 Actions/Services

Action 1.4
CCSS, ELD, SpEd, and Data-Driven Curriculum Professional Development, materials, and release time for collaboration among faculty and staff

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,125	\$2,125	\$2,125
Source	Concentration	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries Release time for collaboration	1000-1999: Certificated Personnel Salaries Release time for collaboration	1000-1999: Certificated Personnel Salaries Release time for collaboration
Amount	\$10,000	\$18,082	\$2,125
Source	Base	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development (TEN Initiative)	5000-5999: Services And Other Operating Expenditures Professional Development (TEN Initiative)	5000-5999: Services And Other Operating Expenditures Professional Development (TEN Initiative)
Amount	\$1,000	\$1,000	\$18,082
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Materials, supplies, books	4000-4999: Books And Supplies Materials, supplies, books	4000-4999: Books And Supplies Materials, supplies, books

Action 5

[Add Students to be Served selection here]

[Add Location(s) selection here]

OR

English Learners
Foster Youth
Low Income

LEA-wide

All Schools

Actions/Services

New Action

New Action

- Provide Social-Emotional counseling services.
- Social-Emotional Coordinator

- Provide Social-Emotional counseling services.
- Social-Emotional Coordinator

Budgeted Expenditures

Amount		\$30,400	\$30,400
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures Social Emotional Counselors	5000-5999: Services And Other Operating Expenditures Social Emotional Counselors
Amount		\$58,000	\$58,000
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Social-Emotional Coordinator	1000-1999: Certificated Personnel Salaries Social-Emotional 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 increase Math, Spanish, and English Language Arts proficiency for all students
English Language Learners will increase in growth in the English language through the school's services and teaching methods

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Increase the number of students who pass the Reading, Language Usage and Math sections of the NWEA/MAP exam
Increase the number of students meeting proficiency levels in the SBAC for ELA and Math
Increase the number of students achieving the Seal of Bi-literacy
Increase the number of RFEPs
Increase the number of IFEPs
Provide tutoring support
Provide support courses for students performing below grade level proficiency in ELA and Math

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
NWEA/MAP in Language Usage and Reading NWEA/MAP in Math SBAC Seal of Biliteracy RFEP Data ELPAC Data ELL's progress data EL Achieve data Literacy Center data/AIMS Web Overall TEN score in the category of "motivate student learning"	NWEA/MAP: 37% of all 9th grade students and 58% of all 10th grade students met/exceeded growth targets in Math 52% of all 9th grade students and 65% of all 10th grade students met/exceeded growth targets in Reading 42% of all 9th grade students and 62% of all 10th grade students met/exceeded Language Usage growth targets SBAC: - ELA 46%; Math 11% Seal of Bi-literacy: 38.6%	- Increase the percentage of students that meet or exceed growth targets on the ELA section of NWEA/MAP by 2% - Increase the percentage of students that meet or exceed standards on the Math section of NWEA/MAP by 2% - Increase the percentage of students achieving the Seal of Bi-literacy by 1.4% - English Language Learners will achieve proficiency in the English language through the school's services and	NWEA/MAP Growth Target Acquisition: 9th Grade: 224.6 RIT Average - Mathematics (F) 225.3 RIT Average (W) [225.6] 224.5 RIT Average (S) {-1 RIT} 216 RIT Average - Reading (F) 215.4 RIT Average (W) [218.2] 216.6 RIT Average (S) {+.6 RIT} 214.7 RIT Average - Language (F) 214.1 RIT Average (W) [215.6] 216.9 RIT Average (S) {+2.2 RIT} 10th Grade: 225.4 RIT Average - Mathematics (F)	- Increase the percentage of students that meet or exceed growth targets on the ELA section of NWEA/MAP by 2% - Increase the percentage of students that meet or exceed standards on the Math section of NWEA/MAP by 2% - Increase the percentage of students achieving the Seal of Bi-literacy by .5% - English Language Learners will achieve proficiency in the English language through the school's services and teaching methods

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Golden State Seal Merit: 19% RFEP: 1.3% ELPAC: N/A ELLs progress: 27% 7.6 TEN score in "Motivate Student Learning"	teaching methods Attain an overall TEN Score in the feedback loop for the teaching quality "motivate student learning" of 7.7.	222.8 RIT as 9th graders 226.5 RIT Average (W) [228.4] 227.5 RIT Average (S) {+1.8 RIT, +4.7 SFY} 212.8 RIT Average - Reading (F) 214.8 RIT as 9th graders 216.2 RIT Average (W) [218.4] 215.3 RIT Average (S) {+2.5 RIT, +.5 SFY} 215.2 RIT Average - Language (F) 214.8 RIT as 9th graders 216.1 RIT Average (W) [218] 218.5 RIT Average (S) {+3.3 RIT, +3.2 SFY} SBAC: 39% ELA	Attain an overall TEN Score in the feedback loop for the teaching quality "motivate student learning" of 7.9.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
			20% Math • Increase of 9% of students that meet or exceed standards on the Math • Participation in the Seal of Bi-literacy program. Only 20 students achieved it • English Language Learners will achieve proficiency in the English language through the school's services and teaching methods • Attain an overall TEN Score in the feedback loop for the teaching quality "motivate student learning" of 8.2.	

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)

[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

Action 2.1
Provide tutoring resources during the extended day to support core content areas

2018-19 Actions/Services

Action 2.1
Provide tutoring resources during the extended day to support core content areas

2019-20 Actions/Services

Action 2.1
Provide tutoring resources during the extended day to support core content areas

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$6,000	\$6,000
Source	Concentration	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tutoring Services	5800: Professional/Consulting Services And Operating Expenditures Tutoring Services	5800: Professional/Consulting Services And Operating Expenditures Tutoring Services
Amount	\$1,000	\$1,000	\$1,000
Source	Concentration	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies Tutoring related core content materials	4000-4999: Books And Supplies Tutoring related core content materials	4000-4999: Books And Supplies Tutoring related core content materials
Amount	\$2,000	\$5,090	\$5090
Source	Base	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies EL Achieve	4000-4999: Books And Supplies Newsela	4000-4999: Books And Supplies Newsela
Amount	\$24,000		
Source	Concentration	Concentration	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Center	1000-1999: Certificated Personnel Salaries Literacy Center	1000-1999: Certificated Personnel Salaries Literacy Center
Amount	\$2,500	\$3000	\$3,000
Source	Concentration	Concentration	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures EL Achieve PD	5000-5999: Services And Other Operating Expenditures ELD PD	5000-5999: Services And Other Operating Expenditures ELD PD

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)

Location(s):

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

[Add Students to be Served selection here]

[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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Provide professional development to support struggling learners with:

- accelerating academic vocabulary and discourse
- scaffolding strategies
- implementing effective collaborative group work

2018-19 Actions/Services

Provide professional development to support struggling learners with:

- accelerating academic vocabulary and discourse
- scaffolding strategies
- implementing effective collaborative group work

2019-20 Actions/Services

Provide professional development to support struggling learners with:

- accelerating academic vocabulary and discourse
- scaffolding strategies
- implementing effective collaborative group work

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Concentration	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures ELA/ELD PD for teachers	5000-5999: Services And Other Operating Expenditures ELA/ELD PD for teachers	5000-5999: Services And Other Operating Expenditures ELA/ELD PD for teachers

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)

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

English Language Learners will move up one level of language proficiency towards full reclassification through the school's services and teaching methods

2018-19 Actions/Services

English Language Learners will move up one level of language proficiency towards full reclassification through the school's services and teaching methods

2019-20 Actions/Services

English Language Learners will move up one level of language proficiency towards full reclassification through the school's services and teaching methods

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$75,000	\$75,000	\$75,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries ELD Coordinator to monitor progress	1000-1999: Certificated Personnel Salaries ELD Coordinator to monitor progress	1000-1999: Certificated Personnel Salaries ELD Coordinator to monitor progress

Action 4

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)

Actions/Services

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

New 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

The English Language Development Department will provide Designated and Integrated ELD support across all departments

2018-19 Actions/Services

The English Language Development Department will provide Designated and Integrated ELD support across all departments

2019-20 Actions/Services

The English Language Development Department will provide Designated and Integrated ELD support across all departments

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$10,000	\$10,000	\$10,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies ELD classroom support	4000-4999: Books And Supplies ELD classroom support	4000-4999: Books And Supplies ELD classroom support

Action 5

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

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

TEN Surveys

2018-19 Actions/Services

TEN Surveys

2019-20 Actions/Services

TEN Surveys

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies TEN Surveys	4000-4999: Books And Supplies TEN Surveys	4000-4999: Books And Supplies TEN Surveys

Action 6

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

Provide CCSS-math P.D.

2018-19 Actions/Services

Provide CCSS-math P.D.

2019-20 Actions/Services

Provide CCSS-math P.D.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$9,120	\$9,120
Source	Base	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Math PD	5000-5999: Services And Other Operating Expenditures Math PD	5000-5999: Services And Other Operating Expenditures Math PD

Action 7

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)

Location(s):

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

[Add Students to be Served selection here]

[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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Spanish PD

2018-19 Actions/Services

Spanish PD

2019-20 Actions/Services

Spanish PD

Budgeted Expenditures

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

Action 8

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)

Actions/Services

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

Modified Action
Unchanged Action

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

New Action

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

Modified Action

2017-18 Actions/Services

Provide ELD Support to teachers

2018-19 Actions/Services

Provide ELD Support to teachers via an instructional coach

2019-20 Actions/Services

Provide ELD Support to teachers via an instructional coach

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	2,000	100,000	\$100,000
Source	Concentration	Supplemental	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries PD on instructional practices for ELD students	1000-1999: Certificated Personnel Salaries Instructional Coach	1000-1999: Certificated Personnel Salaries Instructional Coach
Amount	2000	10,000	\$10,000
Source	Concentration	Supplemental	Supplemental
Budget Reference	4000-4999: Books And Supplies ELD instructional materials	4000-4999: Books And Supplies ELD supplemental materials	4000-4999: Books And Supplies ELD supplemental materials

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

To increase the percentage of students that meet the A-G requirements, including the visual and performing arts in project-based learning

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 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Increase the number of students fulfilling the A-G requirements
Set baseline data for SBAC, NWEA/MAP and Alloy
Academic counseling for all 9th thru 12-grade students
Provide tutoring opportunities to students as needed
Provide an on-boarding program for new faculty that assures seamless transition for all faculty
BTSA Mentor

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Number of students successfully completing A-G requirements Number of students using Naviance tools SBAC and SBAC aligned assessments (NWEA and Alloy) AP Data Number of students submitting college applications Professional Development for AP teachers Participation of new teachers in BTSA program Overall TEN score in the category of "prepare students for college"	57.5% of students completing A-G Requirements 7.9 TEN score in "Preparing Students for College"	• Increase percentage of students successfully completing A-G requirements by 1% (projected; however at the time of writing this LCAP, final report had not been completed) • Overall TEN score in the category of "prepare students for college" of 8.	• A decrease of 2.5% of seniors successfully completing A-G requirements • Overall TEN score in the category of "prepare students for college" of 8.4 (Increase of .4)	• Increase percentage of students successfully completing A-G requirements by 2% • Support SBAC and SBAC-aligned assessments (NWEA and Alloy) • Increase AP Participation and Passing by 2% • Increase number of students submitting college applications • Professional Development for AP teachers • Participation of new teachers in BTSA program • Implement on-boarding program for new teachers • Overall TEN score in the

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
				category of "prepare students for college" of 8.2.

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)

[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

Unchanged Action

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

Unchanged Action

2017-18 Actions/Services

Action 3.1

2018-19 Actions/Services

Action 3.1

2019-20 Actions/Services

Action 3.1

Provide PD for all Advanced Placement (AP) teachers. All teachers to participate in department/grade level groups and meetings.
Provide mentoring support to new teachers thru BTSA
Provide an onboarding program for new faculty that assures a seamless transition for all faculty

Provide PD for all Advanced Placement (AP) teachers. All teachers to participate in department/grade level groups and meetings.
Provide mentoring support to new teachers thru BTSA
Provide an onboarding program for new faculty that assures a seamless transition for all faculty

Provide PD for all Advanced Placement (AP) teachers. All teachers to participate in department/grade level groups and meetings.
Provide mentoring support to new teachers thru BTSA
Provide an onboarding program for new faculty that assures a seamless transition for all faculty.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Base	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Advanced Placement PD	5000-5999: Services And Other Operating Expenditures Advanced Placement PD	5000-5999: Services And Other Operating Expenditures Advanced Placement PD
Amount	\$6,000	\$50,000	\$50,000
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries BTSA Mentor	1000-1999: Certificated Personnel Salaries BTSA Mentor	1000-1999: Certificated Personnel Salaries BTSA Mentor
Amount	\$1,000	\$1,000	\$1,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Onboard training	5000-5999: Services And Other Operating Expenditures Onboard training	5000-5999: Services And Other Operating Expenditures Onboard training

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)

Location(s):

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

[Add Students to be Served selection here]

[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

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

Action 3.2
Increase participation in the Early University Program and AP courses.

2018-19 Actions/Services

Action 3.2
Increase participation in the Early University Program and AP courses.

2019-20 Actions/Services

Action 3.2
Increase participation in the Early University Program and AP courses.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures EUP and AP support/communication	5000-5999: Services And Other Operating Expenditures EUP and AP support/communication	5000-5999: Services And Other Operating Expenditures EUP and AP support/communication

Amount	1,988	\$2,971	\$2,971
Source	Base	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Naviance license	5000-5999: Services And Other Operating Expenditures Naviance license	5000-5999: Services And Other Operating Expenditures Naviance license
Amount		\$145,634	\$145,634
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Dual Credit Program Teachers (2)	1000-1999: Certificated Personnel Salaries Dual Credit Program Teachers (2)
Amount		\$5,000	\$5,000
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies Material for Dual Credit Program	4000-4999: Books And Supplies Material for Dual Credit Program

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

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

Action 3.3
Increase the number of students who successfully complete the A-G requirements

2018-19 Actions/Services

Action 3.3
Increase the number of students who successfully complete the A-G requirements

2019-20 Actions/Services

Action 3.3
Increase the number of students who successfully complete the A-G requirements

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$164,040.00	\$170,601	\$170,601
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor's (2) Salary	1000-1999: Certificated Personnel Salaries Counselor's (2) Salary	1000-1999: Certificated Personnel Salaries Counselor's (2) Salary
Amount		\$55,965	\$55,965
Source		Supplemental	Supplemental
Budget Reference		2000-2999: Classified Personnel Salaries Director of College Readiness	2000-2999: Classified Personnel Salaries Director of College Readiness

Action 4

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

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

Action 3.4
Use collaboration time to identify reteaching strategies through the usage of NWEA/MAP and ALLOY, which will support students in meeting proficiency as evidenced by SBAC results

2018-19 Actions/Services

Action 3.4
Use collaboration time to identify reteaching strategies through the usage of NWEA/MAP and ALLOY, which will support students in meeting proficiency as evidenced by SBAC results

2019-20 Actions/Services

Action 3.4
Use collaboration time to identify reteaching strategies through the usage of NWEA/MAP and ALLOY, which will support students in meeting proficiency as evidenced by SBAC results

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$5,000	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Collaboration time for teachers, admin.& clerical for data talks	4000-4999: Books And Supplies Collaboration time for teachers, admin.& clerical for data talks	4000-4999: Books And Supplies Collaboration time for teachers, admin.& clerical for data talks

Amount	\$10,000	\$10,000	\$10,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Student Assessments	5000-5999: Services And Other Operating Expenditures Student Assessments	5000-5999: Services And Other Operating Expenditures Student Assessments
Amount		\$44,324	\$44,324
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures Alloy licenses & PD	5000-5999: Services And Other Operating Expenditures Alloy licenses & PD

Action 5

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

2017-18 Actions/Services

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

Unchanged Action

2018-19 Actions/Services

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

Unchanged Action

2019-20 Actions/Services

Action 3.5
Support students in successfully
submitting college applications

Action 3.5
Support students in successfully
submitting college applications

Action 3.5
Support students in successfully
submitting college applications

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1,000	\$1,000	\$1,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Teacher Advisor & Academic Counselor collaboration	4000-4999: Books And Supplies Teacher Advisor & Academic Counselor collaboration	4000-4999: Books And Supplies Teacher Advisor & Academic Counselor collaboration
Amount	\$1,000	\$1,000	\$1,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies supplies & materials	4000-4999: Books And Supplies supplies & materials	4000-4999: Books And Supplies supplies & materials

Action 6

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

[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)

Scope of Services:

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

Location(s):

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

English Learners
Foster Youth
Low Income
[Add Students to be Served selection here]

LEA-wide
[Add Scope of Services selection here]

All Schools
[Add Location(s) selection here]

Actions/Services

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

New 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

Action 3.6
Provide ancillary materials or resources
including the visual and performing arts in
project-based learning

2018-19 Actions/Services

Action 3.6
Provide ancillary materials or resources,
including the visual and performing arts, in
project-based learning

2019-20 Actions/Services

Action 3.6
Provide ancillary materials or resources
including the visual and performing arts in
project-based learning

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies ancillary materials	4000-4999: Books And Supplies ancillary materials	4000-4999: Books And Supplies ancillary materials
Amount	\$5,000	\$5,000	\$5,000
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures STEAM & performing arts	5000-5999: Services And Other Operating Expenditures STEAM & performing arts	5000-5999: Services And Other Operating Expenditures STEAM & performing arts

Amount		\$57,073	\$57,073
Source		Supplemental	Supplemental
Budget Reference		4000-4999: Books And Supplies One-to-one Chromebook	4000-4999: Books And Supplies One-to-one Chromebook
Amount		\$67,851	\$67,851
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Performing Arts Teacher	1000-1999: Certificated Personnel Salaries Performing Arts Teacher
Amount		\$97,016	\$97,016
Source		Supplemental	Supplemental
Budget Reference		1000-1999: Certificated Personnel Salaries Art Teacher	1000-1999: Certificated Personnel Salaries Art Teacher
Amount		\$325,376	\$325,376
Source		Supplemental	Supplemental
Budget Reference		5800: Professional/Consulting Services And Operating Expenditures Additional Admin support to implement programs	5800: Professional/Consulting Services And Operating Expenditures Additional Admin support to implement programs

Action 7

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)

Actions/Services

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

New 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

Action 3.7
To provide a collaborative multi-tier system that includes academic counseling in supporting 9th -12-grade students in A-G eligibility & onboarding program for new and returning faculty.

2018-19 Actions/Services

Action 3.7
To provide a collaborative multi-tier system that includes academic counseling in supporting 9th -12-grade students in A-G eligibility & onboarding program for new and returning faculty.

2019-20 Actions/Services

Action 3.7
To provide a collaborative multi-tier system that includes academic counseling in supporting 9th -12-grade students in A-G eligibility & onboarding program for new and returning faculty.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$3,000	\$3,000	\$3,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Collaboration time for Academic Counselors	4000-4999: Books And Supplies Collaboration time for Academic Counselors	4000-4999: Books And Supplies Collaboration time for Academic Counselors

Amount	\$1,000	\$1,000	\$1,000
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies Onboarding Teacher Program-site specific needs	4000-4999: Books And Supplies Onboarding Teacher Program-site specific needs	4000-4999: Books And Supplies Onboarding Teacher Program-site specific needs

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

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

New Goal

Goal 4

To increase parent involvement and engagement

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement (Engagement)

Local Priorities:

Identified Need:

Establish a collaborative parent planning team to assist in the development of the annual parent workshop calendar

Establish a school-wide stakeholder survey aligned to LCAP goals

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Stakeholder Surveys	Monthly Poder de los Padres workshops Usage and registration of school-wide online platforms Stakeholder participation survey: 1%	Increase the participation in activities and use of online platforms that support academic success goals. Increase parent survey participation by 4.9%	Increase the participation in activities and use of online platforms that support academic success goals. Increase parent survey participation by 16.31% (from baseline)	Increase the participation in activities and use of online platforms that support academic success goals. Increase parent survey participation by 5%

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)

[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)

Actions/Services

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

New 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

- Parent coordinator to work collaboratively with elected parent leaders to organize, facilitate and monitor activities and events
- Stakeholder survey linked directly to LCAP goals
- Monitor the TEN Survey to ensure parent feedback

2018-19 Actions/Services

- Parent coordinator to work collaboratively with elected parent leaders to organize, facilitate and monitor activities and events
- Stakeholder survey linked directly to LCAP goals
- Monitor the TEN Survey to ensure parent feedback

2019-20 Actions/Services

- Parent coordinator to work collaboratively with elected parent leaders to organize, facilitate and monitor activities and events
- Stakeholder survey linked directly to LCAP goals
- Monitor the TEN Survey to ensure parent feedback

- Monitor and assess school-wide platforms that include parent participation

- Monitor and assess school-wide platforms that include parent participation

- Monitor and assess school-wide platforms that include parent participation

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$67,980	\$70,699	\$70,699
Source	Title I	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Coordinator's salary	5000-5999: Services And Other Operating Expenditures Coordinator's salary	5000-5999: Services And Other Operating Expenditures Coordinator's salary
Amount	\$2,000	\$2,000	\$2,000
Source	Title I	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Parent workshops	5000-5999: Services And Other Operating Expenditures Parent workshops	5000-5999: Services And Other Operating Expenditures Parent workshops
Amount	\$15,000	\$15,000	\$15,000
Source	Base	Base	Base
Budget Reference	2000-2999: Classified Personnel Salaries Support staff salary	2000-2999: Classified Personnel Salaries Support staff salary	2000-2999: Classified Personnel Salaries Support staff salary
Amount	\$500	\$500	\$500
Source	Title I	Title I	Title I
Budget Reference	4000-4999: Books And Supplies Surveys	4000-4999: Books And Supplies Surveys	4000-4999: Books And Supplies Surveys

Amount	\$500	\$500	\$500
Source	Title I	Title I	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Communications	5000-5999: Services And Other Operating Expenditures Communications	5000-5999: Services And Other Operating Expenditures Communications

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)

Specific Schools: LEA-Wide

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

New 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

Provide options for parents to participate and attend college and career field trips

2018-19 Actions/Services

Provide options for parents to participate and attend college and career field trips

2019-20 Actions/Services

Provide options for parents to participate and attend college and career field trips

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Parent College Field trips	5000-5999: Services And Other Operating Expenditures Parent College Field trips	5000-5999: Services And Other Operating Expenditures Parent College Field trips
Amount	\$2,000	\$2,000	\$2,000
Source	Base	Supplemental	Supplemental
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation & Communication	5000-5999: Services And Other Operating Expenditures Transportation & Communication	5000-5999: Services And Other Operating Expenditures Transportation & Communication

Action 3

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

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

	Parent Involvement/Community Outreach.	Parent Involvement/Community Outreach.
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Budgeted Expenditures

Amount		\$62,360	\$62,360
Source		Supplemental	Supplemental
Budget Reference		5000-5999: Services And Other Operating Expenditures Consultants for community outreach.	5000-5999: Services And Other Operating Expenditures Consultants for community outreach.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

\$1,209,038

Percentage to Increase or Improve Services

32.30%

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).

Due to the fact that 91.1% of our students qualify for free and reduced lunch and 94% are ELLs and RFEPs, services are provided school-wide to serve the needs of our ELLs, RFEPs, foster youth and low income students. These service include, ELD classes, Enrichment Period (Advisory), additional counseling services (social emotional), Restorative Practices, etc.

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$1,192,996

Percentage to Increase or Improve Services

32.02%

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).

Due to the fact that 91.1% of our students qualify for free and reduced lunch and 94% are ELLs and RFEPs, services are provided school-wide to serve the needs of our ELLs, RFEPs, foster youth and low income students. These service include, ELD classes, Enrichment Period (Advisory), additional counseling services (social emotional), Restorative Practices, etc.

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds	Percentage to Increase or Improve Services
\$320,780	10.24%

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).

Due to the fact that 91.1% of our students qualify for free and reduced lunch and 94% are ELLs and RFEPs, services are provided school-wide to serve the needs of our ELLs, RFEPs, foster youth and low income students. These service include, ELD classes, Enrichment Period (Advisory), additional counseling services (social emotional), Restorative Practices, etc.

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	1,881,029.00	1,618,782.00	715,383.00	1,884,029.00	2,020,063.94	4,619,475.94
Base	583,544.00	548,166.00	552,028.00	583,544.00	611,705.00	1,747,277.00
Concentration	0.00	0.00	67,375.00	3,000.00	33,790.00	104,165.00
Other	30,790.00	30,335.00	25,000.00	30,790.00	30,790.00	86,580.00
Supplemental	1,192,996.00	977,060.00	0.00	1,192,996.00	1,270,079.94	2,463,075.94
Title I	73,699.00	63,221.00	70,980.00	73,699.00	73,699.00	218,378.00

* 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	1,881,029.00	1,618,782.00	715,383.00	1,884,029.00	2,020,063.94	4,619,475.94
1000-1999: Certificated Personnel Salaries	936,828.00	759,068.00	461,955.00	936,828.00	971,030.00	2,369,813.00
2000-2999: Classified Personnel Salaries	173,516.00	183,901.00	62,060.00	173,516.00	295,175.00	530,751.00
4000-4999: Books And Supplies	103,663.00	99,321.00	30,500.00	103,663.00	120,745.00	254,908.00
5000-5999: Services And Other Operating Expenditures	335,646.00	256,012.00	154,868.00	338,646.00	301,737.94	795,251.94
5800: Professional/Consulting Services And Operating Expenditures	331,376.00	320,480.00	6,000.00	331,376.00	331,376.00	668,752.00

* 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	1,881,029.00	1,618,782.00	715,383.00	1,884,029.00	2,020,063.94	4,619,475.94
1000-1999: Certificated Personnel Salaries	Base	466,202.00	421,339.00	409,080.00	466,202.00	469,614.00	1,344,896.00
1000-1999: Certificated Personnel Salaries	Concentration	0.00	0.00	52,875.00	0.00	30,790.00	83,665.00
1000-1999: Certificated Personnel Salaries	Supplemental	470,626.00	337,729.00	0.00	470,626.00	470,626.00	941,252.00
2000-2999: Classified Personnel Salaries	Base	63,942.00	70,494.00	62,060.00	63,942.00	68,609.00	194,611.00
2000-2999: Classified Personnel Salaries	Supplemental	109,574.00	113,407.00	0.00	109,574.00	226,566.00	336,140.00
4000-4999: Books And Supplies	Base	25,000.00	26,160.00	27,000.00	25,000.00	42,082.00	94,082.00
4000-4999: Books And Supplies	Concentration	0.00	0.00	3,000.00	0.00	0.00	3,000.00
4000-4999: Books And Supplies	Supplemental	78,163.00	72,661.00	0.00	78,163.00	78,163.00	156,326.00
4000-4999: Books And Supplies	Title I	500.00	500.00	500.00	500.00	500.00	1,500.00
5000-5999: Services And Other Operating Expenditures	Base	28,400.00	30,173.00	53,888.00	28,400.00	31,400.00	113,688.00
5000-5999: Services And Other Operating Expenditures	Concentration	0.00	0.00	5,500.00	3,000.00	3,000.00	11,500.00
5000-5999: Services And Other Operating Expenditures	Other	30,790.00	30,335.00	25,000.00	30,790.00	30,790.00	86,580.00
5000-5999: Services And Other Operating Expenditures	Supplemental	203,257.00	132,783.00	0.00	203,257.00	163,348.94	366,605.94
5000-5999: Services And Other Operating Expenditures	Title I	73,199.00	62,721.00	70,480.00	73,199.00	73,199.00	216,878.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	0.00	0.00	6,000.00	0.00	0.00	6,000.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	331,376.00	320,480.00	0.00	331,376.00	331,376.00	662,752.00

* 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	443,949.00	443,638.00	281,875.00	443,949.00	579,983.94	1,305,807.94
Goal 2	223,210.00	178,953.00	134,500.00	226,210.00	226,210.00	586,920.00
Goal 3	1,058,811.00	908,099.00	209,028.00	1,058,811.00	1,058,811.00	2,326,650.00
Goal 4	155,059.00	88,092.00	89,980.00	155,059.00	155,059.00	400,098.00

* 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					