

Introduction:

LEA: **Aspire Richmond Cal Prep Academy** Contact (Name, Title, Email, Phone Number): **Javier Cabra, Principal,**
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Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.

For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) 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 provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.

Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable 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.

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative

Charter School Official Name: Aspire Richmond Richmond Cal Prep Academy Signature: Javier Cabra Date: 6/15/16

in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.

State Priorities

The state priorities listed in Education Code sections 52060 and 52066 can be categorized as specified below for planning purposes, however, school districts and county offices of education must address each of the state priorities in their LCAP. Charter schools must address the priorities in Education Code section 52060(d) that apply to the grade levels served, or the nature of the program operated, by the charter school.

A. Conditions of Learning:

Basic: degree to which teachers are appropriately assigned pursuant to Education Code section 44258.9, and fully credentialed in the subject areas and for the pupils they are teaching; pupils have access to standards-aligned instructional materials pursuant to Education Code section 60119; and school facilities are maintained in good repair pursuant to Education Code section 17002(d). (Priority 1)

Implementation of State Standards: implementation of academic content and performance standards and English language development standards adopted by the state board for all pupils, including English learners. (Priority 2)

Course access: pupil enrollment in a broad course of study that includes all of the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Section 51220, as applicable. (Priority 7)

Expelled pupils (for county offices of education only): coordination of instruction of expelled pupils pursuant to Education Code section 48926. (Priority 9)

Foster youth (for county offices of education only): coordination of services, including working with the county child welfare agency to share information, responding to the needs of the juvenile court system, and ensuring transfer of health and education records. (Priority 10)

B. Pupil Outcomes:

Pupil achievement: performance on standardized tests, score on Academic Performance Index, share of pupils that are college and career ready, share of English learners that become English proficient, English learner reclassification rate, share of pupils that pass Advanced Placement exams with 3 or higher, share of pupils determined prepared for college by the Early Assessment Program. (Priority 4)

Other pupil outcomes: pupil outcomes in the subject areas described in Education Code section 51210 and subdivisions (a) to (i), inclusive, of Education Code section 51220, as applicable. (Priority 8)

C. Engagement:

Parental involvement: efforts to seek parent input in decision making at the district and each schoolsite, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

Pupil engagement: school attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates. (Priority 5)

School climate: pupil suspension rates, pupil expulsion rates, other local measures including surveys of pupils, parents and teachers on the sense of safety and school connectedness. (Priority 6)

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education

Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

Instructions: Describe the process used to consult with parents, pupils, school personnel, local bargaining units as applicable, and the community and how this consultation contributed to development of the LCAP or annual update. Note that the LEA’s goals, actions, services and expenditures related to the state priority of parental involvement are to be described separately in Section 2. In the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

- 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, and 47606.5, 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?

Involvement Process	Impact on LCAP
<p>QUANTITATIVE MEASURES</p> <ul style="list-style-type: none"> • Annual Family Survey – this survey is administered at the end of each school year. It includes questions such as <i>The school has a clear code of conduct/set of rules; My child is learning what he/she needs to know in order to succeed in later grades and after high school; and The school has clear goals for students which are known by the parents.</i> • Annual Student Survey – this survey is administered at the end of each school year. It includes questions such as <i>When students in this class misbehave, my teacher addresses the behavior and helps them improve their behavior; I feel safe at this school; and My teacher reviews what we have learned to help us remember.</i> • Teammate Survey – this online survey is taken by all staff in the school. It includes questions such as <i>I have the materials and equipment to do my job right; My sites goals for student achievement are well-defined and clear; and</i> 	<ul style="list-style-type: none"> • Annual Family Survey – This survey informs area of needs as they relate to the Engagement, Conditions for Learning and Pupil Outcomes. It provides a starting point for areas of need. For example, families were interested in having their students better engaged in learning. We believe this will increase our ability to retain 9th graders. • Annual Student Survey – This information impacts all areas of the LCAP as it not only points us to areas of need, but underlying causes as well. • Annual Teammate Survey – This information impacts all areas of the LCAP and also may

<p><i>I feel adequately supported by parents.</i></p> <ul style="list-style-type: none"> • LCAP survey – This survey was sent to all teammates in early April. Stakeholders were given at least two weeks to provide input into how we could reach the state priorities. Questions asked stakeholders to prioritize programs existing and those that could be started at the school. <p>QUALITATIVE MEASURES</p> <ul style="list-style-type: none"> • Regular Parent Meetings – Parents meet on a regular basis to discuss challenges at the school. These may be through formal committee structures (ASC, ELAC, PTA) or meetings called around a specific challenge, topic or plan. This information is gathered and analyzed primarily by the principal but often includes other leaders in the building. • Staff Meetings – Staff members often see data or issues first hand. Their presence on the school site gives us a detailed look into the school. These issues are often brought up, addressed or discussed at staff meetings. These forums provide important information particularly around student achievement. 	<p>address specific needs at a grade level or teacher level.</p> <ul style="list-style-type: none"> • LCAP survey – All of the LCAP survey questions are explicitly aligned with a state priority. The information from the survey helped us revise the LCAP in every priority area. • Regular Parent Meetings – As a school of choice, parents have already provided input into their priorities by choosing our school. Regular parent meetings provide qualitative evidence that provide input into school priorities around how engaged parents feel; how safe and satisfied their children are with their experience; and their students’ academic performance. • Staff Meetings – Most staff meetings on the school site include an analysis of data whether it is student performance on standardized tests, internal assessments, behavior data or classroom assessments or school culture as measured by suspensions, tardies or classroom behavior. This data, as well as the solutions, informed all parts of the LCAP, but primarily student climate and pupil achievement.
<p>Annual Update:</p> <ul style="list-style-type: none"> • End of 2014-2015 School Year Family Survey Data: We continued to meet our expectations with families. We have analyzed this data to inform our action plan for next year. • End of 2014-2015 School Year Student Survey Data: We also receive higher than average ratings among all other Aspire schools. • End of 2014-2015 School Year Teacher Survey: This year’s action plan and LCAP was created based on end of year teacher survey data. • 2015-2016 LCAP Survey Data: This survey was administered to all stakeholders via ParentSquare and through ASC in April. Results will impact creation of LCAP and our Action Plan for the 2016-2017 school year. Priorities will be determined based on our stakeholders’ opinions around instruction, facilities, technology, and other important issues. <p>QUALITATIVE MEASURES</p> <ul style="list-style-type: none"> • We hired a family and community organizer this year. This position was a 	<p>Annual Update:</p> <ul style="list-style-type: none"> • Annual Family Survey – Based on our 2014-2015 survey results, we focused on engaging our families more, so we hired a full time family and community organizer to support the school. • Annual Student Survey – Based on our 2014-2015 survey results, we focused on school pride. • Annual Teammate Survey – Based on our 2015-2016 mid-year data, our instructional team is focusing on prioritizing coaching for all teachers. Each teacher has a coach and weekly meetings with that coach. • Regular Parent Meetings – As also noted in our LCAP survey, families are requesting more community and group meetings. Working families have expressed a need for evening meetings

<p>full time position with a focus on supporting our work with our families and community.</p> <ul style="list-style-type: none"> • Parent Meeting Updates- ELAC and ASC official meetings happened monthly. Our teams met monthly with principal until he was on paternity leave, then the team met with school's Family and Community Organizer. ASC meetings drove policy at Cal Prep. • Staff Meetings – Team members were engaged in weekly professional development. We also analyzed school-wide data after each quarter during school site retreats in order to adjust our action plan and improve our instructional and culture data for the next quarter. 	<p>which will also be explicitly updated in our LCAP.</p> <ul style="list-style-type: none"> • Staff Meetings – Next year, staff meetings will focus on literacy and critical literacy.
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

All LEAs must complete the LCAP and Annual Update Template each year. The LCAP is a three-year plan for the upcoming school year and the two years that follow. In this way, the program and goals contained in the LCAP align with the term of a school district and county office of education budget and multiyear budget projections. The Annual Update section of the template reviews progress made for each stated goal in the school year that is coming to a close, assesses the effectiveness of actions and services provided, and describes the changes made in the LCAP for the next three years that are based on this review and assessment.

Charter schools may adjust the table below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33.

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, to be achieved for each state priority as defined in 5 CCR 15495(i) and any local priorities; a description of the specific actions an LEA will take to meet the identified goals; a description of the expenditures required to implement the specific actions; and an annual update to include a review of progress towards the goals and describe any changes to the goals.

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil 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 the goal.

Using the following instructions and guiding questions, complete a goal table (see below) for each of the LEA’s goals. Duplicate and expand the fields as necessary.

Goal: Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which schoolsites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or schoolsite.

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 defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

Identified Need: Describe the need(s) identified by the LEA that this goal addresses, including a description of the supporting data used to identify the need(s).

Schools: Identify the schoolsites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

Applicable Pupil Subgroups: Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

Expected Annual Measurable Outcomes: For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for schoolsites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

Actions/Services: For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

Scope of Service: Describe the scope of each action/service by identifying the schoolsites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is districtwide, schoolwide, countywide, or charterwide.

Pupils to be served within identified scope of service: For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupils redesignated fluent English proficient, and/or pupils subgroup(s) as defined in Education Code section 52052.

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.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite 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 subgroups 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 schoolsites?
- 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 schoolsites, 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?

GOAL 1:	Increase the writing proficiency of students by 10% who score a 3 or 4 on the 4 point rubric.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Increase writing proficiency of students Metric: Aspire Writing Snapshot -		
Goal Applies to:	Schools: Richmond Cal Prep Applicable Pupil Subgroups: ALL		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 10% more students will score proficient or above on the Aspire Writing Assessment Improved writing instruction for all students 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development – teachers will receive differentiated professional development through coaching and early release professional development.	Charter-wide	__x__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	Professional Development, Dean of Instruction \$50,000 Resource: 0000 Object Codes: 1300, 5800

Professional Development – all new teachers will receive one week of Aspire training including writing instruction	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 10% more students will score proficient or above on the Aspire Writing Assessment Improved writing instruction for all students
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development – teachers will receive differentiated professional development through coaching and early release professional development.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Professional Development, Dean of Instruction \$50,000 Resource: 0000 Object Codes: 1300, 5800
Professional Development – all new teachers will receive one week of Aspire training including writing instruction	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
We are creating instructional guidelines for our school community and one will include writing across content		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	10% more students will score proficient or above on the Aspire Writing Assessment. Improved writing instruction for all students		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Based on the data from the Aspire-wide and school-wide writing assessments, professional development will be designed if needed.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Professional Development, Dean of Instruction \$50,000 Resource: 0000 Object Codes: 1300, 5800
Data-informed instruction – School will use disaggregated data to focus instruction on subgroups with lower writing achievement.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL 2 :	Maintain consistent retention of 9 th grade students at 90 %.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Increase graduation rate Metric: Cohort Graduation Rates
Goal Applies to:	Schools: <u>Richmond Cal Prep</u> Applicable Pupil Subgroups: <u>ALL</u>

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • All students will have access to college counselor. • Students with D's and F's will receive additional instruction to pass classes. • More equitable grading practices will be in place for students. • Teachers will be evaluated in student engagement.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to monitor monthly the % of students receiving D's and F's	Charter-wide	<u>x</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	Dean \$25,000 College Counselor \$40,000 Tech Solutions \$10,000 Resource: 0000, 3010 Object Codes: 1300, 3000, 7000
Provide professional development to teachers on the quality of grading practices.	Charter-wide	<u>x</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	

Home Office to refine college counselor training and support	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • All students will have access to college counselor. • Students with D's and F's will receive additional instruction to pass classes. • More equitable grading practices will be in place for students. • Teachers will be evaluated in student engagement. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to monitor monthly the % of students receiving D's and F's	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Dean \$25,000 College Counselor \$40,000 Tech Solutions \$10,000 Resource: 0000, 3010 Object Codes: 1300, 3000, 7000
Disaggregate data by subgroups and create a plan to address any inequities found.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
RTI team meets weekly to discuss students who		<input checked="" type="checkbox"/> ALL	

continuously struggle in classes. Intervention is discussed and planned

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups: (Specify) _____

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- All students will have access to college counselor.
- Students with D's and F's will receive additional instruction to pass classes.
- More equitable grading practices will be in place for students.
- Teachers will be evaluated in student engagement.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Disaggregate data by subgroups and create a plan to address any inequities found.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Dean \$25,000 College Counselor \$40,000 Tech Solutions \$10,000 Resource: 0000, 3010 Object Codes: 1300, 3000, 7000
We now use a more equitable grading system that is on a 4.0 point scale versus a 100 point scale. Results are much more equitable.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL 3:	Attendance rate 95% for all subgroups.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Identified Need :	Students in school to learn Metric: Attendance rate			
Goal Applies to:	Schools:	Richmond Cal Prep	Applicable Pupil Subgroups: ALL	
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	Attendance rate for all subgroups will be 95% or higher			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truanancies.	Charter-wide		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Dean \$20,000 Business Manager \$40,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 2400,

3000, 7000

LCAP Year 2: 2017-18Expected Annual
Measurable
Outcomes:

Attendance rate for all subgroups will be 95% or higher

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about trancies.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Dean \$20,000 Business Manager \$40,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 2400, 3000, 7000
We changed first period to be advisory versus a core class so that tardies affect core content less than the past.		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 3: 2018-19Expected Annual
Measurable
Outcomes:

Attendance rate for all subgroups will be 95% or higher

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Students and families who miss more than three unexcused	Charter-	<input checked="" type="checkbox"/> ALL	Dean

<p>absences will receive additional communication and school support. Families will be notified sooner about truanancies.</p>	<p>wide</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>\$20,000 Business Manager \$40,000 Tech Solutions \$10,000</p> <p>Resource: 0000</p> <p>Object Codes: 1300, 2400, 3000, 7000</p>
		<p><input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

<p>GOAL 4:</p>	<p>All students are taught by appropriately credentialed teachers. 100% of teachers will be highly qualified per No Child Left Behind Act</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>	
<p>Identified Need :</p>	<p>Students taught by highly qualified teachers Metric: Teacher credential rate</p>		
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Richmond Cal Prep</p>	
	<p>Applicable Pupil Subgroups:</p>	<p>ALL</p>	
<p>LCAP Year 1: 2016-17</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>All students will be taught by highly qualified personnel.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to hire only highly qualified teachers</p>	<p>Charter-</p>	<p><input checked="" type="checkbox"/> ALL</p>	<p>Principal</p>

	wide	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$40,000 Resource: 0000 Object Codes: 1300, 3000
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	All students will be taught by highly qualified personnel.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to hire only highly qualified teachers	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Principal \$40,000 Resource: 0000 Object Codes: 1300, 3000
Interview current teachers to understand more why our retention rate with teachers has been over 85% each of the last 4 years.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All students will be taught by highly qualified personnel.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to hire only highly qualified teachers	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Principal \$40,000 Resource: 0000 Object Codes: 1300, 3000
Continue to offer high quality professional development given by instructional leaders at site.		<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL 5:	All students have appropriate materials. 100% of students will have access to standards aligned materials as measured by school inventory	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	All students have appropriate instructional materials Metric: % of students with standards-aligned materials	
Goal Applies to:	Schools:	Richmond Cal Prep
	Applicable Pupil Subgroups:	ALL
LCAP Year 1: 2016-17		
Expected Annual Measurable	All pupils will have CCSS aligned ELA text sets.	

Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Additional materials: new novels and nonfiction text that reflect the text complexity standards for CCSS will be purchased	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Materials and resources, IT support \$50,000 Resource: 0000, 6300 Object Codes: 4200, 4301, 4410, 7000
LCAP Year 2: 2017-18			
Expected Annual Measurable Outcomes:	All pupils will have NGSS aligned texts.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Any additional science materials needed, including technology, will be made.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Materials and resources, IT support \$50,000 Resource: 0000, 6300 Object Codes: 4200, 4301, 4410, 7000
We have already bought NGSS textbooks for Physics, Chemistry and Biology. We now will purchase text for our integrated science courses for both 8 th and 9 th grade. Those materials have been approved by our science lead who has served on the California advisory board for NGSS. We are purchasing a computer for each student in grades 9-12	School-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

All english books are appropriate reading leveled per grade		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
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LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	All pupils will have NGSS aligned texts.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Any additional NGSS materials needed, including technology, will be made.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Materials and resources, IT support \$50,000 Resource: 0000, 6300 Object Codes: 4200, 4301, 4410, 7000
Purchase enough computers to offer 1to1 computers to students.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	

GOAL 6:	All students attend school in a safe facility conducive to learning. 100% of school facilities will be maintained and in good repair as measured by our facilities department	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	School facilities that honor the students Metric: School facilities in good repair
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Goal Applies to:	Schools: Richmond Cal Prep
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	5% of school budget will be appropriated for upkeep of the building
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Human Resources will help refine the job expectations and performance of the building managers.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Building Manager, Custodian, Maintenance \$50,000 Resource: 0000 Object Codes: 2900, 3000, 5610

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	5% of school budget will be appropriated for upkeep of the building
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Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted
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School will invest in maintenance in the school as identified through family, student and teacher surveys.	Service Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Expenditures Building Manager, Custodian, Maintenance \$50,000 Resource: 0000 Object Codes: 2900, 3000, 5610
We moved into a brand new facility. We've hired both a facilities manager and an after school cleaning crew.		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	5% of school budget will be appropriated for upkeep of the building
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
School will invest in maintenance in the school as identified through family, student and teacher surveys.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Building Manager, Custodian, Maintenance \$50,000 Resource: 0000 Object Codes: 2900, 3000, 5610

		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
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GOAL 7:	All teachers will receive professional development on implementing the California Common Core State Standards and the ELD standards. 100% of teachers will attend 16 hours of professional development at a minimum annually on California Common Core State Standards including specialized segments for teaching the ELD standards.	Related State and/or Local Priorities: 1__ 2_x 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Implementation of the Common Core State Standards and California English Language Development Standards Metric: Hours of professional development		
Goal Applies to:	Schools: Richmond Cal Prep	Applicable Pupil Subgroups: ELs	

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Instruction will be more effective in teaching the CCSS. • English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development – Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June	Charter-wide	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Lead Teachers \$1,000 per teacher Resource: 0000, 4305 Object Codes: 1100, 3000, 5200
Digital Badges focused on instruction for English Learners	Charter-	<input type="checkbox"/> ALL	

will be available for teacher to pilot.	wide	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Instruction will be more effective in teaching the CCSS. • English Learners will receive improved instruction aligned with their language levels as measured by the CELDT.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will learn how to implement the new EL assessment tool.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	Lead Teachers \$1,000 per teacher Resource: 0000, 4305 Object Codes: 1100, 3000, 5200
Teachers will receive professional development on using the data from the new assessment tool.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Instruction will be more effective in teaching the CCSS. English Learners will receive improved instruction aligned with their language levels as measured by the CELDT/ELPAC.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will receive professional development on early	Charter-	<input type="checkbox"/> ALL	Lead Teachers

release days on how to adapt instruction to the different levels of language acquisition as determined by the CA EL assessment.	wide	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	\$1,000 per teacher Resource: 0000, 4305 Object Codes: 1100, 3000, 5200
		__ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		__ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL 8:	Families are satisfied with the school. 90% of families will state that they are satisfied or very satisfied with their experience at the Charter School via the family survey distributed annually	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Maintain parent satisfaction with the school Metric: Parent Satisfaction Survey	
Goal Applies to:	Schools: Richmond Cal Prep	Applicable Pupil Subgroups: ALL
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students will feel safer and more cared for at school. • Families will be more satisfied with the school's academic program. • Family satisfaction will increase 5% if below 90% in 15-16. 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
If below 90%, a plan will be created to address any family concerns.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Dean \$10,000 Counselor \$10,000 Parent Outreach \$2,500 Family Supports Manager \$40,000 Resource: 0000, 3010 Object Codes: 1300, 2200, 2400, 3000, 5200

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Students will feel safer and more cared for at school. • Families will be more satisfied with the school's academic program. • Family satisfaction will increase 5% if below 90% in 16-17.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
If below 90%, a plan will be created to address any family concerns.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Dean \$10,000 Counselor \$10,000 Parent Outreach \$2,500 Family Supports

Manager
\$40,000

Resource:
0000, 3010

Object Codes:
1300, 2200,
2400, 3000,
5200

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Students will feel safer and more cared for at school.
- Families will be more satisfied with the school's academic program.
- Family satisfaction will increase 5% if below 90% in 17-18.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
If below 90%, a plan will be created to address any family concerns.	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Dean \$10,000 Counselor \$10,000 Parent Outreach \$2,500 Family Supports Manager \$40,000 Resource: 0000, 3010 Object Codes: 1300, 2200, 2400, 3000, 5200
		<input type="checkbox"/> ALL	

OR:
 Low Income pupils English Learners
 Foster Youth Redesignated fluent English proficient
 Other Subgroups: (Specify) _____

GOAL 9:	Statewide assessments increase of students scoring proficient (STAR, or any subsequent assessment as certified by SBE) and the Academic Performance Index (API) as amended	Related State and/or Local Priorities: 1__ 2_x_ 3__ 4_x_ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Increased student achievement on the SBAC assessment Metric: SBAC assessment		
Goal Applies to:	Schools: Richmond Cal Prep		
	Applicable Pupil Subgroups: ALL		
LCAP Year 1: 2016-17			
Expected Annual Measurable Outcomes:	Student scores on the SBAC in ELA and Math will increase 5% in all subgroups		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
15-16 will be the baseline year	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	Teacher Training, Technology, Software Lead Teachers, Dean \$50,000 Resource: 0000, 4035 Object Codes: 1100, 1300, 3000, 4410, 4310, 5200

LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<p>Student scores on the SBAC in ELA and Math will increase 5% in all subgroups</p>		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>A plan will be made for instructional changes based on the 16-17 SBAC results. The plan will include disaggregated data by FRL, ELs, foster youth, gender and ethnicity.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	<p>Teacher Training, Technology, Software Lead Teachers, Dean \$50,000</p> <p>Resource: 0000, 4035</p> <p>Object Codes: 1100, 1300, 3000, 4410, 4310, 5200</p>
<p>Teachers will receive PD on the interface so that students will have an opportunity to practice with teachers prior to exam</p>	<p>School site</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>Teachers will receive PD on stereotype threat and create a plan to support the reduction of stereotype threat for students</p>	<p>School site</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

LCAP Year 3: 2018-19

<p>Expected Annual Measurable Outcomes:</p>	<p>Student scores on the SBAC in ELA and Math will increase 5% in all subgroups.</p>		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
A plan will be made for instructional changes based on the 17-18 SBAC results. The plan will include disaggregated data by FRL, ELs, foster youth, gender and ethnicity.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Teacher Training, Technology, Software Lead Teachers, Dean \$50,000 Resource: 0000, 4035 Object Codes: 1100, 1300, 3000, 4410, 4310, 5200
		<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL 10:	Increase the percentage of students on track to graduation which includes the A-G requirements met. Increase by 10% percentage of pupils who have successfully completed courses that satisfy UC/CSU entrance requirements, or career technical education until 90%. After the school reaches 90%, increase 5 % each year.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Increased college readiness Metric: % of students on-track to graduation	

Goal Applies to:	Schools: Richmond Cal Prep
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • More students will be poised to graduate able to apply to UC/CSU and be college ready. • Students will receive counseling on A-G requirement completion. • Increase of 5% of students reaching A-G progress if not at 90%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Dean \$25,000 College Counselor \$40,000 Principal \$10,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 3000, 7000
Analyze data of students not reaching graduation requirements and address any inequities uncovered	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • More students will be poised to graduate able to apply to UC/CSU and be college ready. • Students will receive counseling on A-G requirement completion. • Increase of 5% of students reaching A-G progress if not at 90%.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Dean \$25,000 College Counselor \$40,000 Principal \$10,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 3000, 7000
Analyze data of students not reaching graduation requirements and address any inequities uncovered	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • More students will be poised to graduate able to apply to UC/CSU and be college ready. • Students will receive counseling on A-G requirement completion. <p align="center">Increase of 5% of students reaching A-G progress if not at 90%.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Dean \$25,000 College Counselor \$40,000 Principal \$10,000 Tech Solutions \$10,000

			Resource: 0000
			Object Codes: 1300, 3000, 7000
Analyze data of students not reaching graduation requirements and address any inequities uncovered	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

GOAL 11:	Students who are English learners will increase their mastery of the English language	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Increased English proficiency Metric: CELDT	
Goal Applies to:	Schools: Richmond Cal Prep	
	Applicable Pupil Subgroups: Els	
LCAP Year 1: 2016-17		
Expected Annual Measurable Outcomes:	Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences. CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I.	
	Actions/Services	Scope of Pupils to be served within identified scope of service
		Budgeted

Professional Development - Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June	Service Charter-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Expenditures New Teacher Training, Lead Teacher Training, Lead Teachers, Dean \$20,000 Resource: 0000, 3010, 4035 Object Codes: 1100, 1300, 3000, 5200
For English learners: Intervention Support – All English learners identified through the RTI process will receive additional academic support	Charter-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Dean of Instruction \$20,000 Resource: 0000, 4203 Object Codes: 1300, 3000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:	Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences. CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will receive professional development if the target is not met. Professional development will include a focus on the areas which students are not succeeding in redesignation.	Charter-wide	<input type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)_____	New Teacher Training, Lead Teacher Training, Lead Teachers, Dean \$20,000 Resource:

			0000, 3010, 4035 Object Codes: 1100, 1300, 3000, 5200
For English learners: Intervention Support – All English learners identified through the RTI process will receive additional academic support	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Dean of Instruction \$20,000 Resource: 0000, 4203 Object Codes: 1300, 3000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences. CELDT – At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO I.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers will receive professional development if the target is not met. Professional development will include a focus on the areas which students are not succeeding in redesignation.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	New Teacher Training, Lead Teacher Training, Lead Teachers, Dean \$20,000 Resource: 0000, 3010, 4035 Object Codes: 1100, 1300, 3000, 5200
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

Other Subgroups: (Specify) _____

GOAL 12:	Decrease the number of students expelled each year.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Decrease pupil expulsion Metric: # of students with one or more expulsion annually			
Goal Applies to:	Schools:	Richmond Cal Prep		
	Applicable Pupil Subgroups:	ALL		
LCAP Year 1: 2016-17				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 3% or fewer students will be expelled compared to the previous year. • Students will feel safer at school. 			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	If the % increases, a plan will be created.	Charter-wide	__x__ ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)	Counselor \$25,000 Principal \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000
LCAP Year 2: 2017-18				

Expected Annual Measurable Outcomes:	3% or fewer students will be expelled compared to the previous year. Students will feel safer at school.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
If the % increases, a plan will be created.	Charter-wide	<u> </u> x_ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)_____	Counselor \$25,000 Principal \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000
LCAP Year 3: 2018-19			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 3% or fewer students will be expelled compared to the previous year. • Students will feel safer at school. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
If the % increases, a plan will be created.	Charter-wide	<u> </u> x_ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient <u> </u> Other Subgroups: (Specify)_____	Counselor \$25,000 Principal \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000
		<u> </u> ALL ----- OR: <u> </u> Low Income pupils <u> </u> English Learners <u> </u> Foster Youth <u> </u> Redesignated fluent English proficient	

Other Subgroups: (Specify) _____

GOAL 13:	Reduce the suspensions of African American and Hispanic students		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Decrease pupil suspension days Metric: % of students suspended 1 time or more			
Goal Applies to:	Schools:	Richmond Cal Prep		
	Applicable Pupil Subgroups:	African American and Hispanic students		
LCAP Year 1:2016-17				
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 10% or fewer AA and Hispanic students will miss school due to suspensions from previous year. • Students will feel safer at school. 			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	If the rate increases, a plan for intervention will be created.	Charter-wide	__ALL <hr/> OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient _x_Other Subgroups:(Specify)Hispanic and AA students	Counselor \$25,000 Principal \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000
LCAP Year2 : 2017-18				
Expected Annual	<ul style="list-style-type: none"> • 10% or fewer AA and Hispanic students will miss school due to suspensions from previous year. • Students will feel safer at school. 			

Measurable Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
If the rate increases, a plan for intervention will be created.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Hispanic and AA students</u>	Counselor \$25,000 Principal \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:			
<ul style="list-style-type: none"> • 10% or fewer AA and Hispanic students will miss school due to suspensions from previous year. • Students will feel safer at school. 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
If the rate increases, a plan for intervention will be created.	Charter-wide	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input checked="" type="checkbox"/> Other Subgroups: (Specify) <u>Hispanic and AA students</u>	Counselor \$25,000 Principal \$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000
		<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

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GOAL 14:	Increase the percentage of students on track to graduation which includes 15 community college credits	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8_x COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Increase students taking community college courses Metric: % of students taking 15 credits of community college credits
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Goal Applies to:	Schools: Richmond Cal Prep
	Applicable Pupil Subgroups: ALL

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 50% of 9-12 students will visit a college campus. • Students in grades 9-12 will be more academically prepared for college by taking community college classes. • 55% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All 9th, 10th, and 11th graders go on college campus visits. 9th and 10th go on two local university trips on two different days. 11th graders go on Southern California college campus tour for two nights and three days.	school-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Early College High School Program \$20,000 Resource: 0000 Object Codes: 5800
Seniors visit local universities during senior exhibition so that they can discuss transition with local university representatives.	school-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Seniors spend one week at University of California Berkeley taking university courses with faculty. This is an experience week that has been offered to us because of a partnership with the university.</p> <p>Seniors have several options to take community college courses during their last year:</p> <ul style="list-style-type: none"> • English 999 • English 1106 • Introduction to Chemistry • Power, Privilege, Social Differences • Advising 1, 2 • They will also go off campus early on Tuesday and Thursdays to enroll at the local community college <p>Juniors have the option to take a college level art class.</p> <p>Freshman have the option to take advising 1</p>	<p>school-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
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LCAP Year 2: 2017-18

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • 60% of students will visit a college campus. • Students in grades 9-12 will be more academically prepared for college by taking community college classes. • 60% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>All 9th, 10th, and 11th graders go on college campus visits.</p> <p>9th and 10th go on two local university trips on two different days.</p> <p>11th graders go on Southern California college campus tour for two nights and three days.</p>	<p>Charter-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)_____</p>	<p>Early College High School Program \$20,000</p> <p>Resource: 0000</p> <p>Object Codes: 5800</p>
<p>Seniors visit local universities during senior exhibition so that they can discuss transition with local university representatives</p>	<p>school-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p>	

		___ Other Subgroups: (Specify) _____ <hr/>
Seniors spend one week at University of California Berkeley taking university courses with faculty. This is an experience week that has been offered to us because of a partnership with the university. Seniors have several options to take community college courses during their last year: <ul style="list-style-type: none"> • English 999 • English 1106 • Introduction to Chemistry • Power, Privilege, Social Differences • Advising 1, 2 • They will also go off campus early on Tuesday and Thursdays to enroll at the local community college Juniors have the option to take a college level art class. Freshman have the option to take advising 1	school-wide	___ x ALL <hr/> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____ <hr/>

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • 70% of students will visit a college campus • Students in grades 9-12 will be more academically prepared for college by taking community college classes. • 70% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier. 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All 9th, 10th, and 11th graders go on college campus visits. 9th and 10th go on two local university trips on two different days. 11th graders go on Southern California college campus tour for two nights and three days.	Charter-wide	___ x ALL <hr/> OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups: (Specify) _____ <hr/>	Early College High School Program \$20,000 Resource: 0000 Object Codes: 5800
Seniors visit local universities during senior exhibition so that	school-wide	___ x ALL	

<p>they can discuss transition with local university representatives</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>Seniors spend one week at University of California Berkeley taking university courses with faculty. This is an experience week that has been offered to us because of a partnership with the university.</p> <p>Seniors have several options to take community college courses during their last year:</p> <ul style="list-style-type: none"> • English 999 • English 1106 • Introduction to Chemistry • Power, Privilege, Social Differences • Advising 1, 2 • They will also go off campus early on Tuesday and Thursdays to enroll at the local community college <p>Juniors have the option to take a college level art class.</p> <p>Freshman have the option to take advising 1</p>	<p>school-wide</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

<p>GOAL 15:</p>	<p>Teachers will be trained to implement the Next Generation Science Standards.</p>	<p>Related State and/or Local Priorities: 1__ 2__ 3__ 4__ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Implement the Next Generation Science Standards Metric: Aspire science interim assessments</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Richmond Cal Prep</p>
	<p>Applicable Pupil Subgroups:</p>	<p>ALL</p>
<p>LCAP Year 1: 2016-17</p>		
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Students will receive science instruction aligned with the NGSS. • Teachers will be more effective teachers science. • Students will receive baselines cores on the Aspire internal science benchmarks 	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Professional Development – 6-8 Teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Teacher Training, Science Teaching, Principal \$50,000 Resource: 0000 Object Codes: 1100, 1300, 3000

LCAP Year 2: 2017-18

Expected Annual Measurable Outcomes:

- Students will receive science instruction aligned with the CA Science Framework and NGSS.
- Teachers will be more effective teachers science.
- Student scores on the Aspire internal science benchmarks will increase 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Home Office coaches will begin due diligence on high school content to align to NGSS. Will participate in the NGSS Early Implementers grant.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Teacher Training, Science Teaching, Principal \$50,000 Resource: 0000 Object Codes: 1100, 1300, 3000
NGSS Interim assessments will be created and administered.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient	

__ Other Subgroups: (Specify) _____

LCAP Year 3: 2018-19

Expected Annual Measurable Outcomes:

- Students will receive science instruction aligned with the CA Science Framework and NGSS.
- Teachers will be more effective teachers science.
- Student scores on the Aspire internal science benchmarks will increase 5%.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Implement NGSS in high school courses as determined in 16-17	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	Teacher Training, Science Teaching, Principal \$50,000 Resource: 0000 Object Codes: 1100, 1300, 3000
Participate in NGSS Early Implementers grant	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	
Based on NGSS Interim assessments, a plan for student achievement will be created	Charter-wide	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

Annual Update Instructions: For each goal in the prior year LCAP, review the progress toward the expected annual outcome(s) based on, at a minimum, the required metrics pursuant to Education Code sections 52060 and 52066. The review must include an assessment of the effectiveness of the specific actions. Describe any changes to the actions or goals the LEA will take as a result of the review and assessment. In addition, review the applicability of each goal in the LCAP.

Guiding Questions:

- 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 schoolsites 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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original	Increase the writing proficiency of students by 10% who score a 3 or 4 on the 4 point rubric.	Related State and/or Local Priorities:
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GOAL 1 from prior year LCAP:

1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__
 COE only: 9__ 10__
 Local : Specify _____

Goal Applies to: Schools: Aspire Richmond Cal Prep Academy
 Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 10% more students will score proficient or above on the Aspire Writing Assessment Improved writing instruction for all students 	Actual Annual Measurable Outcomes:	15-16: 45% met or exceeded 15-16 was baseline data due to first year of operation
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development : 1. teachers will receive differentiated professional development through coaching and early release professional development. 2. all new teachers will receive one week of Aspire training including writing instruction	Home Office Coaching \$50,000 Resource: 0000 Object Codes: 7000	Teachers received differentiated professional development including 1:1 coaching via Deans of Instruction and small groups established via formative data and teacher written goals. All teachers received one week of training aligned to Common Core including writing instruction	Home Office Coaching \$50,000 Resource: 0000 Object Codes: 7000
Scope of service:	Charterwide	Scope of service:	Charterwide
<u>x</u> ALL		<u>x</u> ALL	
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress	We are shifting our focus from writing to reading in order to address baseline and foundational data we analyzed via professional development and admin cycles of inquiry
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and/or changes to goals?

Original GOAL 2 from prior year LCAP:	Increase retention of 9 th grade students to 90 %	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Aspire Richmond Cal Prep Academy	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students with D's and F's will receive additional instruction to pass classes. More equitable grading practices will be in place for students. Teachers will be evaluated in student engagement. 	Actual Annual Measurable Outcomes:	The retention of students is 87.1%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Continue to monitor monthly the % of students receiving D's and F's 2. Provide professional development to teachers on the quality of grading practices. 3. Home Office to refine college counselor training and support	Dean \$25,000 College Counselor \$40,000 Tech Solutions \$10,000 Resource: 0000, 3010 Object Codes: 1300, 3000, 7000	4. Continue to monitor monthly the % of students receiving D's and F's 5. Provide professional development to teachers on the quality of grading practices.	Dean \$25,000 College Counselor \$40,000 Tech Solutions \$10,000 Resource: 0000, 3010 Object Codes: 1300, 3000, 7000

Scope of service:	Charterwide	Scope of service:	Charterwide
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<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Our 9th grade goals were met so we plan on doing the same thing.
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Original GOAL 3 from prior year LCAP:	Attendance rate 95% for all subgroups	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Aspire Richmond Cal Prep Academy Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	Attendance rate for all subgroups will be 95% or higher.	Actual Annual Measurable Outcomes:	Attendance rate for all subgroups is 92.86%
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truanancies.	Dean \$20,000 Tech Solutions \$10,000 Resource: 0000	Students and families who miss more than three unexcused absences will receive additional communication and school support. Families will be notified sooner about truanancies.	Dean \$20,000 Tech Solutions \$10,000 Resource: 0000

		Object Codes: 1300, 3000, 7000			Object Codes: 1300, 3000, 7000
Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Our attendance was close to 96.5% this year, so we plan on taking the same steps next year			

Original GOAL 4 from prior year LCAP:	All students are taught by appropriately credentialed teachers. 100% of teachers will be highly qualified per No Child Left Behind Act		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Aspire Richmond Cal Prep Academy		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	All students will be taught by highly qualified personnel.		Actual Annual Measurable Outcomes:	80.6% teachers were highly qualified.
LCAP Year: 2015-16				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual	

				Expenditures
Continue to hire only highly qualified teachers		Principal \$40,000 Resource: 0000 Object Codes: 1300, 3000	Continue to hire only highly qualified teachers Continue to provide weekly professional development and coaching.	Principal \$40,000 Resource: 0000 Object Codes: 1300, 3000
Scope of service:	Charterwide		Scope of service:	Charterwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Our retention rate for next year is 100%. We plan to continue to provide support in the same ways next year		

Original GOAL 5 from prior year LCAP:	100% of students will have access to standards aligned materials as measured by school inventory	Related State and/or Local Priorities: 1__x_ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: Aspire Richmond Cal Prep Academy			
	Applicable Pupil Subgroups: ALL			
Expected Annual Measurable Outcomes:	All pupils will have Common Core aligned math materials. All pupils will have texts with appropriate complexity as aligned with the Common Core State Standards.	Actual Annual Measurable Outcomes:	All pupils will have Common Core aligned math materials. All pupils will have texts with appropriate complexity as aligned with the Common Core State Standards	
LCAP Year: 2015-16				

Planned Actions/Services		Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures
Additional materials: Classroom literature books, Book club books, and classroom library books will be purchased as well as Chromebooks in order for students to access text sets online as well.		Materials and resources, IT support \$50,000 Resource: 0000, 6300 Object Codes: 4200, 4301, 4410, 7000	Materials and resources, IT support \$50,000 Resource: 0000, 6300 Object Codes: 4200, 4301, 4410, 7000
Scope of service:	Charterwide		Scope of service: Charterwide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		We need to offer more reading intervention. We will be changing our master schedule to allow for this next year.	

Original GOAL 6 from prior year LCAP:	All students attend school in a safe facility conducive to learning. 100% of school facilities will be maintained and in good repair as measured by our facilities department	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Aspire Richmond Cal Prep Academy Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	Building Manager will have clear job descriptions and an effectiveness bonus. 5% of school budget will be appropriated for upkeep of the building	Actual Annual Measurable Outcomes:	Building manager will have clear job descriptions and an effectiveness bonus. 5% of school budget will be appropriated for upkeep of the building.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Human Resources will help refine the job expectations and performance of the building managers.	Building Manager, Custodian, Maintenance \$50,000 Resource: 0000 Object Codes: 2900, 3000, 5610	HR did not support with this so we've supported the building manager	Building Manager, Custodian, Maintenance \$50,000 Resource: 0000 Object Codes: 2900, 3000, 5610
Scope of service:	Charterwide	Scope of service:	Charterwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will provide a professional learning plan for facilities manager at the beginning of the school year.
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Original	All teachers will receive professional development on implementing the California Common Core	Related State and/or Local Priorities:
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GOAL 7 from prior year LCAP:	State Standards and the ELD standards. 100% of teachers will attend 16 hours of professional development at a minimum annually on California Common Core State Standards including specialized segments for teaching the ELD standards.	1__ 2_x 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Aspire Richmond Cal Prep Academy	Applicable Pupil Subgroups: ELs
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Instruction will be better aligned with college readiness and the CCSS. • English Learners will receive improved English Development instruction via small group and 1:1 supports 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Instruction will be better aligned with college readiness and the CCSS. • English Learners will receive improved English Development instruction via small group and 1:1 supports
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Professional Development – Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June 2. Digital Badges focused on instruction for English Learners will be available for teacher to pilot.	Lead Teachers \$1,000 per teacher Resource: 0000, 4305 Object Codes: 1100, 3000, 5200	3. Professional Development – Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June 4. Digital Badges focused on instruction for English Learners will be available for teacher to pilot.	Lead Teachers \$1,000 per teacher Resource: 0000, 4305 Object Codes: 1100, 3000, 5200
Scope of service:	Charterwide	Scope of service:	Charterwide
__ALL OR: __Low Income pupils __x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__ALL OR: __Low Income pupils __x_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a	Lead retreat workshops were not sequenced with the rest of the school year PD, so we will create a plan within
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result of reviewing past progress and/or changes to goals?	school PD calendar that links the two.
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Original GOAL 8 from prior year LCAP:	Families are satisfied with the school. 90% of families will state that they are satisfied or very satisfied with their experience at the Charter School via the family survey distributed annually	Related State and/or Local Priorities: 1__ 2__ 3_x 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Aspire Richmond Cal Prep Academy	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students will feel safer and more cared for at school. Families will be more satisfied with the school's academic program. Family satisfaction will increase 5% if below 90% in 13-14 	Actual Annual Measurable Outcomes::	Family satisfaction rate is still pending ____%
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
If below 90%, a plan will be created to address any family concerns.	Dean \$10,000 Counselor \$10,000 Parent Outreach \$2,500 Family Coordinator \$40,000 Resource: 0000, 3010 Object Codes: 1200, 1300, 2200, 2400,	we did not fall below 90%	Dean \$10,000 Counselor \$10,000 Parent Outreach \$2,500 Family Coordinator \$40,000 Resource: 0000, 3010 Object Codes: 1200, 1300, 2200, 2400,

		3000, 5200			3000, 5200
Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		continue as is.			

Original GOAL 9 from prior year LCAP:	Statewide assessments increase of students scoring proficient (STAR, or any subsequent assessment as certified by SBE) and the Academic Performance Index (API) as amended	Related State and/or Local Priorities: 1__ 2_ <input checked="" type="checkbox"/> 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Aspire Richmond Cal Prep Academy	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students will feel prepared to take the online SBAC assessment. Formative assessments will drive instruction of the CCSS. 	Actual Annual Measurable Outcomes:	15-16': Data available Mid-July 15-16 was baseline data due to first year of operation.
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
A plan will be made for instructional changes based on the 14-15 SBAC results	Teacher Training, Technology,	We did create a plan for instructional changes that aligned to CCSS and SBAC.	Teacher Training, Technology,

	Software Lead Teachers, Dean \$50,000		Software Lead Teachers, Dean \$50,000	
	Resource: 0000, 4035		Resource: 0000, 4035	
	Object Codes: 1100, 1300, 3000, 4410, 4310, 5200		Object Codes: 1100, 1300, 3000, 4410, 4310, 5200	
Scope of service:	Charterwide		Scope of service:	
			Charterwide	
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continue as is.		

Original GOAL 10 from prior year LCAP:	Increase the number of students on track to graduation which includes the A-G requirements met	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: Aspire Richmond Cal Prep Academy		
	Applicable Pupil Subgroups: ALL		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> More students will be poised to graduate able to apply to UC/CSU and be college ready. Students will receive counseling on A-G requirement completion. 	Actual Annual Measurable Outcomes::	<ul style="list-style-type: none"> 2014 - 97% of students completing A-G requirements 2015 - 92% of students completing A-G requirements 2016 – Data available after July 1, 2016

- Increase of 5% of students reaching A-G progress if not at 90%.

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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements 2. Analyze data of students not reaching graduation requirements and address any inequities uncovered	Dean \$25,000 College Counselor \$40,000 Principal \$10,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 3000, 7000	3. Provide professional development to college counselors and advisors about graduation requirements, including A-G requirements 4. Analyze data of students not reaching graduation requirements and address any inequities uncovered	Dean \$25,000 College Counselor \$40,000 Principal \$10,000 Tech Solutions \$10,000 Resource: 0000 Object Codes: 1300, 3000, 7000
Scope of service: Charterwide		Scope of service: Charterwide	
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Continue as is.		

Original GOAL11 from prior year LCAP:	Students who are English Learners will increase their mastery of the English Language	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Aspire Richmond Cal Prep Academy	Applicable Pupil Subgroups: ELs
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> At least 50% of ELs will show annual growth on the CELDT, as defined by Title III AMAO 1 Students who are English learners will increase their content knowledge in ELA, math, science and the social sciences. 	Actual Annual Measurable Outcomes:	Data of of EL students met their AMAO target not available
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
1. Professional Development - Lead teachers will receive PD in EL development at the Lead Teacher Retreat in June 2. For English learners: Intervention Support – All English learners identified through the RTI process will receive additional academic support	New Teacher Training, Lead Teacher Training, Lead Teachers, Dean \$20,000 Resource: 0000, 3010, 4035 Object Codes: 1100, 1300, 3000, 5200	3. For English learners: Intervention Support – All English learners identified through the RTI process will receive additional academic support	New Teacher Training, Lead Teacher Training, Lead Teachers, Dean \$20,000 Resource: 0000, 3010, 4035 Object Codes: 1100, 1300, 3000, 5200
Scope of service:	Charterwide	Scope of service:	Charterwide
__ALL		__ALL	

OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	We will look at the correlation in reading growth and ELL lists and create a plan of action for reading intervention
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Original GOAL 12 from prior year LCAP:	Decrease the number of students expelled each year	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Aspire Richmond Cal Prep Academy	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 10% or fewer students will be expelled compared to the previous year. Students will feel safer at school. 	Actual Annual Measurable Outcomes:	0% of students missed school due to expulsion
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
If the % of students expelled increases, a plan will be created.	Counselor \$25,000 Principal \$10,000 Resource: 0000 Object Codes:	None expelled	Counselor \$25,000 Principal \$10,000 Resource: 0000 Object Codes:

		1300, 2200, 3000			1300, 2200, 3000
Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		none expelled			

Original GOAL13 from prior year LCAP:	Decrease the number of students suspended overall and in subcategories.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Aspire Richmond Cal Prep Academy	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> 10% or fewer students will miss school due to suspensions from previous year. Students will feel safer at school. 	Actual Annual Measurable Outcomes::	5.5% 15-15 15-16 was baseline data due to first year of operation
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LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
If the rate of students suspended increases, a plan for intervention will be created.	Counselor \$25,000 Principal	met goals so nothing needed to happen	Counselor \$25,000 Principal

		\$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000			\$10,000 Resource: 0000 Object Codes: 1300, 2200, 3000
Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Continue with restorative justice.			

Original GOAL 14 from prior year LCAP:	Increase the number of students on track to graduation which includes 15 community college credits	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Aspire Richmond Cal Prep Academy Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students in grades 9-12 will be more academically prepared for college by taking community college classes. 50% of students in grades 9-12 will experience college classes in a safe setting in order to make the transition to college easier. 	Actual Annual Measurable Outcomes: 2014 – 18% completed 15 credits 2015 – 13% completed 15 credits 2016 – data available after July 1, 2016
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services

	Budgeted Expenditures		Estimated Actual Annual Expenditures
<ul style="list-style-type: none"> - In November, all students will visit a college campus: 6th – CSUEB, 7th San Francisco State, 8th Stanford, 9th UC Berkeley, 10th – UC Davis, 11th – San Jose State, and 12th – Sacramento State. - 9-12th students will participate in college readiness activities in their Advisories that include: Career Interest Surveys, College Major interests using Naviance. In addition, they will have lessons on college readiness and social emotional skills to be ready for college. - Some 9th & 10th and all 11th and 12th grade students will take college classes at a local community college. The Academic Counselor will work - 11th and 12th grade students will present to their parents twice each year the college preparation and college classes in Student Led Conferences in October and January. - All 9-12th grade students will discuss their a-g college classes with the parents as well as their progress on the SBAC, ACT, Reading & Math scores in Student Led Conferences - All 9th Grade students will become aware of HS graduation requirements through a series of workshops that include college preparation: a-g UC/CSU requirements, college credits required for graduation, and CAHSEE requirements - All 6-12th grade students will be every two weeks with their Advisor to discuss their academic progress and the skills they need to be working on to be successful. <p>All 12th Grade students will participate in a College Success class that includes: college applications, FAFSA application, social/emotional preparation for college, and other soft skills necessary for college readiness</p>	<p>Early College High School Program \$20,000</p> <p>Resource: 0000</p> <p>Object Codes: 5800</p>	<ul style="list-style-type: none"> - In November, all students will visit a college campus: 6th – CSUEB, 7th San Francisco State, 8th Stanford, 9th UC Berkeley, 10th – UC Davis, 11th – San Jose State, and 12th – Sacramento State. - 9-12th students will participate in college readiness activities in their Advisories that include: Career Interest Surveys, College Major interests using Naviance. In addition, they will have lessons on college readiness and social emotional skills to be ready for college. - Some 9th & 10th and all 11th and 12th grade students will take college classes at a local community college. The Academic Counselor will work - 11th and 12th grade students will present to their parents twice each year the college preparation and college classes in Student Led Conferences in October and January. - All 9-12th grade students will discuss their a-g college classes with the parents as well as their progress on the SBAC, ACT, Reading & Math scores in Student Led Conferences - All 9th Grade students will become aware of HS graduation requirements through a series of workshops that include college preparation: a-g UC/CSU requirements, college credits required for graduation, and CAHSEE requirements - All 6-12th grade students will be every two weeks with their Advisor to discuss their academic progress and the skills they need to be working on to be successful. <p>All 12th Grade students will participate in a College Success class that includes: college applications, FAFSA application, social/emotional preparation for college, and other soft skills necessary for college readiness</p>	<p>Early College High School Program \$20,000</p> <p>Resource: 0000</p> <p>Object Codes: 5800</p>

Scope of service:	Charterwide	Scope of service:	Charterwide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	continue as planned ever year. It has become tradition		

Original GOAL 15 from prior year LCAP:	Teachers will be trained to implement the Next Generation Science Standards.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_ <input checked="" type="checkbox"/> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: Aspire Richmond Cal Prep Academy
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students will receive science instruction aligned with the NGSS instructional practices. Teachers will be more effective teachers science. 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> Students will receive science instruction aligned with the NGSS instructional practices. Teachers will be more effective teachers science.
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LCAP Year: 2015-16

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Professional Development – 6-8 Teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS	Teacher Training, Science Teaching, Principal \$50,000	Professional Development – 6-8 Teachers will be able to attend regional professional development about the NGSS. The training will focus on new science course to reflect the change to NGSS	Teacher Training, Science Teaching, Principal \$50,000

		Resource: 0000			Resource: 0000
		Object Codes: 1100, 1300, 3000			Object Codes: 1100, 1300, 3000
Scope of service:	Charterwide		Scope of service:	Charterwide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		continue as is because we are taking on 6th and 7th grades next year.			

Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, 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 pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of

funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds	\$573,000
In the 2016-2017 school year, \$573,000 of the school's LCFF revenues are derived from the supplemental and concentration grants. These funds will be expended in a school-wide manner because the school's unduplicated pupil count as a percent of enrollment exceeds the 40 percent threshold required to expend funds school-wide. These funds are supporting deans, instructional assistants, college counseling support, social/emotional counseling support, technology, instructional materials, books, and other supports that meet the needs of these students.	

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

21	%	In the 2016-2017 school year, the minimum proportionality percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils is 21%. This proportionality percentage will be met through a combination of targeting the increased LCFF funds towards supports that disproportionately target unduplicated pupils and through improving the effectiveness of the intervention support already provided
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LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, 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).