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		
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2017-20 Plan Summary

THE STORY

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

The Roberto Cruz Leadership Academy (RCLA) is a small, personalized, college-prep charter high school in East San Jose, CA managed by the Foundation for Hispanic Education and chartered by the East Side Union High School District. RCLA currently serves just under 200 9th and 10th graders and 100 students are projected to be added in the next two years until it reaches 400 students in grades 9 through 12. The Mission of the Roberto Cruz Leadership Academy (RCLA) is to empower students to become community leaders and socially conscious educators. RCLA implements a rigorous Teacher Academy that integrates technology, real world projects, community values, bi-literacy, and an environment that promotes personalized learning where students can access post-secondary educational opportunities. RCLA aims to educate students through college preparatory courses that empower them to be academically literate, critical thinkers, effective communicators and independent problem solvers who are agents of education and social justice with a commitment toward the community around them.

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. RCLA 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 73% of our students are on free or reduced lunch. Hence, all but four students are Latino and 91% 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, 2% have attained a 5th-grade education, 8% attained an 8th-grade education and 22% attended high school thru 12th grade. Its founding faculty serves as role models for the school's 1st generation college-going population.

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

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

RCLA offers every 9th grader a model Mexican-American History course designed in collaboration with a Stanford University history professor. The course seeks to empower students by giving the opportunity to explore the unique and complex history of Mexican-Americans in the SF Bay Area, California and beyond. The ultimate goal is that the Common Core-aligned curricular units designed in this course will be uploaded to an online portal through Stanford University that history teachers across the nation can access.

RCLA is home to a well-resourced Teacher Academy that supports its Communications course. Communications is an introductory college preparatory elective under social science, which is Common Core aligned and will be submitted for A-G approval. Through Communications, gives students are given the opportunity to construct a critical framework not only for interpersonal collaboration and communication, but also how institutions around them work, and how they can have an impact on them.

The Teacher Academy Cohort's sequence starts with students having the opportunity to participate in Reading Partners while reading to Kindergarten students in the Freshmen and Sophomore year. The course sequence at the sophomore year includes a Communications course which focuses on Public Speaking in a Social Justice lens. At their Junior year, the sequence progresses to a Debate (Forensics) course where the focus on research in areas that impact a community to form an argument and to lead communities to action. As upper graduates students are expected to enroll in college classes from San Jose City College at RCLA with a dual accreditation opportunity leading to teaching. To promote the school's college-going culture, RCLA offers three annual overnight college trips to Southern California, Northern California and the local Universities. RCLA believes that it is critical to expand students' horizons and expose them to various college and universities. The school also hosts our State's National College Day with college representatives presentations and a college fair.

As a result, RCLA is uniquely situated to address a need in one of the most at-risk areas of the state. With a geographic area made up of high poverty, RCLA's innovative strategies for delivering standards-based curriculum and teaching strategies ensures the greatest chance of success for the students in RCLA's community.

In order to accomplish the above:
1) The LEA creates a safe and a clean learning environment by maintaining the school facility in good condition. Regular reviews of the facility are conducted and documented. Any issues that arise are addressed in partnership with the landlord.

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

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

4) The LEA provides textbooks and ancillary resources to support teaching and learning.

5) The LEA offers a robust, comprehensive Advisory program that seeks to ensure that ALL students attend school regularly and are academically successful. Advisory also seeks to develop students with their socio-emotional identity and character through a curriculum that focuses on academic success, college, and career readiness.

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

LCAP HIGHLIGHTS

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

Safety Net Programs:
Math Institute:
A 2016 Math Summer Institute for all incoming 9th-grade students was held over a 2-week period. In the Pre/Post Math Assessment Findings, LEA found that students who participated in the summer program experienced a 2 point growth during the 4-week program. In addition, high-performing students from the subgroups showed a 5.6 RIT growth increase.

The Literacy Center:
The Literacy Center at RCLA is an integral part of the instructional program. The goal of the Literacy Center is to provide a supportive, rigorous instruction in the areas of literacy and numeracy. For students in special education, the Literacy Center is a crucial part of their academic program. Two credentialed teachers led the Literacy Center and served 9th and 10th graders. As strategy specialists, these teachers help their students access material from the general curriculum. Lessons were delivered to small groups of students and covered concepts in language arts (reading/writing) and mathematics (computation/applied problems). A small sample of about a sample size of ten per grade level completed a Pre/Post AIMS Web assessment. It measured the following results:

Growth increase in Math & Reading Proficiency for 9th-grade students attending the Literacy Center:
Math Concepts and Applications   70%
Math Computation   100%
Reading - Curriculum Based Measurement   90%
MAZE - Reading Comprehension   100%

Growth increase in Math & Reading Proficiency for 10th-grade students attending the Literacy Center:
Math Concepts and Applications   56%
Math Computation   33%
Reading - Curriculum Based Measurement   78%
MAZE – Comprehension   78%

Though the sample size is small, it is noteworthy to point out that the Literacy Center effectively supported those students tested.

Math Intervention Support:
All 9th and 10th-grade students, who received a "D" or "F" grade in math during the 1st semester, were offered the opportunity to participate in a Math Support Intervention as an after school program, to increase their first-semester grade and to close math gap skills. Twenty-five academically struggling ninth graders in Math 1 and 25 struggling sophomores in Math 2 students were identified and enrolled in the Math Support Intervention from January until May to improve math performance. These students attended the tutoring program twice a week.

Student Enrichment Programs:
Puente Program:
LEA is the first Puente School, within The Foundation of Hispanic Education, to incorporate the Program to include all 9th graders. Therefore, English core classes are supplemented with the focus on Latino culture and scholars, through reading and writing. The culmination project, at the end of the 9th-grade year, is a writing portfolio that exhibits 6 categories of writing. As part of this program, each Puente class submits their writing portfolios to the Puente Headquarters, at UC Berkeley, where student selection takes place.   Students, through their participation, also develop their leadership skills by attending the Northern California Puente Conferences. The goal of the Puente program is to increase the number of underrepresented students in 4-year universities.

MESA Club:
Fifteen students participated in the MESA Program. The LEA placed 2nd in the College Poster Presentation and 3 students were also nominated for the End-of-Year Milestone. The program is expected to grow next year.

Social Justice and Leadership Development:
Due to the focus on social justice and leadership development, the LEA promotes a positive school culture that considers education as a social justice issue. With this focus, it empowers Latino youth to develop leadership qualities and awareness that greatly impact the Latino community. These activities were all teacher-led and involved all students which ultimately empowers the student community to affect change.

Robotics

The Robotics Advisor meets with students weekly but during competitions, the group meets on weekends. The goal is to get into the competitions by completing trials prior to the competition event. In 2016-2017 RCLA's Robotics teams was invited to the First Tech Challenge, which was quite an accomplishment for a year 1 team.

As background information, Robotics is the interdisciplinary branch of engineering and science that includes mechanical engineering, electrical engineering, computer science, and others. Robotics deals with the design, construction, operation, and use of robots, as well as computer systems for their control, sensory feedback, and information processing. These technologies are used to develop machines that can substitute for humans. Robots can be used in any situation and for any purpose, but today many are used in dangerous environments (including bomb detection and deactivation), manufacturing processes, or where humans cannot survive. Robots can take on any form but some are made to resemble humans in appearance. This is said to help in the acceptance of a robot in certain replicative behaviors usually performed by people. Such robots attempt to replicate walking, lifting, speech, cognition, and basically anything a human can do. Many of today's robots are inspired by nature, contributing to the field of bio-inspired robotics.

Restorative Justice Program:
The restorative justice approach to discipline that seeks to avoid suspensions and expulsions proved to be an effective approach in promoting conflict resolution and a positive approach to discipline as evidenced by the following:
- Suspensions Data: 5%
- Expulsions Data: 0%

Teacher Support/Professional Development:
The LEA staff has been trained to implement a Co-Teaching Model that benefits all students but especially Special Education students. Students with disabilities are provided access to the general education curriculum and general education setting while receiving both rigorous and individualized instruction. The Co-Teaching Model allows for teachers to learn from each other's expertise and expand the scope of their teaching capacity. In addition, the Model reduces negative stigma associated with pull-out programs, as a result, students with disabilities feel more connected with their peer group.

EL Teacher supported all classroom teachers with the effective use of English language acquisition strategies across content areas. In addition, the teacher provided ongoing classroom observations focused on instructional practices for English learners and provided immediate feedback to teachers.

Parent Engagement:
LEA sponsored "Poder de los Padres" whereby monthly parent (Spanish/English) workshops took place. The following topics were discussed:
- Student success and college attendance & admission
- Time management and handling academic stress
- Developmental issues
- Attendance and punctuality
- Successful completion of A-G
- Financial aid
- Maintaining student focus and motivation
- Students concurrent information to complement parent workshop items
- Offered college trip to parents

REVIEW OF PERFORMANCE

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

GREATEST PROGRESS

This year, the LEA introduced two forms of assessment to measure both student proficiency (summative) and track growth (formative). Through these formative assessment platforms, teachers were able to track student growth a minimum of three times a 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 Measures of Academic Progress (MAP) platform was used to monitor student proficiency in both English and Math.

The comparison below is the Baseline Growth Data for academic years 2015/16 to 2016/2017, for ELLs and RFEPs in the area of Reading:

English Language Learners (ELLs) showed:
- 52% of students met or exceeded their growth target in Reading proficiency (an INCREASE of 13%)

Reclassified Fluent English Proficient (RFEP) students demonstrated:
- 60% of students met or exceeded their growth target in Reading proficiency (an INCREASE of 15%)

The Literacy Center used AIMS Web as a tool to assess student progress. Students enrolled were both Special Education and struggling students. The results demonstrated that students who attended made significant gains in reading and math. A sample size of ten students per grade level completed a Pre/Post AIMS Web assessment. It measured the following results:

Growth increase in Math & Reading Proficiency for 9th-grade students attending the Literacy Center:
Math Concepts and Applications 70%
Math Computation 100%
Reading - Curriculum Based Measurement 90%
MAZE - Reading Comprehension 100%

Growth increase in Math & Reading Proficiency for 10th-grade students attending the Literacy Center:
Math Concepts and Applications 56%
Math Computation 33%
Reading - Curriculum Based Measurement 78%
MAZE - Comprehension 78%

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

GREATEST NEEDS

Student Achievement:
Though this year, the LEA introduced two forms of assessment to measure both student proficiency (summative) and track growth (formative), the data below shows that the subgroups did not perform in line with the overall student population. Below are the Measures of Academic Progress (MAP) assessment growth results for these subgroups of students.

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

English Language Learners (ELLs) showed:
- 66% of students met or exceeded their growth target in Language Usage (a DECREASE of 16%)
- 49% of students met or exceeded their growth target in Mathematics proficiency (a DECREASE of 25%)

Reclassified Fluent English Proficient (RFEP) students demonstrated:
- 64% of students met or exceeded their growth target in Language Usage (no change)
- 57% of students met or exceeded their growth target in Mathematics proficiency (a DECREASE of 33%)

Special Education students demonstrated:
- 61% of students met or exceeded their growth target in Language Usage (a DECREASE of 39%)
- 41% of students met or exceeded their growth target in Reading (a DECREASE of 4%
- 50% of students met or exceeded their growth target in Math (a DECREASE of 10%)

Steps to Improve: (Found in 2017-18 Goal #3)
As a result, teachers within department groups will use their collaboration time to share instructional strategies, make curriculum adjustments, align benchmarks, and discuss progress to help students overcome specific skills to ensure mastery, including but not limited to implementing the strategies, such as those of Goal Books, across all departments.

Grade Distribution:
Below are a grade distribution comparison for 2015/16 and 2016/17:

2015/16 Semester 1 Grades Distribution (As-Cs):	2016/17 Semester 1 Grades Distribution (As-Cs):
87% of grades for students in General Education	77% of grades for students in General Education
61% of grades for students in Special Education	56% of grades for students in Special Education

By Language Proficiency:	By Language Proficiency:
ELLs: 77% received As-Cs	ELLs: 67% received As-Cs
RFEPs: 91% received As-Cs	RFEPs: 83% received As-Cs

Steps to Improve: (Found in 2017-18 Goal #3)
Full implementation of summative and formative measurement tools are expected to take place, across the Mathematics, English, and Special Education Departments during the 2017-2018 school year. Students will be given expanded access to some of the same comparative tools to be used by teachers with the expectation that students will focus and partner with their instructors to improve their academic performance. As an additional support, during advisory class periods, advisory teachers will review, monitor, and serve as advocates for their students, as they worked together to set goals for college and career.

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

Student Safety Nets:
Given the uniqueness of the LEA's student population, whereby it is represented by a disproportionate English Language Learner population, coupled with the number of EL students showing small incremental growth, along with the number of new-teacher hires, the LEA will continue to identify at-risk students using a more systematic approach.   As an example for this approach, when comparing the 2016 Fall to Spring 2017 MAP assessment data, it indicated that 48% of English language learners (ELLs) did not meet the Reading target, 34% of them did not meet the Language Usage component, and 51% of ELLs did not meet math fluency. Similarly, 59% of Special Education students did not meet the Reading target, 39% did not meet the Language Usage component, and 50% did not meet math fluency. As a result, the LEA plans to use comparative and benchmark data to identify students' needs, support student learning and provide the appropriate professional development to meet both language development needs and core mastery objectives for its teachers.

Steps to Improve: (Found in 2017-18 Goals 1 and 2)
Literacy Center:
The LEA will continue to 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.

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

Summer Intervention Program & Year-Round Support:
In order to ensure consistent student achievement, the 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. 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.

Professional Development and Steps to Improve: (Found in 2017-18 Goal 2)
In terms of professional development, teachers will receive 4 full days beginning summer 2017. It will continue at the start of the new year. Teachers will meet bi-weekly in collaborative groups to exam student data and to continue to attend in-services that focus on math while integrating strategies on ELD, academic language, and literacy.

Coaching & Professional Development in Math
Professional development (PD) 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.

English Language Learners & Steps to Improve: (Found in 2017-18 Goal 2)
The ELL Handbook will be updated to include specific steps on how to maximize ELL strategies for both ELL and RFEP students.

Attendance:
The Average Daily Attendance per grade level reflects the following:

Grade Level	Average Daily Attendance
9th	96%
10th	94%
Chronic absenteeism:	22%

Steps to Improve: (Found in 2017-18 Goal 1)
The LEA plans to address cumulative attendance rate and chronic absenteeism by focusing on following up with updated 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.

Stakeholder 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.

Steps to Improve: (Found in 2017-18 Goal 1)
The survey will be developed and distributed LEA-wide during Fall 2017.

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

PERFORMANCE GAPS

The 2016-2017 Fall to Spring MAP assessment data indicated that 48% of ELLs did not meet the Reading target, 34% did not meet the Language Usage component, and 51% did not meet math growth targets. The data also showed that 40% of RFEPs did not meet their growth target in Reading, 36% of them in Language Usage, and 43% of RFEPs did not meet math growth targets. Likewise, Special Education students missed their growth targets as follows: 39% in Language Usage, 59% in Reading and 50% in Math.

As a result, the Literacy Center expanded its support for reading, writing and math interventions for Special Education, English Language Learners, and struggling students. Student progress was monitored every six weeks, through AIMS Web. In addition to supporting students via the Literacy Center, an After School Intervention Program was offered twice a week to students failing either in Math or English Language Arts. Students were able to exit these safety net programs when they met competency goals.

A summer program to support English language developmental skills as addressed in Goal # 2.

An afterschool intervention plan is addressed in Goals #1 & 2.

The ELD component for EL students is addressed in Goal #2.

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	$390,368.00

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.
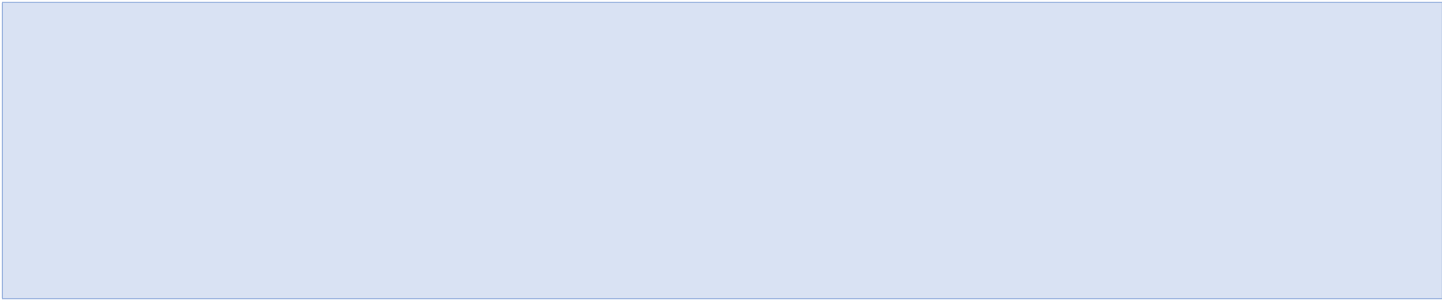
| $ | Total Projected LCFF Revenues for LCAP Year |

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	Students will be motivated to learn and engaged as evidenced by steady retention of students and relationships formed with teachers and Advisors. This will result in a low dropout rate and programs available to support ELL, SPED students, Foster youth and students from low socio-economic backgrounds

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
REtain 95% of students from the founding class, prevent dropouts and move toward a 95% graduation rate	Retention rate: 73% All incoming 9th graders were expected to attend a two-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. In addition, all 9th-grade students were invited to attend a 4-week summer math Program. Similarly, 40 incoming Sophomores attended an Integrated Science program during the summer. All these programs focused on supporting the LEA's targeted students' academic success. At mid-year, the Literacy Center brought in D/F students who were struggling in Math and Literacy. In addition, a math intervention class was offered to struggling students.

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

- Provide professional development for Advisors/Teachers
- Advisory curriculum development
- Instructional materials and software
- Literacy Center- Resources
- Co Teaching Training
- Parent workshops/meetings
- College field trips
- Student activities
- Saturday School
- Math Initiative
- Literacy Center

ACTUAL

1) Support to Teachers and Staff:
P.D. for Advisors/Teachers:
In August 2016, all teachers received a 4-day P.D. program that focused on all the aspects of the Advisory Program, which included, the scope and sequence of the program, the social and emotional support of students, as well as an academic component that supported student readiness for college and careers.

Co-Teaching Training:
Professional Development on Co-Teaching strategies was held on 10/3/2016, 2/6/17 for all staff. The workshop demonstrated on the "how to" of co-teaching.

2) Personalize Learning Plan:
Advisory Curriculum Development/Instructional materials/software:
In addition, at weekly Monday Advisors/Teacher meetings, participants evaluated and discussed how to best support student learning. Through GoGuardian.com and Google drive, teachers/advisors learned how to help provide Chromebook management solutions that both kept students safe online and supported teaching efforts. In addition, as a result of weekly discussions and follow-up suggestions, RCLA staff developed a home/school process whereby parents would be engaged both in student attendance, student discipline, and in goal-setting.

3) Community Engagement:
Parent workshops/meetings-
During the 2016-17 school year, RCLA offered parents a set of workshops, led by the "Poder de los Padres". The program is based on Dr. Joyce Epstein's Parent involvement model which takes into consideration the research on the intercultural development of parent leadership. Seventeen 2-hour comprehensive workshops were offered for parents of 9th and 10th-grade students. Topics ranged from home life routines and discipline to the impacts of social media, and

from setting goals to time management, and from career exploration to college completion.

Parent Coordinator worked with both ELAC and SSC to ensure maximum parent participation and collaboration in both the parent workshops and in whatever parent related needs arise.

4) Promoting School Culture and Climate:
College field trips - The following classes and groups took field trips during the 2016-17 school year:
UC Davis and UOP: 2/15/17 (Freshmen class)
Southern California: The entire Sophomore class visited the campus for 4 days and 3 nights
Stanford University: The advisory class, of 23 students participated on 10/28/16
CSU: Sacramento 25 Puente students participated on 10/29/16
UC Berkeley: 6 Mesa students participated on 12/6/16
UC Berkeley: 80 Summer Bridge students spent 4 days and 3 nights at the UC Berkeley campus

Student activities:
In an effort to engage RCLA's in student activities, including those culturally relevant to its student population, RCLA expanded its traditional school spirit by incorporating the celebration of Mexican Independence Day, Dia de los Reyes, and expanded to hosting a dodgeball tournament. In addition, a Boys and Girls Soccer, Boy Basketball, and CoEd Cross Country team were established.

Saturday School:
In an effort to improve and encourage attendance, as well as to provide academic support to students, who were either truant or who needed additional tutoring support, Saturday school was held throughout the year for 4 hours per Saturday.

5) Student Engagement:
9th Grade Summer Bridge:

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.

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.

Online Credit Recovery:
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, cyber high, which is a college approved online course completion, 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.

6) Academic Support Services for Targeted Students:
Literacy Center and Resources:
Because of the existing gap among Special Education students not reading or meeting standards in math, RCLA established a Literacy Center, whereby students are provided rigorous support in literacy and numeracy.   In addition, students without an IEP, can also access the Literacy Center. The Center is staffed by two SpEd teachers. Appropriate differentiated instructional resources and technology programs were provided to students to meet their specific learning needs.

ELD Support:

ELD coordinator supported classroom teachers in meeting students' needs, modeling instruction, and meeting with parents.

Instructional materials and software programs (Mango and Edge) were purchased to support the ELD program.

Co-Teach in Math 1 and Math 2 classrooms where the content teacher will team teach and team plan with an instructional strategist to support the development of skills necessary to successfully complete the coursework.

Expenditures

BUDGETED	ESTIMATED ACTUAL
Advisory Lead Stipends- 10 Teachers 1000-1999: Certificated Personnel Salaries Supplemental 15,000	Advisory lead Stipends - 9 teachers 1000-1999: Certificated Personnel Salaries Supplemental 10680
Associate Director 1000-1999: Certificated Personnel Salaries Base	Associate Director 1000-1999: Certificated Personnel Salaries Base 73333.33
Literacy Center 1000-1999: Certificated Personnel Salaries Supplemental 20,000	Literacy Center 1000-1999: Certificated Personnel Salaries Supplemental 49448
Co Teaching 1000-1999: Certificated Personnel Salaries Supplemental 20,000	Co-Teaching 1000-1999: Certificated Personnel Salaries Supplemental 56910
ELD Support 1000-1999: Certificated Personnel Salaries Title III 15,000	ELD Teacher and Instructional support 1000-1999: Certificated Personnel Salaries Title III 13970
Parent coordination 1000-1999: Certificated Personnel Salaries Title I 20,000	Parent coordination 1000-1999: Certificated Personnel Salaries Title I 65000
College Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental 20,000	College Field Trips 5000-5999: Services And Other Operating Expenditures Supplemental 11,000
Student activities 5000-5999: Services And Other Operating Expenditures Base 10,000	Student activities 5000-5999: Services And Other Operating Expenditures Base 46193
Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 30,000	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Title II 22715
Saturday School 2000-2999: Classified Personnel Salaries Supplemental 25,000	Saturday School 1000-1999: Certificated Personnel Salaries Supplemental 4500

ANALYSIS

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

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

Describe the overall implementation of the actions/services to achieve the articulated goal.	The LEA provided both teacher training and a summer intervention program to support the teaching and learning of the school community. Teachers attended a 4-day Math program and incoming 9th-grade students attended a 4-week program which focused on pre-algebraic concepts. Faculty also attended a fall and a spring co-teaching workshop to support best instructional practices. A pre/post math NWEA/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! In addition, the AIMS Web assessment results indicated that 80% of the students who attended the Literacy Center exceeded their reading fluency and comprehension goals. Likewise, 50% of students who were struggling in math computation and math applied problems made significant gains. The LEA piloted in the second semester a math support curriculum program afterschool in order to ensure that Math 1 & Math 2 students were successfully completing the course. The Math 1 & 2 teachers were part of a curriculum design team to develop the modules of the support class and to recommend scheduling for the 2017-18 school year in order to better serve targeted groups of students. In addition, the Literacy Center provided support to both Special Education and struggling students who were not meeting standards in literacy or math. Further, the ELD coordinator supported classroom teachers by modeling instruction and meeting with parents. The LEA also sponsored a parent leadership program, which comprised of seventeen 2-hour workshops tailored specifically for 9th and 10th-grade students. Their enthusiastic involvement was evidenced by their support of 7 college field trips.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	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 LEA afterschool math pilot identified Math 1 and Math 2 students who needed further support in developing key concepts. Those students completing the pilot program successfully passed their sequenced math course.

In addition, the Literacy Center has proven to be an important addition to supporting math and reading. As a result, 80% of Literacy Center students made significant gains, exceeding goals in reading fluency, and comprehension. Fifty percent of students made significant gains in math computation and math applied problems.

Weekly collaboration time allowed for discussions and follow-up suggestions on how to best engage students in positive discipline strategies. As a result, the implementation of the Restorative Justice Program proved to be an effective approach in promoting conflict resolution and a positive discipline as evidenced by the following:

- Suspensions Data: .05%
- Expulsions Data: 0%

Attendance metrics results were as follow:

- Attendance Data: 95.3%
- Chronic Absenteeism Data: 22%
- Dropout Data: 0%
- Graduation Data --   N/A (9th and 10th-grade students)
- Retention Rate: 73%

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	Literacy Center: Staffing cost more than originally projected. Co-Teaching: Staffing cost more than originally projected. Parent coordination : Salary projection was budgeted as an entry level position. The position is filled by experienced personnel who serves a dual role in Recruitment. Student Activities: As the school expands per grade level school activities during the school day increase based on student enrollment. Inclusively, the Athletic program scope of team offerings expands due to student interest and grade level enrollment additions.
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.	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.

In mid-year, the Literacy Center brought in D/F students who were struggling in Math and Literacy. In addition, a math intervention class was offered to struggling students.   As a result, all students benefited from this intervention, whereby they were able to enroll in the next math sequence, allowing them to meet A-G requirements. The LEA plans to continue the usage of the Literacy Center in the upcoming school year.

At the May 2, 2017 Town Hall meeting, the group discussed the redundancy and overlap of the 2016-17 Goals 1 and 2. As a result, the 2017-18 will be refocused as follows:

Goal 1: To support all students to graduate from high school and complete A-G requirements at least at an equivalent rate of our neighboring district.
Goal 2: To support EL students in reclassification and access to the core.

Retention & Chronic Absenteeism:
In addition, parents discussed their concern with the high cost of living in Silicon Valley. They expressed a desire to move to the Central Valley, where the cost of living is lower. As a result, LEA predicts a loss of founding students due to relocation.

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 2	Provide academic and social-emotional support through Advisory and Tutorial to ensure that students are on track for a four year graduation and completion of A-G requirements

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

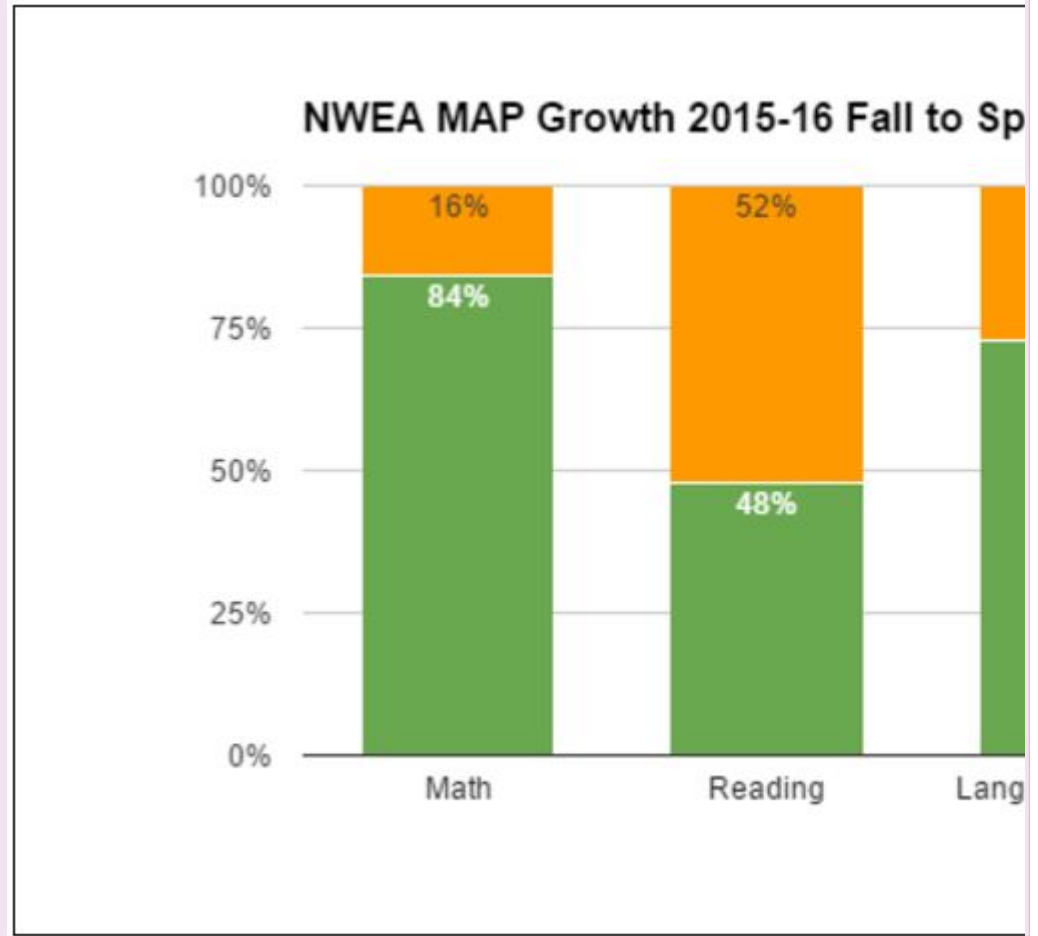| EXPECTED	ACTUAL
80% of students have Cs or higher in all of their core courses. Less than 10% of students are failing core courses.	77% of students received a C or higher in their core courses; 13% received a D/F. As mentioned in Goal 1, all incoming 9th graders were expected to attend a two-week summer 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. In addition, all 9th-grade students were invited to attend a 4-week summer math program that focused on pre-algebraic content in preparation for Algebra I during Fall 2016. Similarly, 40 incoming Sophomores attended an Integrated Science program during the summer. All these programs focused on supporting the LEA's targeted students' academic success. A pre/post math NWEA/MAP assessment was given to all incoming 9th graders. 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! Moreover, in mid-year, the Literacy Center served students who were receiving D/F grades in Math and Literacy. In addition, an after-school math intervention class was offered to struggling students. SBAC data is not available due to the current enrollment of 9th and 10th graders during the 2016-17 school year.

By mid-year, it was noted that 25% of 9th graders and 34% of 10th graders were not on track in completing the A-G requirements.

9th and 10th-grade students took the PSAT training in October 2016. In addition, a World History AP course was offered, where 17 students were enrolled.

9th and 10th-grade students had access to a MESA Club where they participated and competed against all MESA students in the local area. Students prepared for projects and exhibitions in the County. Additionally, there was a Robotic Club where students were led by a teacher leader to compete in science and math.

NWEA MAP Growth 2015-16 Fall to Sp

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
• On-going professional development for curriculum alignment to CCSS • Curriculum development and mapping • Professional development training for new generation science standards • Implementation of a-g course curriculum for ALL students • Training and implementation for SBAC and NWEA assessments • On going professional development for Literacy curriculum	At weekly teacher meetings, staff discussed strategies for students, at both ends of the spectrum (A/Bs and D/Fs). In addition, at grade level meetings, referrals to the Tutoring Program were discussed and implemented. NGSS did not take place due to the State not having it ready All students were supported in A-G courses, however, by mid-year, it was noted that 25% of 9th graders and 34% of 10th graders were not on track in completing the A-G requirements. As a result, targeted interventions via a Tutoring program and the expansion of the Literacy Center took place. All teachers received training on NWEA. No SBAC training took place since LEA did not have 11th graders enrolled in the 2016-17 school year. Literacy teachers attended monthly professional development for both math and ELA PD for PSAT took place in October 2016

Expenditures

BUDGETED	ESTIMATED ACTUAL
2 Literacy Center Teachers 1000-1999: Certificated Personnel Salaries Supplemental 70,000	2 Literacy Center Teachers 1000-1999: Certificated Personnel Salaries Supplemental 49448
ELD support 1000-1999: Certificated Personnel Salaries Title III 100,000	ELD support 1000-1999: Certificated Personnel Salaries Title III 40051
SPED Push In Support 1000-1999: Certificated Personnel Salaries SPED 50,000	SpEd Push in Support 1000-1999: Certificated Personnel Salaries SPED 24724

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.	Incoming 9th graders were expected to attend a two-week summer bridge program where they were given the opportunity to become familiar with the school culture, academic and college expectations, college field trips, and social opportunities. Following, all 9th-grade students were invited to attend a 4-week summer math program that focused on pre-algebraic content in preparation for Algebra I during Fall 2016. Similarly, 40 incoming Sophomores attended an Integrated Science program during the summer. By mid-year, it was noted that 25% of 9th graders and 34% of 10th graders were not on track in completing the A-G requirements. As a result, the LEA expanded its services through the Literacy Center. It became available to students receiving Ds or Fs in Math and/or Literacy. For students who needed additional support, an after-school math intervention class was offered. 9th and 10th-grade students took the PSAT training in October 2016. In addition, a World History AP course was offered, where 17 students were enrolled. SBAC data is not available due to the current enrollment of 9th and 10th graders during the 2016-17 school year. A total of fifteen 9th and 10th-grade students participated in the MESA Program. They participated and competed against all MESA students in the local area, whereby 3 students were nominated to receive the End-of-the-Year Milestone award. Additionally, the LEA received 2nd place in the College Poster Presentation. In addition, there was a Robotic Club where students were led by a teacher leader to compete in science and math.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	A pre/post math NWEA/MAP assessment was given to all incoming 9th graders. When comparing 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, the data showed that the 2016-17 cohort had a 2 point average growth in the NWEA/MAP assessment, which reflected a similar growth for the 2015-16 cohort. However, the 2-point average growth, that was seen from the 2015-16 cohort, was for the entire academic year! Both SpEd and regular classroom teachers, received support from the ELD teacher. In addition, the academic counselor worked closely with teachers to ensure that all struggling students were identified early in the process. Students were either referred to the Literacy Center or to the After School Tutoring Program. NWEA/MAP assessments took place twice during the year, as a pre/post test. This assessment along with the AIMS Web program allowed teachers to quickly identify struggling learners. 9th and 10th-grade students were effectively engaged in both a MESA Club and a Robotic Club. Both groups of students competed in county-wide competitions.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	2 Literacy Center Teachers: Reduction of Literacy Center teacher time shifted to addition of a Co-Teach section. ELD Support: Adjustment in funding program source. SPED Push In Support: Reduction of Push In Support with shift to Co Teach sections in Math at 9th and 10th grade.
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.	At the May 2nd, 2017 Town Hall meeting, stakeholders reviewed and analyzed student data. It became evident that due to a large number of long-term English Learners (59%), coupled with incoming students who demonstrated poor performance via the NWEA/MAP assessment, the LEA should develop long and short-term goals that will support college readiness and high school graduate rates for two different groups. As a result, LEA will focus on how to support long-term ELLs access the core and also place equal focus on students high school graduation and the completion of A-G requirements. The focus on these subjects and strategies can be found on Goal 2 for the 2017-18 school year.

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	All Students (ELL, SPED, Foster youth and low SES) will demonstrate proficiency on ELA and Math CAHSEE in grade 10. Students will be prepared for college and career opportunities upon graduation measured by success on student exhibitions, classroom grades and SBAC performance.

State and/or Local Priorities Addressed by this goal:

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

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
CAHSEE passing rate commensurate with AMAOs	CAHSEE is no longer a state assessment

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
• On-going professional development for curriculum alignment to CCSS • Curriculum development and mapping • Professional development training for new generation science standards • Implementation of a-g course curriculum for ALL students • Training and implementation for SBAC and NWEA assessments	All appropriate textbooks and materials were adequately provided. All teachers are credentialed in their teaching areas/disciplines. As mentioned in Goal 2, at weekly teacher meetings, staff discussed strategies for students, at both ends of the spectrum (A/Bs and D/Fs). In addition, at grade level meetings, referrals to the Tutoring Program were discussed and implemented. NGSS did not take place due to the State not having it ready.

All students were supported in A-G courses, however, by mid-year, it was noted that 25% of 9th graders and 34% of 10th graders were not on track in completing the A-G requirements.
As a result, targeted interventions via a Tutoring program and the expansion of the Literacy Center took place.

All teachers received training on NWEA. No SBAC training took place since LEA did not have 11th graders enrolled in the 2016-17 school year.

Literacy teachers attended monthly professional development for both math and ELA
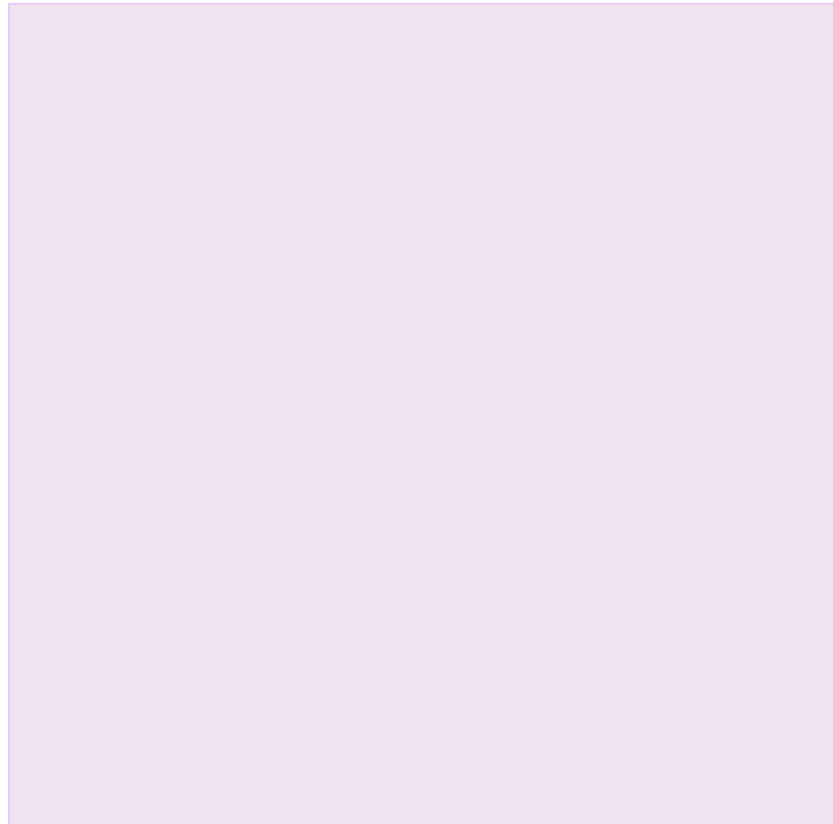PD for PSAT took place in October 2016.

ELD Teacher received training at the COE on March 11, 2017. As a result, teacher supported classroom colleagues in scaffolding and differentiated instruction.

SpEd Teachers received Co-Teaching PD in July 2016 for 4 days. As a result, SpEd teachers supported classroom teachers in a push-in and Co-Teaching Model

Because the number of ELLs and SpEd students has dramatically increased, targeted professional development in CELDT, (August 22, 2016), Strategies & Interventions for ELL students (September 19, October 17, November 21, December 12, January 16, February 13, March 13, April 17, and May 15, 2017. Specific Teaching Interventions and Strategies for Severe and Moderate Disability, (September 5, 12, 19, 2016).

In an effort to provide college and career opportunities, the LEA focuses on a Teacher Academy Pathway. The Teacher Academy Cohort's sequence starts with students having the opportunity to participate in Reading Partners while reading to Kindergarten students in the Freshmen and Sophomore year. The course sequence at the sophomore year, includes a Communications course which focuses on Public Speaking in a Social Justice lens. At their Junior year, the sequence progresses to a Debate (Forensics) course where the focus

on research in areas that impact a community to form an argument and to lead communities to action. As upper graduates students are expected to enroll in college classes from San Jose City College at RCLA with a dual accreditation opportunity leading to teaching. To promote the school's college-going culture, RCLA offers three annual overnight college trips to Southern California, Northern California and the local Universities. RCLA believes that it is critical to expand students' horizons and expose them to various college and universities. The school also hosts our State's National College Day with college representatives presentations and a college fair.

9th grade English Language Arts classes implemented Puente curriculum which included an end-of-the-year writing portfolio.

The Puente Teacher and Counselor attended a one-week summer PD, inclusively during the year, the Puente team attended 2 Puente regional conferences and students attended Puente Conferences at local colleges with all Puente students from Northern California to build community.

Expenditures	BUDGETED	ESTIMATED ACTUAL
	Ten teachers for four course sections	10 teachers for five course sections 1000-1999: Certificated Personnel Salaries Base 805044
	1000-1999: Certificated Personnel Salaries Base 728,000	
	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base 20,000	Professional Development 5800: Professional/Consulting Services And Operating Expenditures Base 22715
		Reading Partners Coordinator (in-kind) Other 0
	ELD Support 1000-1999: Certificated Personnel Salaries Title III 100,000	ELD Support 1000-1999: Certificated Personnel Salaries Title III 40051
	Staff training for student preparation of SBAC and NWEA 5800: Professional/Consulting Services And Operating Expenditures Base 40,000	Staff training for student preparation and NWEA, Puente. 5800: Professional/Consulting Services And Operating Expenditures Base 16000

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.	In an effort to prepare and support students for college and career opportunities and next year's SBAC performance, weekly teacher meetings took place to discuss students at both ends of the spectrum (A/Bs and D/Fs). In addition, at grade level meetings, referrals to the Tutoring Program were discussed and implemented. As a result of these meetings, by mid-year, it was noted that 25% of 9th graders and 34% of 10th graders were not on track in completing the A-G requirements. As a result, targeted interventions via a Tutoring program and the expansion of the Literacy Center took place to include literacy and math support. Literacy Center teachers attended monthly professional development for both math and ELA; all teachers received training on NWEA; PSAT; ELD Teacher received training, and SpEd Teachers received Co-Teaching PD. The latter allowed for SpEd teachers to support regularly classroom teachers in a push-in and Co-Teaching Model. Further, all professional development focused on best practices in scaffolding and differentiated instruction.

In addition, because the number of ELLs and SpEd students has dramatically increased, the following professional development was offered to teachers: CELDT training, Strategies & Interventions for ELL students, and Specific Teaching Interventions and Strategies for Severe and Moderate Disability. Below shows the increase of these populations:

Enrollment of English Language Learners (ELLs) in the last two academic years:

	2015-16	2016-17
ELLs	42	81
RFEPs	36	93

Amount of Time Students have been Learning English:
2016-17 ELL Data:

Less than 2 years	2-6 years	Long-term 6 years+
26%	14%	59%

2016-17 Percentage of Reclassified Students:
2.4%

Enrollment of Special Education students in the last two academic years:

	2015-16	2016-17
SpEd students	10	22

As a result, all teachers and administrators attended CCSS Professional Development workshops that focused primarily on how to best support ELLs and SpEd students in Math, Reading, ELA, and ELD.

In an effort to provide college and career opportunities, the LEA focuses on a Teacher Academy Pathway. The Teacher Academy Pathway cohort's sequence starts with students having the opportunity to participate in Reading Partners while reading to Kindergarten students in the Freshmen and Sophomore

year. The course sequence at the sophomore year includes a Communications course which focuses on Public Speaking in a Social Justice lens. At their Junior year, the sequence progresses to a Debate (Forensics) course where the focus on research in areas that impact a community to form an argument and to lead communities to action. As upper graduates students are expected to enroll in college classes from San Jose City College at RCLA with a dual accreditation opportunity leading to teaching. To promote the school's college-going culture, RCLA offers three annual overnight college trips to Southern California, Northern California and the local Universities. RCLA believes that it is critical to expand students' horizons and expose them to various college and universities. The school also hosts our State's National College Day with college representatives presentations and a college fair.

9th grade English Language Arts classes implemented Puente curriculum which included an end-of-the-year writing portfolio.

The Puente Teacher and Counselor attended a one-week summer PD, inclusively during the year, the Puente team attended 2 Puente regional conferences and students attended Puente Conferences at local colleges with all Puente students from Northern California to build community.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	The Teacher Academy Cohort's sequence began this year with the sophomore class. At the beginning of the year, a student survey was administered to the sophomore class comprised of 90 students. A total of 3 students expressed an interest in becoming teachers. At the end of the semester, another survey was taken, 35 students expressed an interest in becoming teachers! A final survey will be taken at the of the school year. However, it has become apparent that students are becoming more and more interested in exploring teaching as their career.

To ensure that all students are given the opportunity for college and careers upon graduation, the LEA plans to offer an array of electives that reflect the needs of Silicon Valley, the Arts community and a way of supporting girls to become working professionals.

Due to a large number of students who are long-term English Learners (59%), LEA focused on supporting students with both ELA and Math skills. As a result, it was able to reclassify 2.4%, which it is a significant accomplishment. In addition, the breakdown of grades for English language learners receiving As-C's was as follows:
ELs: 67%
IFEPs: 100%
RFEPs: 83%

Nevertheless, services cannot be effective if students are not attending school regularly. Below is the grade level breakdown:

Grade Level	Average Daily Attendance
9th	96%
10th	94%

Chronic absenteeism: 22%

The Puente program was a school-wide initiative at the 9th grade, The curriculum focused on Puente strategies with the culmination of an end-of-the-year writing portfolio. The Puente program will be UC-doorway approved as an Honors English Course.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	ELD Support: Was overbudgeted. Student need of services in this area aligned resources to a focused period to develop, implement and monitor Individual Learning Plans per grading period to provide immediate interventions and academic support. Staff training for NWEA,SBAC and Puente: NWEA and SBAC training redirected to Assessment and Testing Department. The addition of Puente school wide at grade level 9 and 10 support the services required (in kind/match) within the partnership.
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.	As part of meeting this goal, the LEA plans to address cumulative attendance rate and chronic absenteeism. It will focus on following up with the updated attendance protocols as well as by having the academic counselors, the parent coordinator, and the administrators work closely with students to support daily attendance. This is addressed in Goal 1 for the 2017-18 plan. At the Spring Town Hall meeting, it was decided that because of the LEA's growing population of students needing additional support, this goal has been edited with the intent to primarily focus on students demonstrating proficiency in ELA and Math so that they may be supported to access both reclassification status and be successful in core subjects. Goal 3 will continue to focus on the college and career preparation and student performance. These changes are reflected in the 2017-18 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.

Goal 4	

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 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 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 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 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 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 ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE   ☐ 9 ☐ 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 8	

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 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.

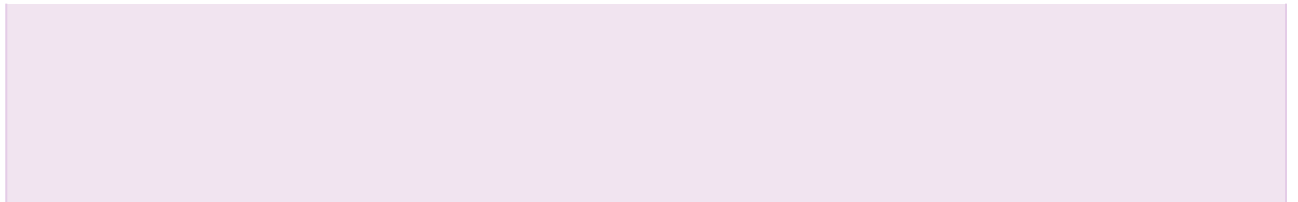| Describe the overall implementation of the actions/services to achieve the articulated goal.	

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 9	

State and/or Local Priorities Addressed by this goal:

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

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 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.

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

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

Parent Advisory Committee (PAC):
The LEA formed a Parent Advisory Committee (PAC) and this group formally met to go over the LCAP (January 31 and May 2, 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 2 parent representatives.

On May 24, 2017, the final LCAP was presented to the PAC and allowed for them to post any written comments to stakeholder questions prior to the June 7th Charter School Committee Meeting on the LCAP, LCFF and budget review. In addition to the parent representatives mentioned above, the committee was also comprised of certificated staff, students, site administrators, union representatives, the Chief Academic Officer, and other central office charter school administrative staff.

Parents and Students:
In January and February, parents and students were invited to attend informational meetings designed to more fully educate the community on issues related to major changes and directions in the state of California that will directly impact their educational experiences. These sessions covered all of the following: 1) California State Standards, 2) the Local Funding Formula (LCFF) and the 3) Local Control Accountability Plan (LCAP). These meetings occurred in conjunction with each school site's monthly SSC (January 12, February 9, March 9, April 13, and May 11) and ELAC (January 12, February 9, March 9, April 13, and May 11). 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. In addition, in an effort to promote year-round involvement in the implementation of the LCAP, in addition to the above engagement meetings, site administrators invited parents to email, call or meet with them at their convenience to hear their input, concerns, and ideas.

The Community at-Large:
Community members were invited to attend the 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 Town Hall meetings of January 31st and May 2nd, 2017.

District/Central Office Staff:
- Monthly Faculty meetings were held at the school site, where input on the development of the LCAP was obtained and agendized during the months of January 28, February 16, March 16, and April 20.
- Central office staff was represented on the District LCAP Committee at the January 31, and May 2, 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 agendized each month. (PLEASE VERIFY). The LCAP and its development, including the importance of stakeholder engagement, was discussed at each of these meetings. As a result, in November 2016, 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. - July 2016 thru June 2017.

English Language Advisory Committee: Monthly meetings were held as detailed below:
January 12, February 9, March 9, April 13, and May 11

DELAC meetings took place on May 24, 2017.

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

Survey Results by Constituency Group:
- Parents responding - 12 parents returned survey

IMPACT ON LCAP AND ANNUAL UPDATE

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

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

Thematically, the stakeholder feedback demonstrated that the LEA should prioritize its efforts as follows:
1. Improve academic achievement - State Priority 4
2. Improve campus climate and culture - State Priority 6
3. Increase and improve the experience of parents and community partners to encourage more meaningful involvement in the school. - State Priority 3
4. Improve alignment of CCSS ELD Standards across disciplines - State Priority 2

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

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

Specific Actions and Services added as a result of this stakeholder engagement process include:
1. The LEA will fully implement CCSS including the purchase of new materials and professional development - Goal 2
2. The Restorative Justice strategy will be fully implemented in every classroom - Goal 1
3. English Language Development department will support content area teachers with effective instructional practices that maximize comprehensive input for ELLs and RFEPs - Goal 2

Goals, Actions, & Services

Strategic Planning Details and Accountability

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

☐ New	☒ Modified	☐ Unchanged

Goal 1	To support all students to graduate from high school and complete A-G requirements at least at an equivalent rate of our neighboring district.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☒ 3 ☐ 4 ☒ 5 ☒ 6 ☒ 7 ☐ 8

COE ☐ 9 ☐ 10

LOCAL

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Attendance Rate Graduation Rate Retention Rate Dropout rate Suspension and Expulsion Data Stakeholder surveys Student growth data for tutored students Academic Counselors meetings with students Participation rate for Naviance	Attendance: 95% Retention: 73% Dropout: N/A Suspension: 5% Expulsion: 0% Stakeholder surveys: N/A Graduation: N/A	Increase attendance & student retention Support successful completion of A-G Increase parent engagement Implement a robust Attendance program	Increase attendance & student retention Support successful completion of A-G Increase parent engagement Implement a robust Attendance program	Increase attendance & student retention Support successful completion of A-G Increase parent engagement Implement a robust Attendance program

PLANNED ACTIONS / SERVICES

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

Action **1**

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

| Students to be Served | ☒ 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	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• Academic Counselors with 9th-12th-grade students • Provide professional development & collaboration time for Advisors/Teachers • Provide Restorative Justice PD • College support software • Student-led conference stipends • Parent workshops/meetings/coordination • College field trips • Student activities • Tutoring support	• Academic Counselors with 9th-12th-grade students • Provide professional development & collaboration time for Advisors/Teachers • Provide Restorative Justice PD • College support software • Student-led conference stipends • Parent workshops/meetings/coordination • College field trips • Student activities • Tutoring support • Promote importance of daily attendance	• Academic Counselors with 9th-12th-grade students • Provide professional development & collaboration time for Advisors/Teachers • Provide Restorative Justice PD • College support software • Student-led conference stipends • Parent workshops/meetings/coordination • College field trips • Student activities • Tutoring support • Promote importance of daily attendance

- Promote importance of daily attendance

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	70000	Amount	75000	Amount	80000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Academic Counselors.	Budget Reference	1000-1999: Certificated Personnel Salaries Academic Counselors.	Budget Reference	1000-1999: Certificated Personnel Salaries Academic Counselors.
Amount	3000	Amount	3000	Amount	3000
Source	Supplemental	Source	Supplemental	Source	Supplemental
Budget Reference	1000-1999: Certificated Personnel Salaries PD & Collaboration time for Advisors/Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries PD & Collaboration time for Advisors/Teachers	Budget Reference	1000-1999: Certificated Personnel Salaries PD & Collaboration time for Advisors/Teachers
Amount	3000	Amount	3000	Amount	3000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Restorative Justice PD	Budget Reference	1000-1999: Certificated Personnel Salaries Restorative Justice PD	Budget Reference	1000-1999: Certificated Personnel Salaries Restorative Justice PD
Amount	1243	Amount	1243	Amount	1243
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Naviance Licenses	Budget Reference	5000-5999: Services And Other Operating Expenditures Naviance Licenses	Budget Reference	5000-5999: Services And Other Operating Expenditures Naviance Licenses
Amount	20000	Amount	20000	Amount	20000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries SLC Stipend	Budget Reference	1000-1999: Certificated Personnel Salaries SLC Stipend	Budget Reference	1000-1999: Certificated Personnel Salaries SLC Stipend
Amount	66000	Amount	68000	Amount	71000

Source	Title I	Source	Title I	Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries Parent Coordinator/Workshops/meetings	Budget Reference	2000-2999: Classified Personnel Salaries Parent Coordinator/Workshops/meetings	Budget Reference	2000-2999: Classified Personnel Salaries Parent Coordinator/Workshops/meetings
Amount	11000	Amount	11000	Amount	11000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures College Field Trips	Budget Reference	5000-5999: Services And Other Operating Expenditures College Field Trips	Budget Reference	5000-5999: Services And Other Operating Expenditures College Field Trips
Amount	40000	Amount	40000	Amount	40000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies Student Activities	Budget Reference	4000-4999: Books And Supplies Student Activities	Budget Reference	4000-4999: Books And Supplies Student Activities
Amount	6000	Amount	6200	Amount	6400
Source	Title III	Source	Title III	Source	Title III
Budget Reference	1000-1999: Certificated Personnel Salaries Tutoring support	Budget Reference	1000-1999: Certificated Personnel Salaries Tutoring support	Budget Reference	1000-1999: Certificated Personnel Salaries Tutoring support

Action 2

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

Students to be Served
☒ 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	2018-19	2019-20
☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Promote and implement a daily attendance program	Promote and implement a daily attendance program	Implement and implement a daily attendance program

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	0.00	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	2000-2999: Classified Personnel Salaries robust attendance program	Budget Reference		Budget Reference	

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 provide ELL with academic support and access to core curriculum

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
- Student grades - Attendance for Advisory/Tutorial - AIMS Web Assessments - A-G grade eligibility - Cycles of inquiry and analysis of student work - NWEA assessment data - SBAC - College-Career Ready - A-G Requirements - ELs making progress - EL Reclassified Data	- Student grades: 77% received A-Cs - Growth increase in Math & Reading Proficiency for 9th-grade students attending the Literacy Center: (AIMS Web assessments sample of 19 students) Math Concepts and Applications 70% Math Computation 100% Reading - Curriculum Based Measurement 90%	Identify English Learners quickly and support teachers with effective instructional practices that maximize comprehensive input for ELLs and RFEPs Support students to apply, attend and succeed in college Implementing CCSS into the classroom and support pupil outcomes on state testing Understanding of reclassification process	Identify English Learners quickly and support teachers with effective instructional practices that maximize comprehensive input for ELLs and RFEPs Support students to apply, attend and succeed in college Implementing CCSS into the classroom and support pupil outcomes on state testing Understanding of reclassification process	Identify English Learners quickly and support teachers with effective instructional practices that maximize comprehensive input for ELLs and RFEPs Support students to apply, attend and succeed in college Implementing CCSS into the classroom and support pupil outcomes on state testing Understanding of reclassification process

• ELPAC Data • ELL Handbook • EL Achieve data	MAZE - Reading Comprehension 100% Growth increase in Math & Reading Proficiency for 10th-grade students attending the Literacy Center (AIMS Web assessments sample of 19 students): Math Concepts and Applications 56% Math Computation 33% Reading - Curriculum Based Measurement 78% MAZE - Comprehension 78% • A-G eligibility: 41% • NWEA assessment data: • 73% of all 9th graders met/exceeded target growth in Language Usage • 55% of all 9th graders and 60% of all 10th graders met/exceeded target growth in Reading • 48% of all 9th graders and 55% of all 10th graders met/exceeded target growth in Math • SBAC: N/A • ELs making progress: 17% • RFEP Data: 2.4% • ELPAC Data: N/A			

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	☐ SPED

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	**2018-19**	**2019-20**
☐ New ⊠ Modified ☐ Unchanged	☐ New ☐ Modified ⊠ Unchanged	☐ New ☐ Modified ⊠ Unchanged
• On-going professional development for curriculum alignment to CCSS • Purchase of CCSS ancillary materials • Curriculum development and mapping • Professional development training that supports literacy strategies for English Learners • Translated instructional resources • Maintain PD for Co-Teaching practices • Training and implementation for SBAC and NWEA assessments • ELPAC support	• On-going professional development for curriculum alignment to CCSS • Purchase of CCSS ancillary materials • Curriculum development and mapping • Professional development training that supports literacy strategies for English Learners • Maintain PD for Co-Teaching practices • Training and implementation for SBAC and NWEA assessments • ELPAC support	• On-going professional development for curriculum alignment to CCSS • Purchase of CCSS ancillary materials • Curriculum development and mapping • Professional development training that supports literacy strategies for English Learners • Maintain PD for Co-Teaching practices • Training and implementation for SBAC and NWEA assessments • ELPAC support

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**

Amount	3000	Amount	3000	Amount	3000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures CCSS PD & ancillary materials	Budget Reference	5000-5999: Services And Other Operating Expenditures CCSS PD & ancillary materials	Budget Reference	5000-5999: Services And Other Operating Expenditures CCSS PD & ancillary materials
Amount	2125	Amount	2125	Amount	2125
Source	Title I	Source	Title I	Source	Title I
Budget Reference	1000-1999: Certificated Personnel Salaries ELD Support across Content areas	Budget Reference	1000-1999: Certificated Personnel Salaries ELD Support across Content areas	Budget Reference	1000-1999: Certificated Personnel Salaries ELD Support across Content areas
Amount	25000	Amount	25000	Amount	25000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries SPED Push In Support	Budget Reference	1000-1999: Certificated Personnel Salaries SPED Push In Support	Budget Reference	1000-1999: Certificated Personnel Salaries SPED Push In Support
Amount	5000	Amount	5000	Amount	5000
Source	Title I	Source	Title I	Source	Title I
Budget Reference	2000-2999: Classified Personnel Salaries ELA/ELD & Math PD	Budget Reference	2000-2999: Classified Personnel Salaries ELA/ELD & Math PD	Budget Reference	2000-2999: Classified Personnel Salaries ELA/ELD & Math PD
Amount	5000	Amount	5000	Amount	5000
Source	Title III	Source	Title III	Source	Title III
Budget Reference	5000-5999: Services And Other Operating Expenditures Translated instructional resources	Budget Reference	5000-5999: Services And Other Operating Expenditures Translated instructional resources	Budget Reference	5000-5999: Services And Other Operating Expenditures Translated instructional resources
Amount	2000	Amount	2000	Amount	2000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries PD for Reclassification process and support & ELPAC	Budget Reference	1000-1999: Certificated Personnel Salaries PD for Reclassification process and support & ELPAC	Budget Reference	1000-1999: Certificated Personnel Salaries PD for Reclassification process and support & ELPAC
Amount	3000	Amount	3000	Amount	3000

Source	Base	Source	Base	Source	Base
Budget Reference	PD Co-Teaching	Budget Reference	PD Co-Teaching	Budget Reference	PD Co-Teaching
Amount	10000	Amount	10000	Amount	10000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Electronic Testing Assessments, including AMES Web, ALLOY, NWEA/MAP and SBAC	Budget Reference	5000-5999: Services And Other Operating Expenditures Electronic Testing Assessments, including AMES Web, ALLOY, NWEA/MAP and SBAC	Budget Reference	5000-5999: Services And Other Operating Expenditures Electronic Testing Assessments, including AMES Web, ALLOY, NWEA/MAP and SBAC
Amount	21000	Amount	22000	Amount	23000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Collaboration time	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Collaboration time	Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Collaboration time

Action **2**

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

Students to be Served ☐ 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	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
- Support new teachers	- Support new teachers	- Support new teachers

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	6000	Amount	6000	Amount	6000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries BTSA Mentor	Budget Reference	1000-1999: Certificated Personnel Salaries BTSA Mentor	Budget Reference	1000-1999: Certificated Personnel Salaries BTSA Mentor

Action   **3**

Students to be Served	☐ All ☒ Students with Disabilities ☐

OR

Students to be Served	☒ English Learners ☐ Foster Youth ☒ Low Income
Scope of Services	☒ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

ACTIONS/SERVICES

BUDGETED EXPENDITURES

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

State and/or Local Priorities Addressed by this goal:

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

Identified Need

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

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
• Unit plans and curriculum maps • UC Doorways approved course submissions • Professional Development Agendas and Sign-Ins • NWEA/MAP Assessments in Grade 10 • SBAC • AIMS Web Literacy Center • College-Career Ready • Teaching Pathway participation • AP Data	NWEA assessment data: • 73% of all 9th graders met/exceeded target growth in Language Usage • 55% of all 9th graders and 60% of all 10th graders met/exceeded target growth in Reading • 48% of all 9th graders and 55% of all 10th graders met/exceeded target growth in Math SBAC: N/A AP: 17 students enrolled	All teachers implement CCSS aligned curriculum Maintain/increase Teacher Pathway Club PD for AP courses Support for SBAC and NWEA/MAP test taking skills Curriculum mapping PD for social justice PD for Puente Program	All teachers implement CCSS aligned curriculum Maintain/increase Teacher Pathway Club PD for AP courses Support for SBAC and NWEA/MAP test taking skills Curriculum mapping PD for social justice PD for Puente Program	All teachers implement CCSS aligned curriculum Maintain/increase Teacher Pathway Club PD for AP courses Support for SBAC and NWEA/MAP test taking skills Curriculum mapping PD for social justice PD for Puente Program

• Goal Books • SLCs				

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	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
• On-going professional development for curriculum alignment to CCSS • Curriculum development and mapping • Professional development for social justice	• On-going professional development for curriculum alignment to CCSS • Curriculum development and mapping • Professional development for social justice • Training and implementation for SBAC, ALLOY, and NWEA/MAP assessments	• On-going professional development for curriculum alignment to CCSS • Curriculum development and mapping • Professional development for social justice • Training and implementation for SBAC, ALLOY, and NWEA/MAP assessments

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

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	3000	Amount	3000	Amount	3000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries CCSS PD	Budget Reference	1000-1999: Certificated Personnel Salaries CCSS PD	Budget Reference	1000-1999: Certificated Personnel Salaries CCSS PD
Amount	3000	Amount	3000	Amount	3000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Curriculum development & mapping	Budget Reference	1000-1999: Certificated Personnel Salaries Curriculum development & mapping	Budget Reference	1000-1999: Certificated Personnel Salaries Curriculum development & mapping
Amount	2000	Amount	2000	Amount	2000
Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures PD - Social Justice	Budget Reference	5000-5999: Services And Other Operating Expenditures PD - Social Justice	Budget Reference	5000-5999: Services And Other Operating Expenditures PD - Social Justice
Amount	3000	Amount	3000	Amount	3000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Staff training for student preparation of SBAC and other student assessments	Budget Reference	1000-1999: Certificated Personnel Salaries Staff training for student preparation of SBAC and other student assessments	Budget Reference	1000-1999: Certificated Personnel Salaries Staff training for student preparation of SBAC and other student assessments
Amount	5000	Amount	5000	Amount	5000
Source	Base	Source	Base	Source	Base
Budget Reference	4000-4999: Books And Supplies PD - Goal Books & instructional materials	Budget Reference	4000-4999: Books And Supplies PD - Goal Books & instructional materials	Budget Reference	4000-4999: Books And Supplies PD - Goal Books & instructional materials
Amount	2000	Amount	2000	Amount	200

Source	Base	Source	Base	Source	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures PD - Advanced Placement	Budget Reference	5000-5999: Services And Other Operating Expenditures PD - Advanced Placement	Budget Reference	5000-5999: Services And Other Operating Expenditures PD - Advanced Placement
Amount	20000	Amount	20000	Amount	20000
Source	Base	Source	Base	Source	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Student Lead Conferences Stipend	Budget Reference	1000-1999: Certificated Personnel Salaries Student Lead Conferences Stipend	Budget Reference	1000-1999: Certificated Personnel Salaries Student Lead Conferences Stipend

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	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Increase/maintain Student Services Programs		

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	16000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	5000-5999: Services And Other Operating Expenditures Puente Program for 9th & 10th graders	Budget Reference		Budget Reference	
Amount	30000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries Teacher Pathway	Budget Reference		Budget Reference	
Amount	2000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	1000-1999: Certificated Personnel Salaries MESA	Budget Reference		Budget Reference	
Amount	2000	Amount		Amount	
Source	Base	Source		Source	
Budget Reference	4000-4999: Books And Supplies Robotics	Budget Reference		Budget Reference	

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

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 5

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 6

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 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.

☐ New	☐ Modified	☐ Unchanged

Goal 9

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 10

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.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☒ 2017–18   ☐ 2018–19   ☐ 2019–20

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

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

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

This funding amount is for the 15-16 school year as RCLA was not in existence in 2014-15. RCLA will be expending these funds to support a comprehensive Advisory program to support the academic, social and emotional development of ALL of our students, the vast majority of whom are low income students or language learners. Each student will be matched with an advisor, at no greater than 20:1 ratio of students to advisor and will participate in the Advisory class four times a week. In addition, these funds will be dedicated for professional development for our teachers to align curriculum school-wide to the CCSS. All of our students will have course access to a-g aligned courses in our college prep setting. Lastly, these resources will be invested to ensure that our teachers have opportunities, through both Advisory and Tutorial, to support our struggling students.

As we are entering our inaugural year at RCLA, we are not able to establish an increase in funds from the previous year or calculate a proportionality percentage based on increased or improved services. The 2015-16 school year will be our baseline year for LCFF monies. The projected MPP at this time is 6.36%.

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

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

Plan Summary

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

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

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

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

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

Budget Summary

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

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

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

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

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

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

Annual Update

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

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

Annual Measurable Outcomes

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

Actions/Services

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

Analysis

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

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

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

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

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

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. 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. S 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	1,283,000.00	1,351,782.33	390,368.00	348,568.00	355,968.00	1,094,904.00
	0.00	0.00	0.00	0.00	0.00	0.00
Base	798,000.00	963,285.33	303,243.00	259,243.00	263,443.00	825,929.00
Other	0.00	0.00	0.00	0.00	0.00	0.00
SPED	50,000.00	24,724.00	0.00	0.00	0.00	0.00
Supplemental	170,000.00	181,986.00	3,000.00	3,000.00	3,000.00	9,000.00
Title I	20,000.00	65,000.00	73,125.00	75,125.00	78,125.00	226,375.00
Title II	30,000.00	22,715.00	0.00	0.00	0.00	0.00
Title III	215,000.00	94,072.00	11,000.00	11,200.00	11,400.00	33,600.00

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

Total Expenditures by Object Type

Object Type	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	1,283,000.00	1,351,782.33	390,368.00	348,568.00	355,968.00	1,094,904.00
	0.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00
1000-1999: Certificated Personnel Salaries	1,138,000.00	1,233,159.33	219,125.00	193,325.00	199,525.00	611,975.00
2000-2999: Classified Personnel Salaries	25,000.00	0.00	71,000.00	73,000.00	76,000.00	220,000.00
4000-4999: Books And Supplies	0.00	0.00	47,000.00	45,000.00	45,000.00	137,000.00
5000-5999: Services And Other Operating Expenditures	30,000.00	57,193.00	50,243.00	34,243.00	32,443.00	116,929.00
5800: Professional/Consulting Services And Operating Expenditures	90,000.00	61,430.00	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	1,283,000.00	1,351,782.33	390,368.00	348,568.00	355,968.00	1,094,904.00
		0.00	0.00	0.00	0.00	0.00	0.00
	Base	0.00	0.00	3,000.00	3,000.00	3,000.00	9,000.00
	Other	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries		0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	728,000.00	878,377.33	208,000.00	182,000.00	188,000.00	578,000.00
1000-1999: Certificated Personnel Salaries	SPED	50,000.00	24,724.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental	125,000.00	170,986.00	3,000.00	3,000.00	3,000.00	9,000.00
1000-1999: Certificated Personnel Salaries	Title I	20,000.00	65,000.00	2,125.00	2,125.00	2,125.00	6,375.00
1000-1999: Certificated Personnel Salaries	Title III	215,000.00	94,072.00	6,000.00	6,200.00	6,400.00	18,600.00
2000-2999: Classified Personnel Salaries	Base	0.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Supplemental	25,000.00	0.00	0.00	0.00	0.00	0.00
2000-2999: Classified Personnel Salaries	Title I	0.00	0.00	71,000.00	73,000.00	76,000.00	220,000.00
4000-4999: Books And Supplies	Base	0.00	0.00	47,000.00	45,000.00	45,000.00	137,000.00
5000-5999: Services And Other Operating Expenditures		0.00	0.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Base	10,000.00	46,193.00	45,243.00	29,243.00	27,443.00	101,929.00
5000-5999: Services And Other Operating Expenditures	Supplemental	20,000.00	11,000.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Title III	0.00	0.00	5,000.00	5,000.00	5,000.00	15,000.00
5800: Professional/Consulting Services And Operating Expenditures	Base	60,000.00	38,715.00	0.00	0.00	0.00	0.00

	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
5800: Professional/Consulting Services And Operating Expenditures	Title II	30,000.00	22,715.00	0.00	0.00	0.00	0.00

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

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	220,243.00	227,443.00	235,643.00	683,329.00
Goal 2	82,125.00	83,125.00	84,125.00	249,375.00
Goal 3	88,000.00	38,000.00	36,200.00	162,200.00

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