

LCAP Year  2017–18  2018–19  2019–20

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

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

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

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

[LCFF Evaluation Rubrics](#): 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	East Side Union High School District		
Contact Name and Title	Jesus Rios Director	Email and Phone	jrios@tfhe.org 408-729-2281

## 2017-20 Plan Summary

### THE STORY

Briefly 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 in East San Jose, California, managed by the Foundation for Hispanic Education and chartered by the East Side Union High School District. LCPA currently serves over 400 9th, 10th, 11th and 12th graders. Sixty percent of our population speaks a second language other than English, and 40% of the East San Jose inhabitants report having a college degree.

In comparing the LEA's population to the general population in East San Jose, 60% speak a second language other than English and 40% of them report having a college degree. The LEA reflects its general demographics, however, with more distinct differences. The school community is predominately Latino and home to a large, working class immigrant community for Mexican-Americans, where 97% of students are on free or reduced lunch. Ninety-nine percent of students are Latino and are or have been English Language Learners. In addition, 75% of our students come from single-parent families whereby 23% of them are expected to provide childcare for their siblings. In terms of parent educational experience, 3% have attained a 5th-grade education, 6% attained an 8th-grade education and 24% attended high school thru 12th grade, yet 92% of our students will graduate from high school!

With this in mind, LCPA focuses on providing its 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 these 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 a clean learning environment by maintaining the school facility in good condition. Regular reviews of the facility are conducted and documented. Any issues that arise are addressed in partnership with the landlord.

2) The LEA takes the necessary steps to ensure the facility is safe and secure, by the regular maintenance of facility, gates, and locks. In addition, procedures for emergencies are in place.

3) The LEA implements a rigorous hiring process, which includes paper screening, formal and informal interviews, curricular teacher materials review, teaching demonstration, and reference checks. Seventy-six percent of teaching staff is credentialed and the remainder is in the process of completing the state certification requirements. LEA provides teachers with the supplies and learning tools that are needed to successfully teach common core curriculum in their classrooms.

4) The LEA provides textbooks and ancillary resources to support teaching and learning 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 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). Our projected graduation rate for the class of 2016-17 is 92%

6) The LEA implemented 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 student dropout rate, and has increased student retention by 4% as noted below:

Expulsions:

2014-15: 0%

2015-16: 0%

2016-17: 0%

Suspensions:

2014-15: 7%

2015-16: 5%

2016-17: 1%

Drop out rate:

2014-15: 15%

2015-16: 8%

2016-17 8%

Retention rate:

2015-16: 86%

2016-17: 90%

7) Golden State Seal Merit Diploma:

Nineteen percent of the 2016-17 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).

## LCAP HIGHLIGHTS

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

### Retention/Graduation:

The LEA's student retention increased from 86% to 90% and high school graduation increased from 91% to 92% from the previous academic year.

### Summer Bridge Program:

The LEA sponsored a Math Summer Institute for all incoming 9th-grade students. The pre-math, "Measures of Academic Progress (MAP)" assessment was administered at the beginning of the 2016 summer math program. During the summer, freshmen learned pre-algebraic content in preparation for Algebra I during Fall 2016. A post assessment was given at the beginning of the school year to review student performance. When the LEA compared the 2015-16 9th grade student cohort, who did not participate in the summer math program against the 2016-17 9th grade student cohort, who did attend the 4-week summer math program, the LEA found a 2 point RIT growth average, in the MAP assessment tool, which reflected a similar growth for the 2015-16 cohort, but for the entire academic year! Moreover, when looking at the highest performing subgroup of 9th-grade students, who attended the 2016 summer math program, they demonstrated a 5.6 RIT point growth increase in the Algebra test of the MAP assessment.

### Bi-literacy:

The LEA exceeded its Seal of Bi-literacy goal, from 35% to 38.6%.

### College Readiness:

The LEA continued, during the 2016-17 school year, to focus on college and career preparedness, through grade level assigned advisory class periods, where credentialed teachers reviewed, monitored, and served as advocates for their students, to ensure that starting in the 9th-grade students will stay on track with their college and career goals. The results of these ongoing efforts are reflected on the Advanced Placement (AP) Pass rates. They are as follow:

Testing Year:	2015	2016
Total AP Students:	144	164
AP Students with Scores 3+	81	101
% of Total AP Students with Scores 3+	56.3%	61.6%

When reviewing scores within California and globally, the data reflects that between 2012 and 2016, LCPA has increased access to AP exams by 134%, compared to 23% increase for the state and a 24% increase globally. In addition, between 2012 and 2016, LCPA has increased the number of students receiving 3s by 70%, compared to 19.5% increase for the state and a 22% increase globally.

### Early University Program:

In 2015-16, Ethic Studies and Sociology, Dual Credit Course were offered, 19 and 25 students enrolled respectively in those courses. In 2016-17 student enrollment increased by 30 students during the Fall semester and by 28 students during Spring semester.

### Golden State Seal Merit Diploma:

Nineteen percent of the 2016-17 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.

### Parent Engagement:

LEA continued its effort on The Parent Leadership Involvement and Leadership Model, entitled, "Poder de los Padres", whereby parents were 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 the 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.

## REVIEW OF PERFORMANCE

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

### Student Retention/Graduation:

The LEA's student retention increased from 86% to 90% between 2015-16 and 2016-17, respectively. Likewise, graduation rates increased from 91% to 92% during the same time period.

### Summer Bridge Program:

The LEA sponsored a Math Summer Institute for all incoming 9th-grade students; it focused on pre-algebraic content to prepare freshmen for Algebra I in Fall 2016. The pre-math, "Measures of Academic Progress (MAP)", assessment was administered at the beginning of the 2016 summer math program followed by a post-test at the beginning of the school year. When the LEA compared the 2015-16 9th-grade student cohort, that did not participate in the summer math program, against the 2016-17 9th-grade student cohort who did attend the 4-week summer math program, the LEA found a 2 point RIT growth average, in the MAP assessment tool. This was a significant finding because the growth reflected the 2015-16 cohort growth, but for the entire academic year! Moreover, when looking at the highest performing subgroup of 9th-grade students, who attended the 2016 summer math program, a 5.6 RIT point growth increase in the Algebra test of the MAP assessment.

### RFEP and Special Education Students:

The MAP platform was used to monitor student proficiency, including subgroups of students, in both Language Arts and Math. The following comparison is of Baseline Growth Data for academic years 2015/16 to 2016/2017, for RFEPs and Special Education students in the areas of Reading and Mathematics.

Student growth from Fall 2016 and Spring 2017, in the area of Mathematics  
Reclassified Fluent English Proficient (RFEP) students showed:

- 52% of students met or exceeded their growth target in Mathematics (an INCREASE of 8%)

Special Education students showed:

- 62% of students met or exceeded their growth target in Reading (an INCREASE of 12%)
- 32% of students met or exceeded their growth target in Mathematics (an INCREASE of 3%)

### Student Grades:

Teachers collaborating and discussing how to best serve students is reflected in the comparison of grade distribution between 2015/16 and 2016/17, as follow:

2015/16 Semester 1 Grades Distribution (As-Cs):	2016/17 Semester 1 Grades Distribution (As-Cs):
86% of grades for students in General Education	85% of grades for students in General Education
69% of grades for students in Special Education	63% of grades for students in Special Education

2015/16 grade distribution by language proficiency:	2016/17 grade distribution by language proficiency:
ELLs: 72% received As-Cs	ELLs: 72% received As-Cs
RFEPs: 90% received As-Cs	RFEPs: 91% received As-Cs

### Seal of Bi-literacy:

The LEA exceeded its Seal of Bi-literacy goal, from 35% to 38.6%.

### College Readiness:

Advanced Placement:

## GREATEST PROGRESS

When reviewing the progress from 2015-16 to 2016-17 in Advanced Placement (AP), the LEA increased its percentage of students passing the AP exam by 5.3% (from 56.3% to 61.6%). In addition, the LEA increased access to AP exams by 134%, compared to 23% increase for the state and a 24% increase globally. In addition, between 2012 and 2016, the LCPA has increased the number of students receiving a score of 3 or higher by 70%, compared to the 19.5% increase for the state and the 22% global increase.

**Early University Program:**

In 2015-16, Ethic Studies and Sociology, Dual Credit Course were offered, 19 and 25 students enrolled respectively in those courses. In 2016-17 student enrollment increased by 30 students during the Fall semester and by 28 students during Spring semester.

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

**STUDENT ACHIEVEMENT:**

**NWEA/MAP Assessment Comparative Results:**

The following comparison is of Baseline Growth Data for academic years 2015/16 to 2016/2017, for ELLs RFEPs, and Special Education 9th and 10th grade students in the areas of Reading, Language Usage, and Mathematics.

**English Language Learners (ELLs) showed:**

- 42% of students met or exceeded their growth target in Language Usage (a DECREASE of 20%)
- 48% of students met or exceeded their growth target in Reading proficiency (a DECREASE of 4%)
- 38% of students met or exceeded their growth target in Mathematics proficiency (no change)

**Reclassified Fluent English Proficient (RFEP) students showed:**

- 58% of students met or exceeded their growth target in Language Usage (a DECREASE of 4%)
- 61% of students met or exceeded their growth target in Reading (a DECREASE of 8%)

**Special Education students showed:**

- 40% of students met or exceeded their growth target in Language Usage (a DECREASE of 23%)

**SBAC Assessment:**

Met proficiency in ELA: 54%

Met proficiency in Math: 22%

When reviewing SBAC proficiency targets, there was a growth of 4% among English Language Learners in English Language Arts; however, though the IFEP population showed a significant growth of 80%, the growth of the RFEP population decreased by 4%.

In mathematics, ELLs showed a 12% increase towards achieving standard proficiency; but no ELLs met the standard. There was a 2% decrease of RFEPs who did not meet the standard.

In addition, 38% of Special Education students did not meet the Reading target, 60% did not meet the Language Usage component, and 68% did not meet math fluency.

**Steps to Improve: (2016-17 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 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.

## **GREATEST NEEDS**

- 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 January 31, 2017 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: (2017-18 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: (2017-18 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: (2017-18 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: (2017-18 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: (2017-18 Goal 2)

In terms of professional development, teachers will receive 4 full days beginning summer 2017 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. (2017-18 Goal 2)

**Data Tools/Processes:** (2017-18 Goal 3)

At the January 31st, 2017 Townhall 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 test 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.

In looking at high school graduation and A-G completion, the LEA experienced a 8% dip in A-G eligibility during the 2016-17 when compared to the previous academic year:

2015-2016	2016-17
A-G Completion: 69%	A-G Completion: 61%

The decrease was due to unforeseen changes in personnel mid-year and a lack of consistency in student assessment. With this in mind, LEA has developed a well-defined on-boarding (New Teacher Bootcamp) process. It is a new teacher monitoring program that supports all faculty to successfully adopt the LEA's curricular approach from the start. In addition, Academic Counselors will provide services to freshmen thru seniors to ensure that early and consistent check-ins will support both parents/students in early communication, as well as a comprehensive approach to tutoring and successful completion of A-G requirements. (2017-18 Goal 3)

**RADUATION & STUDENT ENGAGEMENT:** (2017-18 Goal 1)

In order to increase student retention and graduation rate, the LEA will focus on increasing its daily average attendance. During the 2016-17 school year, the cumulative attendance rate and chronic absenteeism remained at 96% and 16%, respectively. As a result, during the 2016-17 second semester, the LEA began revising the advisory model to make a more purposeful and focused system of monitoring student grades, attendance, and A-G eligibility. Consequently, it became obvious for the LEA to develop a plan that targets cumulative attendance rate and chronic absenteeism by focusing on updated attendance protocols. It will focus on these two indicators as a way to supporting student academic success by revisiting and updating attendance protocols and by having academic counselors, the parent coordinator, and administrators work closely with students to minimize truancy.

**PARENT ENGAGEMENT:**

LEA does not have a meaningful and systemic process to involve its stakeholders, such as a school-wide stakeholder survey that aligns with the LCAP's 8 priorities. The survey will be developed and distributed LEA-wide during Fall 2017. Moreover, at the March Town Hall meeting, it was agreed to have a parent engagement goal in order to be more focused on supporting this state priority. As a result, Goal #4 was added next year's plan.

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

The table below indicates SBAC results for 2015-16 and 2104-15, as it indicates, there was a growth of 4% among English Language Learners in English Language Arts, and the growth of the RFEP population decreased by 4%.

In mathematics, ELLs showed a 12% increase towards achieving standard proficiency; but no ELLs met the standard. There was a 2% decrease of RFEPs who did not meet the standard.

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 parents, teachers, and administrators, at the January 31, 2017 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:

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

**Year-Round ELA & ELD Support: (2017-18 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: (2017-18 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.

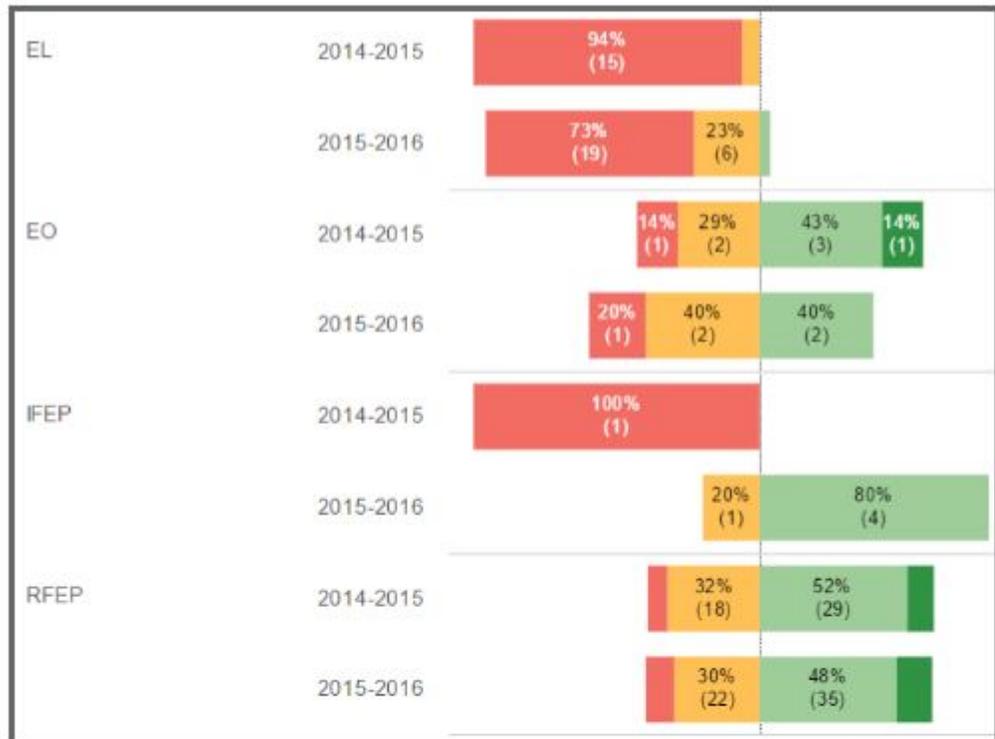
## PERFORMANCE GAPS

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

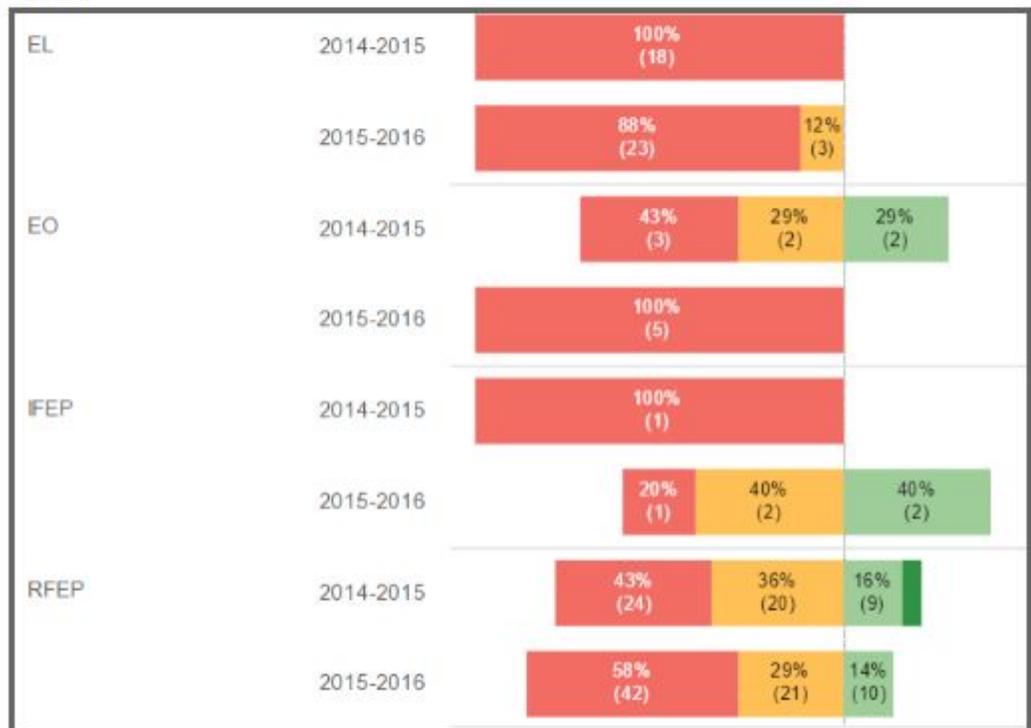
In collaboration with THFE, the LEA will develop a comprehensive ELL Handbook to ensure that the performance gaps for both ELLs and RFEP students are quickly and effectively addressed in order to support these students.



**ELA**



**MATH**



**INCREASED OR IMPROVED SERVICES**

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

**BUDGET SUMMARY**

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$711,383.00

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

\$	Total Projected LCFF Revenues for LCAP Year
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# Annual Update

LCAP Year Reviewed: 2016-17

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	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input type="checkbox"/>	4	<input checked="" type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Increase graduation rate to 96%  
 Decrease dropout rate to 4%  
 Attain an overall TEN Score in the feedback loop for the teaching quality "supports students outside of class" of 9.0

#### ACTUAL

LEA increased the graduation rate by 1% in the 2016-17 school year.  
 Dropout rate remained the same from previous year at 8%  
 LEA received an 8 score in the teacher quality "supports students outside of class" in the TEN Survey  
 LEA increased student retention by 4%

### ACTIONS / SERVICES

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

#### Action 1

Actions/Services

**PLANNED**  
 Action 1.1 To increase academic and social success of 9th grade students by requiring students to participate in a Summer bridge program.

**ACTUAL**  
 Action 1.1  
 All incoming 9th graders were expected to attend a one-week summer bridge program whereby freshmen students were given the opportunity to become familiar with the school culture, academic and college expectations, college field trips, and social opportunities.

[Empty box for description]

In addition, 9th graders were expected to attend a 4-week Summer Math Institute, whereby students were prepared for Algebra 1. Eighty-five percent of students attended the entire program.

In an effort to increase high school graduation 10-12-grade students in need of recovering credits had the opportunity to enroll in summer courses. Students had an opportunity to enroll in dual credit courses partnered with a local community college. In Summer 2016 those courses included 2 math courses and an elective course offering that would provide high school credit and college credit upon successful completion. Additionally, students were given the opportunity to participate in Cyber High. (Cyber High is a college approved online course completion program, which also supports A-G eligibility and allows students to recover deficit credits in any subject area.) Two Cyber High sessions were offered in the summer of 2016 and one session continued throughout the fall and spring semesters for any student below credits.

Through the Family College Success Center (FCSC) all LEA students were given the opportunity to enroll in the "Mapping My Future" course. This course allows students to recover their credits after school hours from 4 p.m. to 8 p.m.

Expenditures

**BUDGETED**  
 Summer School (Field Trips and other Resources) 0001-0999: Unrestricted: Locally Defined Other \$8,000  
 Summer School Teachers and Staff 0001-0999: Unrestricted: Locally Defined Other \$17,000

**ESTIMATED ACTUAL**  
 Summer School (Field Trips and other Resources) 0001-0999: Unrestricted: Locally Defined Other \$21,277.06  
 Summer School Teachers and Staff 0001-0999: Unrestricted: Locally Defined Other \$23,595.06

Action

**2**

Actions/Services

**PLANNED**  
 Action 1.2 Institute a more effective and positive approach to academic discipline through the implementation of Response to Intervention support during enrichment period.

**ACTUAL**  
 Action 1.2  
 Administration determined that Restorative Justice was a better match for the LEA at this time. Teachers received training on Restorative Justice on 8/3/16. In addition, a complementary program was integrated into this component by including a character development program suited for our student population. The "Joven Nobles" component allowed

		<p>for a strong connection among all members of our student community. In order to effectively build capacity, the LEA established a "Trainer of Trainer" model whereby all teachers were trained and received support as needed.</p>
Expenditures	<p><b>BUDGETED</b>                  Teacher Salaries 1000-1999: Certificated Personnel Salaries Certificated teacher salaries \$150,000                   Support Staff Salaries 1000-1999: Certificated Personnel Salaries Title I \$22,000</p>	<p><b>ESTIMATED ACTUAL</b>                  Teacher Salaries 1000-1999: Certificated Personnel Salaries Certificated teacher salaries \$167,526                   Support Staff Salaries 1000-1999: Certificated Personnel Salaries Title I \$17,166.22</p>

Action **3**

Actions/Services	<p><b>PLANNED</b>                  Action 1.3                  To increase communication between parents and school</p>	<p><b>ACTUAL</b>                  Action 1.3                  Communication between parents and school is facilitated within a school-wide team, includes recruitment, site administration, academic counselors, and parent coordinator in an effort to increase communication within the school community.</p> <p>At the onset of enrollment or at the beginning of the school year, a parent welcome along with other orientation meetings are calendared throughout the year, in order for parents to understand school policies and expectations, parent orientations by grade level were held prior to the beginning of school.</p> <p>Throughout the year, the director and parent coordinator facilitate monthly activities that engage the parent community. This school site team also includes the parent leadership and the Foundation's "Poder de los Padres" component.</p> <p>The purpose of this partnership is to empower, provide and gather information and ideas to and fro our parent and school community. In addition to the topics previously suggested, the parent coordinator facilitated workshops that included new and old topics, of the information that parents requested. Topics and activities included: the Dream Act, FAFSA, goal setting, dealing with stress, social media, alcohol and drugs, healthy relationships, time management, A-G requirements and college admission, finding the right college, transcript</p>
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review and college systems, and an overnight parent college field trip. Concurrently, these topics were discussed during weekly advisory periods with students.

The school-wide management system, Schoology, is used as the school's electronic community platform, which allows parents to access teachers, monitor grades, track homework assignments, monitor attendance and discipline, and learn about the school activities taking place. In those parents meetings, parents are registered to access this system and monitor student's course progress and interact with teachers.

To provide parents communication regarding the students 4-year academic learning plan and the transition to college parents can access Family Connect on the online Naviance platform. At the 9th grade year, students are registered in the system and complete a learning profile that outlines their interests and academic goals. Throughout the 10th-12th grade parents and students have access to Parent Connect and can view student interest, high school courses, progress through graduation as well as view as college and careers that the student has explored. This format allows the LEA to retain students and support graduation rates.

In our partnership with the Hispanic Foundation of Silicon Valley through the Family College Success Center students are offered full credit courses, course modules for "Mapping their Future". These courses are credit-transferable. This allows students to explore consideration for college while maintaining high school graduation requirements. Additionally, parent workshops are provided during the evenings and Saturdays. The purpose of these workshops is to educate the parent community in topics that support their understanding of high school and college requirements.

In the process of meeting with stakeholders at the January 31st and March 28th, 2017 Townhall meeting, it became evident that LEA does not have a meaningful and systemic system to involve its stakeholder, such as a school-wide stakeholder survey. In addition, the parents discussed

		having a separate goal for Parent Engagement. As a result, Goal 4 has been added to the 2017-18 school year.
Expenditures	<b>BUDGETED</b> Parent Coordinator Salary 2000-2999: Classified Personnel Salaries Title I \$50,000 Support Staff Salary 2000-2999: Classified Personnel Salaries Supplemental \$32,000	<b>ESTIMATED ACTUAL</b> Parent Coordinator Salary 2000-2999: Classified Personnel Salaries Title I \$48,708 Support Staff Salary 2000-2999: Classified Personnel Salaries Supplemental \$34,332.45

Action **4**

Expenditures	<b>PLANNED</b> Action 1.4 Increase collaboration among faculty and staff	<b>ACTUAL</b> Action 1.4 In order to increase student retention and graduation rates, the LEA, along with the parent and student community have identified priority areas in instruction using the TEN survey.
	<b>BUDGETED</b> Administrators, and Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$100,000 Professional Development (TEN Initiative) 5800: Professional/Consulting Services And Operating Expenditures Other \$6,500	<b>ESTIMATED ACTUAL</b> Administrators and Teacher Salaries 1000-1999: Certificated Personnel Salaries Title I \$85,825 Professional Development (TEN Initiative) 5800: Professional/Consulting Services And Operating Expenditures Other \$6,700

**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.

**Action 1.1**  
A pre/post math MAP assessment was given to all incoming 9th graders. Freshmen attended a summer program whereby they learned pre-algebraic content in preparation for Algebra I during Fall 2016. The post assessment was administered at the beginning of the school year. When we compared the 2015-16 9th grade cohort, that did not participate in the summer math program with the 2016-17 9th grade cohort, who did attend the 4-week program, we found that the 2016-17 cohort had a 2 point average growth in the MAP assessment, which reflected a similar growth for the 2015-16 cohort, but for the entire academic year!

The Family College Success Center (FCSC) is designed to improve the quality of life for Silicon Valley Latinos and the prosperity of the region by increasing the number of Latino students that excel in high school, enter and graduate from college. The FCSC serves as a resource hub for Latino families to increase educational opportunities for Latino students. It is a “one-start-center” for college aspiring middle and high school students and their parents to obtain college access information, advice, guidance, workshops, and on-line resources.

The FCSC's major objectives are to: contribute to higher high school graduation rates; improve college readiness, increase student and parent knowledge about the college journey, increase numbers of students attending college; increase college graduation rates, and increase the number of Latinos employed in the high tech industry.

#### Action 1.2

Beginning with the 2014-15 school year, the LEA introduced Restorative Justice (RJ) practices to their administrative team. The purpose of implementing a restorative justice approach to discipline at LCPA was to shift the manner in which discipline was implemented. The school focused on having staff and students engage in restorative justice and progressive discipline approaches. The restorative approach focused on methods such as talking to students proactively, adjusting lessons, and alternating assignments as possible approaches. In addition, Progressive Discipline focused on methods such as assigned student seating, detention, and calling parents. The program helped faculty to better build relationships with students to keep them engaged in positive relationships in and outside the classroom.

Upon receiving the training, the administrative team shared the program with its staff. As a result, both teachers and staff agreed to integrate the Restorative Justice approach as part of the school's discipline's plan. However, because Respond to Intervention (RTI) was being piloted by another cohort of teachers, both programs continued during the 2015 - 2016 academic year. At the beginning of the 2016-17 school year, the administrative team met, looked at how to best implement a cohesive discipline program, and agreed to solely focus on the Restorative Justice program as their discipline plan for the 2016-17 school year and thereafter.

With this in mind, the LEA will continue to build capacity, by providing ongoing staff development and Restorative Justice support to its staff until it becomes part of the fabric of the school. This component is key because classroom teachers' key role is to become a facilitator of restorative circles amongst their students, while the administration and staff serve as a resource for the teachers whenever they needed support in facilitating or communicating with students.

In addition, the LEA established a Joven Nobles program, which is a youth development, support, and leadership enhancement program that provides a process, and a vehicle, for the continued "rites of passage" development of youth, ages 10-24. It recognizes that youth need other men/women, their family, and community to care for, assist, heal, guide, and successfully prepare them for true manhood/womanhood.

The program incorporates an approach and curriculum that are based on the belief that rooted in every culture, there are protective teachings, traditions, and expectations that can assist young men/women across their "rites of passage" bridge. At its base, the Joven Noble Program incorporates the indigenous, culturally-rooted concept of "El Joven Noble" or the Noble Young Man/Woman and the value of developing and maintaining one's sense of "Palabra" (Credible Word). In addition, it is believed that in order for youth to be able to develop in this way, they must have positive living examples in their lives as guides, teachers, counselors, elders, and supporters. With this in mind, it is the eventual goal of the program to employ and/or incorporate young men and women from the community who have gone through the teachings and have been mentored and trained to deliver direct presentations.

Each participant is guided progressively through the phases, providing additional teachings with more responsibility. The four-phase process includes:

Phase I Life Skills Development (Jovenes con Palabra 10-Session Format)

Phase II Cultural Identity Development

Phase III Circle of Health and Life Character Development

Phase IV Leadership/Community Service Development

#### Action 1.3

Communication between school and home needs to be structured around a collaborative team approach. That not only engages parents in school activities but monitors the academic progress of students and aligns parentship resources with the goal of connecting parents to school.

Parent orientations, by grade level, were conducted to help parents understand school policies and expectations. In addition, monthly principal meetings were held with the parent community. The purpose of these meetings was to empower, provide and gather information and facilitate workshops that supported parent/student relations, school/home communication, and college information.

In addition, through the usage of the Naviance planning tool, students and their parents can:

- Understand college possibilities
- Explore high school specific college admissions stats
- Match to best-fit colleges
- Identify ideal college majors

#### Action 1.4

TEN was used as a tool to measure school climate, priorities, and the staff's ability to build relationships. Though TEN had its limitations on collecting stakeholder feedback, TEN allowed the LEA to respond to changing concerns of the community year-to-year. TEN aligns to the first LCAP goal, "raising student retention and graduation rates" because the tool correlated closely with a stakeholder's sense of belonging within a school community.

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

#### Action 1.1

LEA found that the lowest-performing subGROUP in the 2016-17 9th-grade cohort benefited the most from the summer math intervention. For these students, we found a 3.0 RIT score growth on the MAP. However, though there was an increase in overall student performance, there is more room for growth. Nevertheless, when looking at the highest performing subgroup of the 2016-17 9th-grade cohort, their growth in the Algebra test of the MAP assessment was a 5.6 RIT point increase!

The FCSC is an additional opportunity for students and it develops a college-going attitude on campus.

#### Action 1.2

The LEA's Restorative Justice approach, coupled with the integration of Joven Nobles Program, demonstrated a successful approach to discipline as evidenced by: 1. maintaining a 0% expulsion rate, 2. maintaining the sharp decrease of student dropout rate of 15% from the 2014-15 school year, to the current 3% decrease experienced during the 2016-17 school year, and a decrease of 4.96%% in the

number of student suspensions. At the March 28th Town Hall meeting, parents suggested that there be clearer rules, limits, and consequences for students.

**Action 1.3**

Structuring a collaborative team approach at the school site effectively aligns the community, the school and the school's ability to provide additional resources to families and students who need special services. However, due to attrition with the parent coordinator role, parents expressed the importance of communicating changes of roles and services.

The parent coordinator was a key player in ensuring that parents were invited to the various meetings and workshops, as well as to ensure that they were informed on school related activities. In addition, Schoology was used as the school's electronic community platform, which allowed parents to access teachers, monitor grades, track homework assignments, monitor attendance and discipline, and learn about the school activities taking place. However, parents expressed their frustration with this platform. They did not find it user-friendly.

However, it became clear during the Townhall meetings of January 31st and March 28th, 2017 that the LEA did not have a meaningful and systemic system to seek the input of all of its stakeholders, such as a school-wide stakeholder survey. In addition, parents expressed that academic opportunities, such as tutoring are missed by students because of a lack of communication between home and school.

In order to provide a less cumbersome effort to parents and students, the LEA serves its constituents through Naviance. Naviance is a college planning tool that helps match students to colleges based on students' interests and goals. It also compares admissions rates at students' top college choices. Through Naviance, students and families make informed decisions on their best-fit higher education institution.

**Action 1.4**

Since the LEA did not meet Goal 1, it will focus its efforts on a comprehensive approach to ensuring that best practices are fully instituted across the board. With this in mind, the LEA will assign cross-curriculum faculty to serve as TEN liaisons for the 17-18 academic year. The purpose is to support their colleagues with the usage of the TEN platform as well as to build capacity in capturing feedback from all stakeholders.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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.

#### Action 1.1

In order to bridge the skills gap needed for those students that struggle in the summer math intervention program, LEA began creating a supplemental math course, during the 2016-17 school year, to be implemented in the upcoming 2017-18 school year, which will focus on reinforcing basic math skills and pre-algebra skills in order to provide a bridge to the Algebra I course. This would ensure that all 9th-grade students will have access to 9th-grade math curriculum. The effectiveness of the program will focus on a systemic process where students are identified, assessed on a 4-6 week interval, and where ultimately, they will be successfully exited from the supplemental course once math proficiency has been met.

Develop a more seamless implementation and communication process between FCSC and the Academic Department in order to maximize resources to increase retention and graduation.

#### Action 1.2

The LEA fully implemented both the Restorative Justice Program and the Joven Noble Program, it experienced a 20% increase in student retention; however, it is clear that we have to offer ongoing PD to staff to continue to offer circle training at the beginning, middle and end of the year in order to clearly monitor progress.

In addition, it is clear that it needs to address the cumulative attendance rate and chronic absenteeism. the LEA plans to focus on following up with the current attendance protocols and by having academic counselors, the parent coordinator, and administrators work closely with students to support them attending school on a daily basis. The LEA is revising the advisory model to make a more purposeful and focused system of monitoring student grades, attendance, and A-G eligibility. This plan is addressed in Goal 1 for the upcoming school year.

#### Action 1.3

LEA will check into Schoolloop. PAC agreed to add a 4th goal into the LCAP where it is solely focused on Stakeholder engagement. The purpose of this goal would be to support parents in areas where they might have little expertise, such as college field trips. PAC suggested the possibility to allowing parents to attend college field trips so that they can better understand how the system works.

Parents expressed their frustration with Schoology, they did not feel it was user-friendly. They suggested Schoolloop which has its own app. In addition, they would like to increase parent participation by offering computer skill classes around topics such as Word, email access, SIS.

#### Action 1.4

Five cross-curriculum teachers will serve as TEN liaisons for the 17-18 academic year. These individuals will receive additional training in an effort to help build their capacity with the platform. This next year, use of TEN will commence immediately at the start of the year, along with a comprehensive effort to capture family responses. In addition, LEA will also implement a direct "Stakeholder" survey, to better support the effective implementation of LCAP goals.

# Annual Update

LCAP Year Reviewed: 2016-17

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

<b>Goal 2</b>	Increase Math, Spanish and English Language Arts proficiency for all students
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input checked="" type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

Increase the percentage of students that meet or exceed growth targets on the ELA section of NWEA/MAP by 4%  
 Increase the percentage of students that meet or exceed growth targets on the Math section of NWEA/MAP by 4%  
 Increase the percentage of students who earn the Seal of Biliteracy to 35%  
 Attain an overall TEN Score in the feedback loop for the teaching quality "motivate student learning" of 9

### ACTUAL

58% of students that met or exceeded growth targets on the Reading section of NWEA/MAP (a 7% increase) MET TARGET Goal  
 52% of students that met or exceeded growth targets on Language Usage of NWEA/MAP (a 10% decrease)  
 47% of students that met or exceeded growth targets on the Math section of NWEA/MAP (a 3% increase)  
 38.6% of students earned the Seal of Biliteracy  
 LEA received a 7.6 in the TEN Survey

## 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.

<b>Action 1</b>	<p><b>PLANNED</b>                  Action 2.1                  To increase teacher and staff partnerships with all students</p>	<p><b>ACTUAL</b>                  Action 2.1                  Teachers met with students, during the weekly advisory period, to provide a 1:1 check-in support for assignments, college information, tutoring and health service referrals.</p>
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<p>Expenditures</p>	<p><b>BUDGETED</b>                  Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$2,000                  Curriculum Materials 5800: Professional/Consulting Services And Operating Expenditures Concentration \$500</p>	<p>The TEN tool was used to measure the collaboration among faculty and staff.</p> <p><b>ESTIMATED ACTUAL</b>                  Teacher Salaries 1000-1999: Certificated Personnel Salaries Supplemental \$2,125                  Curriculum Materials 5800: Professional/Consulting Services And Operating Expenditures Concentration \$250</p>
<p>Action <b>2</b></p> <p>Actions/Services</p>	<p><b>PLANNED</b>                  Action 2.2 Make sure all students meet 5 out of 6 PFT requirements and complete one year P.E. (Rationale- Correlation between rest results and CSTs—Add to Swap)</p>	<p><b>ACTUAL</b>                  Action 2.2                  LEA determined that it is not an action that demonstrates proficiency to goal #2</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  PE Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$5,000</p>	<p><b>ESTIMATED ACTUAL</b>                  P.E. Teacher Salary 1000-1999: Certificated Personnel Salaries Supplemental \$30,438</p>

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

**Action 2.1**  
 During the summer program, grade level advisory leads, an associate principal, and the advisory coordinator met to develop the Advisory Modules for the academic year. Also in the summer, the math summer bridge teachers, met weekly on Fridays for 4-hour collaboration, during the 5-week summer bridge math program. During this collaboration time, teacher assessed student work and developed lessons that were engaging, interactive and met the needs of struggling learners.

During the academic school year, the math lead teacher participated in a Foundation-wide Learning Leadership Team which met three times during the school year. The purpose of this meeting was to develop student-centered projects that supported and incorporated the 9th-grade summer bridge math initiative.

Spanish department attended a monthly Foreign Language program, at Stanford University, sponsored by the Bay Area Foreign Language Program, which supported the development interactive engaging projects in Spanish, at every grade level.

TEN was used as a tool to measure school climate, priorities, and the staff’s ability to build relationships. Though TEN had its limitations on collecting stakeholder feedback, TEN allowed the LEA to respond to changing concerns of the community year-to-year. TEN aligns to the second LCAP goal, "raising ELA and

Math proficiency” because the quality of student-teacher relationships correlates closely to their proficiency in content areas.

Action 2.2

LEA determined that it is not an action that demonstrates proficiency to goal #2

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

Action 2.1

INSERT on TRACK CREDIT per grade level

Action 2.2

LEA determined that it is not an action that demonstrates proficiency to goal #2

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

PE teacher salary was not properly calculated. In 2017-2018 action item will not be included as per goal modifications.

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.

Action 1.2

LEA will provide grade level teams the data necessary to review student outcomes and proficiency, at each grading period by levels during weekly collaboration meetings.

Five cross-curriculum teachers will serve as TEN liaisons for the 17-18 academic year. These individuals will receive additional training in an effort to help build their capacity with the platform. This next year, use of TEN will commence immediately at the start of the year, along with a comprehensive effort to capture family responses. In addition, LEA will also implement a direct “Stakeholder” survey, to better support the effective implementation of LCAP goals.

Action 2.2

LEA determined that it is not an action that demonstrates proficiency to goal #2

# Annual Update

LCAP Year Reviewed: 2016-17

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

Increase the percentage of students that meet the A-G requirements

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Increase the number of students successfully completing AG requirements to 70%  
 Maintain 100% teacher participation in CCSS Professional Development for teachers in ELA, Math, and Science (NGSS). Attain an overall TEN Score in the feedback loop for the teaching quality "Prepares Students for College" 9.0

#### ACTUAL

- 61% of all students successfully completed A-G requirements
- LEA increased student participation in Early University by 71 students
- LEA increased student participation in Dual Credit Courses by 30 students in the fall and 28 students in the spring
- LEA increased its students passing the AP exam by 5.3%
- Teachers received individualized PD to meet their instructional practices and learning goals, which are aligned to CCSS
- 75% of Math teachers attended CPM's professional development
- No Science teachers attended due to the NGSS State Framework not being yet released
- LEA received a 7.9 in the TEN Survey

### ACTIONS / SERVICES

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

Action **1**  
 Actions/Services

PLANNED

ACTUAL

Action 3.1 Provide PD for all teachers on CCSS and NGSS. All teachers to participate in PLC groups and meetings.

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**BUDGETED**  
 CCSS PD 5000-5999: Services And Other Operating Expenditures Concentration \$5,000  
 BTSA Mentor 1000-1999: Certificated Personnel Salaries Title III \$22,000  
 NGSS PD 5000-5999: Services And Other Operating Expenditures Other \$2,000

Action 3.1  
 LEA provided professional development training to all teachers, based on individual goals, school goals, and the needs of students based on recent student data, (8/1, 8/2, 9/19, 11/6, 11/22/16, 1/9, 1/23, 3/13, 4/3, and 6/5/17) and teachers participated in monthly department PLC grade levels and meetings. Additional CCSS professional development is needed to fully meet this goal. Instructional materials and software programs (Mango and Edge) were purchased to support the ELD program.

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**ESTIMATED ACTUAL**  
 CCSS PD 5000-5999: Services And Other Operating Expenditures Concentration \$5,453  
 BTSA Mentor 1000-1999: Certificated Personnel Salaries Title III \$20,375  
 NGSS PD 5000-5999: Services And Other Operating Expenditures Other 0

Expenditures

Action **2**

Actions/Services

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

---

**BUDGETED**  
 EUC Early University Program 5800: Professional/Consulting Services And Operating Expenditures Other \$10,000

**ACTUAL**  
 Action 3.2  
 Participation in the Early University Programs, such dual enrollment classes and AP courses

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**ESTIMATED ACTUAL**  
 EUC Early University Program 5800: Professional/Consulting Services And Operating Expenditures Other \$6,792

Expenditures

Action **3**

Actions/Services

**PLANNED**  
 Action 3.3 Increase the number of students who participate in the A-G requirements

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**BUDGETED**  
 Counselor's (2) Salary 0001-0999: Unrestricted: Locally Defined Other \$120,000

**ACTUAL**  
 Action 3.3  
 Guidance counselors met with students in their A-G requirement efforts

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**ESTIMATED ACTUAL**  
 Counselor's (2) Salary 0001-0999: Unrestricted: Locally Defined Other \$154,807

Expenditures

Action **4**

<p>Actions/Services</p>	<p><b>PLANNED</b>  <b>Action 3.4</b>                  Meet or exceed state growth targets on CAHSEE and SBAC assessment.</p>	<p><b>ACTUAL</b>  <b>Action 3.4</b>                  CAHSEE = no longer available                   SBAC Assessment::                  Met proficiency in ELA: 54%                  Met proficiency in Math: 22%                   RFEPs: 1.3%</p>
<p>Expenditures</p>	<p><b>BUDGETED</b>                  Staff salaries (teachers, admin., clerical) 1000-1999: Certificated Personnel Salaries Concentration \$22,5000</p>	<p><b>ESTIMATED ACTUAL</b>                  Staff Salaries (Teachers, Administration, Clerical) 1000-1999: Certificated Personnel Salaries Concentration \$36,000                  ELD Support (Mango &amp; Edge) \$1,500</p>

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

**Actions 3.1:**  
 LEA provided professional development training to al teachers, based on individual goals, school goals, and the needs of students based on recent student data rather than the on-going CCSS aligned training that had taken place in the last two academic years (2014-15 and 2015-16).

**Action 3.2:**  
 LEA met goal as follow:  
 2015-16 Enrollment of AP Courses: 166 students  
 2016-17 Enrollment of AP Courses: 237 students

In 2015-16, Ethic Studies and Sociology, Dual Credit Course were offered, 19 and 25 students enrolled respectively in those courses. In 2016-17 student enrollment increased by 30 students during the Fall semester and by 28 students during Spring semester!

**Action 3.3:**  
 Academic Counselors met with 11th and 12th-grade students to support them in meeting A-G requirements

**Action 3.4**  
 SBAC Assessment:  
 ELA: 54% of students met or exceeded standards  
 Math: 22% of student met or exceeded standards

RFEPs: 1.3%

Because LEA accepts transfer and incoming 8th-grade students, below are the data showing the number of years as English Language Learners:

2014-2015	2015-16	2016-17
Long-term 6 years ++ :	61 students	18 students
		14 students

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

**Actions 3.1:**

Due to attrition and levels of classroom CCSS implementation, additional CCSS professional development will be formally scheduled for the upcoming school year.

**Action 3.2:**

2015-16 Enrollment of AP Courses: 166 students

2016-17 Enrollment of AP Courses: 237 students

In addition, 69 seniors enrolled in "Expository Reading and Writing Course" (ERWC), a college preparatory, rhetoric-based English language arts course designed to develop academic literacy (advanced proficiency in rhetorical and analytical reading, writing, and thinking) and 26 students enrolled in Honors English.

**Dual Credit Courses:**

2015-16 Enrollment: 34 students

2016-17 Enrollment: 49 students during Fall semester; 53 students during Spring semester

In addition, the LEA's efforts to focus on college and career readiness, during the 2016-17 school year, was reflected on the Advance Placement (AP) Pass rates:

Testing Year:	2015	2016
Total AP Students:	144	164
AP Students with Scores 3+	81	101
% of Total AP Students with Scores 3+	56.3%	61.6%

When reviewing scores within California and globally, the data reflects that between 2012 and 2016, LCPA has increased access to AP exams by 134%, compared to 23% increase for the state and a 24% increase globally. In addition, between 2012 and 2016, LCPA has increased the number of students receiving 3s by 70%, compared to 19.5% increase for the state and a 22% increase globally.

**Action 3.3:**

Two issues contributed to a decrease of 8% of students meeting A-G: There were unforeseen changes in personnel in mid-year, which created a lack of consistency in assessment and in the support of long-term substitute teachers. In addition, though Academic counselors met with 100% of Juniors and Seniors throughout the year, they did not meet with 9th and 10th graders.

Action 3.4:

ELA/Math:

ELA proficiency rate has outpaced the Math proficiency rate due: 1) implementation of a comprehensive approach in that content area, 2) retention of ELA teachers. As a result, ELA, content teachers follow the Reading and Writing Initiative (RWI) which establishes a framework for research-based writing and the scaffolded development of language acquisition. All teachers in ELA content areas (including related disciplines like Social Science) have implemented this approach. The implementation of this cohesive method of writing, along with the consistency in staffing has allowed students to see greater gains on standardized tests. However, within the Math department, for the last 3 years, LCPA has lost between 25%-50% of its department. Consequently, more emphasis will be placed on the recruitment and retention of 75% of the new math teachers who will be hired in the upcoming school year.

RFEPs:

Redesignations have been declining in the past few years as shown below. The lower reclassification rate can be attributed to 1) more accurate tracking of RFEPs in CALPADS and 2) a change in the reclassification criteria. The first reason affects the rate by not classifying students as ELLs when they change schools or districts, which was a common practice in years past due to a lack of reclassification paperwork trail. The second reason largely speaks to the implementation of NWEA MAP scores. This nationally normed test is the criteria most students struggle to meet.

2013-14:	2014-15:	2016-17
24.5%	15.5%	1.3%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Mango was a platform that was not initially projected when the LCAP was created in 2015-16

Counselors salaries were higher then 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.

3.1-3.2

Given the great disparity between ELA and Math proficiency, the LEA will provide staff-wide professional development on promoting literacy as well as more training in ELD. A PD focus on literacy will help all teachers better align curriculum with CCSS and better support EL students acquire critical skills needed to demonstrate proficiency in CCSS. In addition to these trainings, ELA faculty are also developing a roadmap of skills and understandings as well as an ELA proficiency exam. This should allow ELA content practitioners to push our students further in their acquisition of skills.

The Math Department will attend multiple professional developments for College Preparatory Mathematics (a CCSS math framework) throughout the 17-18 academic year to ensure that all these teachers implement a CCSS approach to teaching Math content that incorporates literacy. Science teachers will also continue to implement the Next Generation Science Standards and will attend additional trainings as the Framework is rolled out by the State. Finally, LCPA uses digital assessment platforms that track

proficiency on CCSS standards. These benchmarks will serve as another lens with which to view our ability to implement CCSS, and if these approaches to teaching are helping students master content.

Because 75% of the math department will be new hires and because CPM (College Preparatory Mathematics) will continue to be piloted, a focused CPM training efforts are planned to take place during the next three years. In addition to providing ongoing Professional Development for teachers, a math support class will be offered to help students with the necessary math concepts so that they may successfully transition into high school math.

This support class will be taken concurrently with their Math I class to ensure that they don't fall behind and their understanding of the content is enhanced. Thirdly, our Math department head (along with the help of college professors and content area consultants) is developing a proficiency exam to better assess where students are in the Math content area so that they are placed intelligently and appropriately in proper classes when they enter LCPS. Previously there has been no consistent process or measure to accomplish this. Fourth, a "roadmap" is being developed which clearly articulates what skills and understandings students must possess in each math content class before progressing to the next course. This will better enable LCPS to onboard faculty and help them to understand what they are responsible for in a given level of Math content.

As a result, administrators will also take a more active role in providing feedback to teachers as they implement PD-related lessons. These actions/services can be found in Goal 2 of 2017-18 school year.

### 3.3

In order to better support unforeseen personnel changes, within the teaching ranks, the LEA is in the process of developing a defined on-boarding (New Teacher Bootcamp) and new teacher monitoring program in an effort to assist faculty, especially newer teachers, to successfully adopt the school's curricular approach from the start. In addition, a comprehensive tutoring program will be rolled out in the upcoming school year, where students will be able to access college student tutors, cyber high, and summer school classes as a credit recovery option. In addition, the Naviance platform will be made available during the Advisory period to allow students to check A-G eligibility status as needed. Likewise, Academic Counselors will provide services to freshmen thru seniors to ensure that early and consistent check-ins will support both parents/students in early communication.

### 3.4

Goal #2 for the upcoming 2017-18 has been revised to include specific strategies on how to increase reclassification of long-term English learners.

# Annual Update

LCAP Year Reviewed: 2016-17

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

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**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

### 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.

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.



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.



# Annual Update

LCAP Year Reviewed: 2016-17

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 5

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

EXPECTED

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

### 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.

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.



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.



# Annual Update

LCAP Year Reviewed: 2016-17

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 6

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**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

### 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.

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.



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.



# Annual Update

LCAP Year Reviewed: 2016-17

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 7

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**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**

### 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.

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.



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.



# Annual Update

LCAP Year Reviewed: 2016-17

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

<b>Goal 8</b>	
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

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## 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**

## 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.

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



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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.



# Annual Update

LCAP Year Reviewed: 2016-17

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 9	
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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**ACTUAL**

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## 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**

## 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.

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.



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.



# Annual Update

LCAP Year Reviewed: 2016-17

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  
10**

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

**EXPECTED**

**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**

## 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.

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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.



# Stakeholder Engagement

LCAP Year

 2017–18    2018–19    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 (January 31, 2017 and March 28, 2017). 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 23, 2017, 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 (9/7/16, 10/3/16, 11/14/16, 1/17/17, 2/6/17, 3/6/17, 4/3/17, 5/1/17) and PTSA meetings (8/29/16, 9/26/16, 10/31/16, 11/28/16, 12/12/16, 1/20/17, 2/27/17, 3/27/17, 4/24/17, 5/22/17). In addition, site administrators presented the information shared in the March 28th Townhall meeting and solicited input from parents at the Principal's "cafecito" and at the regularly scheduled parent workshops, during the month of April 2017. 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.

DELAC meetings took place on May 24th:

#### The Community-at-Large:

Community members were invited to attend the January 31st and March 28th Townhall meetings. These meetings were held at The Foundation for Hispanic Education, a centralized location for all stakeholders on January 31st and March 28th, 2017. 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 January 31st and March 28th.

#### District/Central Office Staff:

- Monthly Faculty meetings were held at the school site, where input on the development of the LCAP was obtained and agendaized during the months of February, March, and April.
- Central office staff was represented on the District LCAP Committee at the January 31, and March 28, 2017 Townhall meetings
- Site-based department meetings were held on a monthly basis and the LCAP was discussed among teachers in the departments - July 2016 thru June 2017
- The Chief Academic Officer and Vice President held monthly meetings with site directors and the LCAP was periodically agendaized. As a result, the LCAP and its development, including the importance of stakeholder engagement were at the forefront of these meetings. Moreover, at the November 2016 monthly meeting, it was determined to hire a consultant to support the coordination of efforts and direction for each of the Charter schools under its umbrella. Progress reports were also given related to the level of goal attainment during the 2016-2017 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 agendaized
- A Preliminary Review of the draft LCAP was held as an informational item on May 24, 2017
- A Public Hearing on the LCAP was held on June 7, 2017.
- The Charter School Committee adopted the LCAP on June 7, 2017.

#### TEN Survey Results by Constituency Group:

- Parents responding: 6
- Teachers responding: 31
- Administrators responding: 5
- Students responding: 373

## 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.

New
  Modified
  Unchanged

### Goal 1

To increase student retention and graduation rates

State and/or Local Priorities Addressed by this goal:

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

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 Suspension data Chronic absenteeism data Graduation Rate Dropout rate Teacher inservices/workshop: <ul style="list-style-type: none"> <li>Restorative Justice</li> <li>CCSS</li> <li>Data Driven Curriculum Knowledge</li> <li>ELD &amp; SpEd</li> </ul>	Attendance: 95% Retention: 75% Suspension: 1% Chronic absenteeism: 16% Graduation: 92% Drop out: 8% TEN survey: 8	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 to 94% Decrease dropout rate to 7% Attain an overall TEN Score in the feedback loop for the	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 2% Attain an overall TEN Score in the feedback loop for the	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 2% Attain an overall TEN Score in the feedback loop for the

Summer School & student safety net support Stakeholder surveys		teaching quality “supports students outside of class” of 8.1	teaching quality “supports students outside of class” of 8.2	teaching quality “supports students outside of class” of 8.3
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**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:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> English Learners	<input checked="" type="checkbox"/> Foster Youth	<input checked="" type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

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**

New  Modified  Unchanged

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.

**2019-20**

New  Modified  Unchanged

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.

**BUDGETED EXPENDITURES**

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

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

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**

New  Modified  Unchanged

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.

**2019-20**

New  Modified  Unchanged

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.

**BUDGETED EXPENDITURES**

**2017-18**

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

**2018-19**

Amount	\$3,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Restorative Justice P.D.
Amount	\$1,500
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures

**2019-20**

Amount	\$3,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Restorative Justice P.D.
Amount	\$1,500
Source	Base
Budget Reference	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](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners     Foster Youth     Low Income

Scope of Services

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

All Schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

**ACTIONS/SERVICES**

**2017-18**

New     Modified     Unchanged

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**

New     Modified     Unchanged

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**

New     Modified     Unchanged

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**

**2017-18**

Amount	\$164,040
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Academic counselors
Amount	0
Budget Reference	Attendance Protocols
Amount	\$47,060
Source	Base

**2018-19**

Amount	\$170,601
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Academic counselors
Amount	0
Budget Reference	Attendance Protocols
Amount	\$48,942
Source	Base

**2019-20**

Amount	\$174,013
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Academic counselors
Amount	0
Budget Reference	Attendance Protocols
Amount	\$50,411
Source	Base

Budget Reference 2000-2999: Classified Personnel Salaries Attendance clerk

Budget Reference 2000-2999: Classified Personnel Salaries Attendance clerk

Budget Reference 2000-2999: Classified Personnel Salaries Attendance clerk

Action **4**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

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

**2018-19**

New  Modified  Unchanged

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

**2019-20**

New  Modified  Unchanged

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

BUDGETED EXPENDITURES

**2017-18**

Amount \$2,125  
Source Concentration

**2018-19**

Amount \$2,125  
Source Concentration

**2019-20**

Amount \$2,125  
Source Concentration

Budget Reference	1000-1999: Certificated Personnel Salaries Release time for collaboration	Budget Reference	1000-1999: Certificated Personnel Salaries Release time for collaboration	Budget Reference	1000-1999: Certificated Personnel Salaries Release time for collaboration
Amount	\$10,000	Amount	\$10,000	Amount	\$10,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development (TEN Initiative)	Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development (TEN Initiative)	Budget Reference	5000-5999: Services And Other Operating Expenditures Professional Development (TEN Initiative)
Amount	\$1,000	Amount	\$1,000	Amount	\$1,000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Materials, supplies, books	Budget Reference	4000-4999: Books And Supplies Materials, supplies, books	Budget Reference	4000-4999: Books And Supplies Materials, supplies, books

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### 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  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

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: <ul style="list-style-type: none"> <li>37% of all 9th grade students and 58% of all 10th grade students met/exceeded growth targets in Math</li> <li>52% of all 9th grade students and 65% of all 10th grade students met/exceeded growth targets in Reading</li> <li>42% of all 9th grade students and 62% of all</li> </ul>	<ul style="list-style-type: none"> <li>Increase the percentage of students that meet or exceed growth targets on the ELA section of NWEA/MAP by 2%</li> <li>Increase the percentage of students that meet or exceed standards on the Math section of NWEA/MAP by 2%</li> <li>Increase the percentage of students achieving the Seal of Bi-literacy by 1.4%</li> </ul>	<ul style="list-style-type: none"> <li>Increase the percentage of students that meet or exceed growth targets on the ELA section of NWEA/MAP by 2%</li> <li>Increase the percentage of students that meet or exceed standards on the Math section of NWEA/MAP by 2%</li> <li>Increase the percentage of students achieving the Seal of Bi-literacy by .5%</li> </ul>	<ul style="list-style-type: none"> <li>Increase the percentage of students that meet or exceed growth targets on the ELA section of NWEA/MAP by 2%</li> <li>Increase the percentage of students that meet or exceed standards on the Math section of NWEA/MAP by 2%</li> <li>Increase the percentage of students achieving the Seal of Bi-literacy by .5%</li> </ul>

	<p>10th grade students met/exceeded Language Usage growth targets SBAC:</p> <ul style="list-style-type: none"> <li>• ELA 54%; Math 22%</li> </ul> <p>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"</p>	<ul style="list-style-type: none"> <li>• English Language Learners will achieve proficiency in the English language through the school's services and teaching methods</li> <li>• Attain an overall TEN Score in the feedback loop for the teaching quality "motivate student learning" of 7.7.</li> </ul>	<ul style="list-style-type: none"> <li>• English Language Learners will achieve proficiency in the English language through the school's services and teaching methods</li> <li>• Attain an overall TEN Score in the feedback loop for the teaching quality "motivate student learning" of 7.8.</li> </ul>	<ul style="list-style-type: none"> <li>• English Language Learners will achieve proficiency in the English language through the school's services and teaching methods</li> <li>• Attain an overall TEN Score in the feedback loop for the teaching quality "motivate student learning" of 7.9.</li> </ul>
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**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

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

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

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

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$6,000
Source	Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tutoring Services
Amount	\$1,000
Source	Concentration
Budget Reference	4000-4999: Books And Supplies Tutoring related core content materials
Amount	\$2,000
Source	Base
Budget Reference	4000-4999: Books And Supplies EL Achieve
Amount	\$24,000
Source	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Center
Amount	\$2,500
Source	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures EL Achieve PD

**2018-19**

Amount	\$6,000
Source	Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tutoring Services
Amount	\$1,000
Source	Concentration
Budget Reference	4000-4999: Books And Supplies Tutoring related core content materials
Amount	\$2,000
Source	Base
Budget Reference	4000-4999: Books And Supplies EL Achieve
Amount	\$24,000
Source	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Center
Amount	\$2,500
Source	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures EL Achieve PD

**2019-20**

Amount	\$6,000
Source	Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Tutoring Services
Amount	\$1,000
Source	Concentration
Budget Reference	4000-4999: Books And Supplies Tutoring related core content materials
Amount	\$2,000
Source	Base
Budget Reference	4000-4999: Books And Supplies EL Achieve
Amount	\$24,000
Source	Concentration
Budget Reference	1000-1999: Certificated Personnel Salaries Literacy Center
Amount	\$2,500
Source	Concentration
Budget Reference	5000-5999: Services And Other Operating Expenditures EL Achieve PD

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide professional development to support struggling learners with:

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

**2018-19**

New  Modified  Unchanged

Provide professional development to support struggling learners with:

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

**2019-20**

New  Modified  Unchanged

Provide professional development to support struggling learners with:

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

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$3,000

Source Concentration

**2018-19**

Amount \$3,000

Source Concentration

**2019-20**

Amount \$3,000

Source Concentration

Budget Reference 5000-5999: Services And Other Operating Expenditures ELA/ELD PD for teachers

Budget Reference 5000-5999: Services And Other Operating Expenditures ELA/ELD PD for teachers

Budget Reference 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  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

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

**2018-19**

New  Modified  Unchanged

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

**2019-20**

New  Modified  Unchanged

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

BUDGETED EXPENDITURES

**2017-18**

Amount \$75,000  
Source Base

**2018-19**

Amount \$75,000  
Source Base

**2019-20**

Amount \$75,000  
Source Base

Budget Reference 1000-1999: Certificated Personnel Salaries  
ELD Coordinator to monitor progress

Budget Reference 1000-1999: Certificated Personnel Salaries  
ELD Coordinator to monitor progress

Budget Reference 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  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

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

**2018-19**

New  Modified  Unchanged

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

**2019-20**

New  Modified  Unchanged

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

BUDGETED EXPENDITURES

**2017-18**

Amount \$10,000

Source Base

Budget Reference 4000-4999: Books And Supplies

**2018-19**

Amount \$10,000

Source Base

Budget Reference 4000-4999: Books And Supplies

**2019-20**

Amount \$10,000

Source Base

Budget Reference 4000-4999: Books And Supplies

ELD classroom support

ELD classroom support

ELD classroom support

Action **5**

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

[Students to be Served](#)

All  Students with Disabilities

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)

English Learners  Foster Youth  Low Income

[Scope of Services](#)

LEA-wide  Schoolwide OR  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

TEN Surveys

BUDGETED EXPENDITURES

**2017-18**

Amount	\$1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies TEN Surveys

**2018-19**

Amount	\$1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies TEN Surveys

**2019-20**

Amount	\$1,000
Source	Base
Budget Reference	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  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Provide CCSS-math P.D.

**2018-19**

New  Modified  Unchanged

Provide CCSS-math P.D.

**2019-20**

New  Modified  Unchanged

Provide CCSS-math P.D.

**BUDGETED EXPENDITURES**

**2017-18**

Amount

Source

Budget Reference

**2018-19**

Amount

Source

Budget Reference

**2019-20**

Amount

Source

Budget Reference

**Action 7**

Students to be Served  All  Students with Disabilities

OR

[Scope of Services](#)

LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Amount	\$3,000	Amount	\$3,000	Amount	\$3,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Spanish PD	Budget Reference	5000-5999: Services And Other Operating Expenditures Spanish PD	Budget Reference	5000-5999: Services And Other Operating Expenditures Spanish PD

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### 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  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

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"	61% of students completing A-G Requirements 7.9 TEN score in "Preparing Students for College"	<ul style="list-style-type: none"> <li>• Increase percentage of students successfully completing A-G requirements by 4%</li> <li>• Support SBAC and SBAC-aligned assessments (NWEA and Alloy)</li> <li>• Increase AP Participation and Passing by 2%</li> <li>• Increase number of students submitting college applications</li> <li>• Professional Development for AP teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Increase percentage of students successfully completing A-G requirements by 2%</li> <li>• Support SBAC and SBAC-aligned assessments (NWEA and Alloy)</li> <li>• Increase AP Participation and Passing by 2%</li> <li>• Increase number of students submitting college applications</li> <li>• Professional Development for AP teachers</li> </ul>	<ul style="list-style-type: none"> <li>• Increase percentage of students successfully completing A-G requirements by 2%</li> <li>• Support SBAC and SBAC-aligned assessments (NWEA and Alloy)</li> <li>• Increase AP Participation and Passing by 2%</li> <li>• Increase number of students submitting college applications</li> <li>• Professional Development for AP teachers</li> </ul>

		<ul style="list-style-type: none"> <li>• Participation of new teachers in BTSA program</li> <li>• Develop on-boarding program for new teachers</li> <li>• Overall TEN score in the category of "prepare students for college" of 8.</li> </ul>	<ul style="list-style-type: none"> <li>• Participation of new teachers in BTSA program</li> <li>• Implement on-boarding program for new teachers</li> <li>• Overall TEN score in the category of "prepare students for college" of 8.1</li> </ul>	<ul style="list-style-type: none"> <li>• Participation of new teachers in BTSA program</li> <li>• Implement on-boarding program for new teachers</li> <li>• Overall TEN score in the category of "prepare students for college" of 8.2.</li> </ul>
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**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:**

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	<input type="checkbox"/>
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	OR <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

2017-18	2018-19	2019-20
<input checked="" type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Action 3.1 Provide PD for all Advanced Placement (AP) teachers. All teachers to participate in department/grade level groups and meetings.	Action 3.1 Provide PD for all Advanced Placement (AP) teachers. All teachers to participate in department/grade level groups and meetings.	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 mentoring support to new teachers thru BTSA  
Provide an onboarding program for new faculty that assures a seamless transition for all faculty

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**

**2017-18**

Amount	\$5,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Advanced Placement PD
Amount	\$6,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries BTSA Mentor
Amount	\$1,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Onboard training

**2018-19**

Amount	\$5,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Advanced Placement PD
Amount	\$6,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries BTSA Mentor
Amount	\$1,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Onboard training

**2019-20**

Amount	\$5,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Advanced Placement PD
Amount	\$6,000
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries BTSA Mentor
Amount	\$1,000
Source	Base
Budget Reference	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:

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
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[Scope of Services](#)

LEA-wide   
  Schoolwide   
 OR   
  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)

All Schools   
  Specific Schools:   
  Specific Grade spans:

**ACTIONS/SERVICES**

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input type="checkbox"/> Unchanged
Action 3.2 Increase participation in the Early University Program and AP courses.	Action 3.2 Increase participation in the Early University Program and AP courses.	Action 3.2 Increase participation in the Early University Program and AP courses.

**BUDGETED EXPENDITURES**

<b>2017-18</b>		<b>2018-19</b>		<b>2019-20</b>	
Amount	\$3,000	Amount	\$3,000	Amount	\$3,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures EUP and AP support/communication	Budget Reference	5000-5999: Services And Other Operating Expenditures EUP and AP support/communication	Budget Reference	5000-5999: Services And Other Operating Expenditures EUP and AP support/communication
Amount	1,988	Amount	1,988	Amount	1,988
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Naviance license	Budget Reference	5000-5999: Services And Other Operating Expenditures	Budget Reference	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](#)

All   
  Students with Disabilities   

[Location\(s\)](#)

All Schools   
  Specific Schools:   
  Specific Grade spans:

OR

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

Students to be Served

- English Learners     Foster Youth     Low Income

Scope of Services

- LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

- All Schools     Specific Schools:     Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

- New     Modified     Unchanged

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

**2018-19**

- New     Modified     Unchanged

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

**2019-20**

- New     Modified     Unchanged

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

BUDGETED EXPENDITURES

**2017-18**

Amount	\$164,040.00
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor's (2) Salary

**2018-19**

Amount	\$170,601
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor's (2) Salary

**2019-20**

Amount	\$174,013
Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Counselor's (2) Salary

Action **4**

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

Students to be Served

- All     Students with Disabilities

Location(s)

- All Schools     Specific Schools:     Specific Grade spans:

OR

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

Students to be Served

- English Learners     Foster Youth     Low Income

Scope of Services

- LEA-wide     Schoolwide    **OR**     Limited to Unduplicated Student Group(s)

Location(s)

- All Schools     Specific Schools: \_\_\_\_\_     Specific Grade spans: \_\_\_\_\_

ACTIONS/SERVICES

**2017-18**

- New     Modified     Unchanged

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**

- New     Modified     Unchanged

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**

- New     Modified     Unchanged

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

**2017-18**

Amount	\$5,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Collaboration time for teachers, admin.& clerical for data talks
Amount	\$10,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Student Assessments

**2018-19**

Amount	\$5,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Collaboration time for teachers, admin.& clerical for data talks
Amount	\$10,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Student Assessments

**2019-20**

Amount	\$5,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Collaboration time for teachers, admin.& clerical for data talks
Amount	\$10,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Student Assessments

Action **5**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Action 3.5  
Support students in successfully submitting college applications

**2018-19**

New  Modified  Unchanged

Action 3.5  
Support students in successfully submitting college applications

**2019-20**

New  Modified  Unchanged

Action 3.5  
Support students in successfully submitting college applications

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Teacher Advisor & Academic Counselor collaboration
Amount	\$1,000

**2018-19**

Amount	\$1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Teacher Advisor & Academic Counselor collaboration
Amount	\$1,000

**2019-20**

Amount	\$1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Teacher Advisor & Academic Counselor collaboration
Amount	\$1,000

Source	Base
Budget Reference	4000-4999: Books And Supplies supplies & materials

Source	Base
Budget Reference	4000-4999: Books And Supplies supplies & materials

Source	Base
Budget Reference	4000-4999: Books And Supplies supplies & materials

**Action 6**

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

<u>Students to be Served</u>	<input checked="" type="checkbox"/> All	<input type="checkbox"/> Students with Disabilities	
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools: <u>LCPA</u>	<input type="checkbox"/> Specific Grade spans:

OR

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

<u>Students to be Served</u>	<input type="checkbox"/> English Learners	<input type="checkbox"/> Foster Youth	<input type="checkbox"/> Low Income
<u>Scope of Services</u>	<input checked="" type="checkbox"/> LEA-wide	<input type="checkbox"/> Schoolwide	<b>OR</b> <input type="checkbox"/> Limited to Unduplicated Student Group(s)
<u>Location(s)</u>	<input type="checkbox"/> All Schools	<input type="checkbox"/> Specific Schools:	<input type="checkbox"/> Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

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

**2018-19**

New  Modified  Unchanged

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

**2019-20**

New  Modified  Unchanged

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

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$2,000

**2018-19**

Amount \$2,000

**2019-20**

Amount \$2,000

Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies ancillary materials	Budget Reference	4000-4999: Books And Supplies ancillary materials	Budget Reference	4000-4999: Books And Supplies ancillary materials
Amount	\$5,000	Amount	\$5,000	Amount	\$5,000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures STEAM & performing arts	Budget Reference	5000-5999: Services And Other Operating Expenditures STEAM & performing arts	Budget Reference	5000-5999: Services And Other Operating Expenditures STEAM & performing arts

**Action 7**

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

Students to be Served  All  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Action 3.7  
To provide a collaborative multi-tier system that includes academic counseling in supporting 9th -12-grade

**2018-19**

New  Modified  Unchanged

Action 3.7  
To provide a collaborative multi-tier system that includes academic counseling in supporting 9th -12-grade

**2019-20**

New  Modified  Unchanged

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.

students in A-G eligibility & onboarding program for new and returning faculty.

students in A-G eligibility & onboarding program for new and returning faculty.

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$3,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Collaboration time for Academic Counselors
Amount	\$1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Onboarding Teacher Program-site specific needs

**2018-19**

Amount	\$3,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Collaboration time for Academic Counselors
Amount	\$1,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Onboarding Teacher Program-site specific needs

**2019-20**

Amount	\$3,000
Source	Base
Budget Reference	4000-4999: Books And Supplies Collaboration time for Academic Counselors
Amount	\$1,000
Source	Base
Budget Reference	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.

New
  Modified
  Unchanged

### Goal 4

To increase parent involvement and engagement

State and/or Local Priorities Addressed by this goal:

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

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 49%	Increase the participation in activities and use of online platforms that support academic success goals. Increase parent survey participation by 5%	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
 All
  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

- 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

**2018-19**

New  Modified  Unchanged

- 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

**2019-20**

New  Modified  Unchanged

- 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

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$67,980  
Source Title I

**2018-19**

Amount \$70,699  
Source Title I

**2019-20**

Amount \$72,820  
Source Title I

Budget Reference	5000-5999: Services And Other Operating Expenditures Coordinator's salary	Budget Reference	5000-5999: Services And Other Operating Expenditures Coordinator's salary	Budget Reference	5000-5999: Services And Other Operating Expenditures Coordinator's salary
Amount	\$2,000	Amount	\$2,000	Amount	\$2,000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Parent workshops	Budget Reference	5000-5999: Services And Other Operating Expenditures Parent workshops	Budget Reference	5000-5999: Services And Other Operating Expenditures Parent workshops
Amount	\$15,000	Amount	\$15,000	Amount	\$15,000
Source	Base	Source	Base	Source	Base
Budget Reference	2000-2999: Classified Personnel Salaries Support staff salary	Budget Reference	2000-2999: Classified Personnel Salaries Support staff salary	Budget Reference	2000-2999: Classified Personnel Salaries Support staff salary
Amount	\$500	Amount	\$500	Amount	\$500
Source	Title I	Source	Title I	Source	Title I
Budget Reference	4000-4999: Books And Supplies Surveys	Budget Reference	4000-4999: Books And Supplies Surveys	Budget Reference	4000-4999: Books And Supplies Surveys
Amount	\$500	Amount	\$500	Amount	\$500
Source	Title I	Source	Title I	Source	Title I
Budget Reference	5000-5999: Services And Other Operating Expenditures Communications	Budget Reference	5000-5999: Services And Other Operating Expenditures Communications	Budget Reference	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](#)  All  Students with Disabilities

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

[Students to be Served](#)  English Learners  Foster Youth  Low Income

[Scope of Services](#)  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

[Location\(s\)](#)  All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

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

**2018-19**

New  Modified  Unchanged

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

**2019-20**

New  Modified  Unchanged

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

**BUDGETED EXPENDITURES**

**2017-18**

Amount	\$2,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Parent College Field trips
Amount	\$2,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation & Communication

**2018-19**

Amount	\$2,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Parent College Field trips
Amount	\$2,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation & Communication

**2019-20**

Amount	\$2,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Parent College Field trips
Amount	\$2,000
Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Transportation & Communication

# 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.

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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### Goal 5

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[State and/or Local Priorities Addressed by this goal:](#)

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

[Identified Need](#)

--

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

### 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.

# 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.

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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### Goal 6

--

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

Identified Need

--

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

### 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.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 7

[State and/or Local Priorities Addressed by this goal:](#)

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

[Identified Need](#)

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

### 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.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 8

State and/or Local Priorities Addressed by this goal:

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

Identified Need

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

### 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.

# 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.

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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### Goal 9

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State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

Identified Need

--

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

### 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.

# 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.

<input type="checkbox"/> New	<input type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
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### Goal 10

--

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

Identified Need

--

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

### 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.

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year

2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$320,780

Percentage to Increase or Improve Services: 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 90% of our students qualify for free and reduced lunch and 93% are EL and RFEP, services are provided school-wide to serve the needs of our EL, RFEP, foster youth and low income students. These service include, ELD classes, Enrichment Period (RTI), additional counseling services (social emotional), Restorative Practices, etc.

Due to the fact that 90% of our students qualify for free and reduced lunch and 93% are EL and RFEP, services are provided school-wide to serve the needs of our EL, RFEP, foster youth and low income students. These service include, ELD classes, Enrichment Period (RTI), additional counseling services (social emotional), Restorative Practices, etc.

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

*The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. 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 Education Code. 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](mailto:lcff@cde.ca.gov).

## Plan Summary

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

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

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

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

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

## Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

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

## Annual Update

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

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code 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. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

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

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

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

### Identified Need

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

##### **Students to be Served**

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

##### **Location(s)**

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

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

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

##### **Students to be Served**

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

##### **Scope of Service**

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

### Location(s)

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

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

### Actions/Services

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

#### **New/Modified/Unchanged:**

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

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

**Charter schools** may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

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

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

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

### Demonstration of Increased or Improved Services for Unduplicated Students

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

#### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 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 15496(a)(7).

Consistent with the requirements of 5 CCR 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 for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - 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 UC or 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 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. A broad course of study including courses described under 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 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 *Education Code* sections 52060 and 52066, as applicable to type of LEA, the following shall apply:

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

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in *California Code of Regulations*, title 5, Section 1039.1.

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

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

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

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

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

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

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

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

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

## **APPENDIX B: GUIDING QUESTIONS**

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *Education Code* 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 *Education Code* 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 *Education Code* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *Education Code* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 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 *Education Code* sections 42238.01 and bgroups as defined in 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 *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* 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?

## LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	777,000.00	662,869.79	711,383.00	729,106.00	739,520.00	2,180,009.00
	0.00	1,500.00	0.00	0.00	0.00	0.00
Base	0.00	0.00	552,028.00	567,032.00	575,325.00	1,694,385.00
Certificated teacher salaries	150,000.00	167,526.00	0.00	0.00	0.00	0.00
Concentration	230,500.00	41,703.00	63,375.00	63,375.00	63,375.00	190,125.00
Other	163,500.00	213,171.12	25,000.00	25,000.00	25,000.00	75,000.00
SPED	0.00	0.00	0.00	0.00	0.00	0.00
Supplemental	39,000.00	66,895.45	0.00	0.00	0.00	0.00
Title I	172,000.00	151,699.22	70,980.00	73,699.00	75,820.00	220,499.00
Title II	0.00	0.00	0.00	0.00	0.00	0.00
Title III	22,000.00	20,375.00	0.00	0.00	0.00	0.00

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

<b>Total Expenditures by Object Type</b>						
<b>Object Type</b>	<b>2016-17 Annual Update Budgeted</b>	<b>2016-17 Annual Update Actual</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
All Expenditure Types	777,000.00	662,869.79	711,383.00	729,106.00	739,520.00	2,180,009.00
	0.00	1,500.00	0.00	0.00	0.00	0.00
0000: Unrestricted	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	145,000.00	199,679.12	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	526,000.00	359,455.22	459,955.00	473,077.00	479,901.00	1,412,933.00
2000-2999: Classified Personnel Salaries	82,000.00	83,040.45	62,060.00	63,942.00	65,411.00	191,413.00
4000-4999: Books And Supplies	0.00	0.00	28,500.00	28,500.00	28,500.00	85,500.00
5000-5999: Services And Other Operating Expenditures	7,000.00	5,453.00	154,868.00	157,587.00	159,708.00	472,163.00
5800: Professional/Consulting Services And Operating Expenditures	17,000.00	13,742.00	6,000.00	6,000.00	6,000.00	18,000.00
7000-7439: Other Outgo	0.00	0.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	777,000.00	662,869.79	711,383.00	729,106.00	739,520.00	2,180,009.00
		0.00	1,500.00	0.00	0.00	0.00	0.00
0000: Unrestricted	Other	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Other	145,000.00	199,679.12	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	0.00	0.00	409,080.00	422,202.00	429,026.00	1,260,308.00
1000-1999: Certificated Personnel Salaries	Certificated teacher salaries	150,000.00	167,526.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Concentration	225,000.00	36,000.00	50,875.00	50,875.00	50,875.00	152,625.00
1000-1999: Certificated Personnel Salaries	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	7,000.00	32,563.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title I	122,000.00	102,991.22	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Title III	22,000.00	20,375.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	62,060.00	63,942.00	65,411.00	191,413.00
2000-2999: Classified Personnel Salaries	Supplemental	32,000.00	34,332.45	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	50,000.00	48,708.00	0.00	0.00	0.00	0.00
4000-4999: Books And Supplies	Base	0.00	0.00	27,000.00	27,000.00	27,000.00	81,000.00
4000-4999: Books And Supplies	Concentration	0.00	0.00	1,000.00	1,000.00	1,000.00	3,000.00
4000-4999: Books And Supplies	Title I	0.00	0.00	500.00	500.00	500.00	1,500.00
5000-5999: Services And Other Operating Expenditures	Base	0.00	0.00	53,888.00	53,888.00	53,888.00	161,664.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
5000-5999: Services And Other Operating Expenditures	Concentration	5,000.00	5,453.00	5,500.00	5,500.00	5,500.00	16,500.00
5000-5999: Services And Other Operating Expenditures	Other	2,000.00	0.00	25,000.00	25,000.00	25,000.00	75,000.00
5000-5999: Services And Other Operating Expenditures	Title I	0.00	0.00	70,480.00	73,199.00	75,320.00	218,999.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	500.00	250.00	6,000.00	6,000.00	6,000.00	18,000.00
5800: Professional/Consulting Services And Operating Expenditures	Other	16,500.00	13,492.00	0.00	0.00	0.00	0.00
5800: Professional/Consulting Services And Operating Expenditures	Title I	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Concentration	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	SPED	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Supplemental	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Title I	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Title II	0.00	0.00	0.00	0.00	0.00	0.00
7000-7439: Other Outgo	Title III	0.00	0.00	0.00	0.00	0.00	0.00

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

<b>Total Expenditures by Goal</b>				
<b>Goal</b>	<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>	<b>2017-18 through 2019-20 Total</b>
<b>Goal 1</b>	281,875.00	290,318.00	295,199.00	867,392.00
<b>Goal 2</b>	130,500.00	130,500.00	130,500.00	391,500.00
<b>Goal 3</b>	209,028.00	215,589.00	219,001.00	643,618.00
<b>Goal 4</b>	89,980.00	92,699.00	94,820.00	277,499.00

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