Introduction:

LEA: <u>Richmond Charter Academy</u>   Contact (Name, Title, Email, Phone Number):<u>Evelia Villa ,Chief Academic Officer</u> LCAP Year: __2016-17_

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 response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced 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.

<div style="text-align:center">***State Priorities***</div>

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 suRCAct 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 suRCAct 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 suRCAct 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 the information was 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
In determining specific areas of need to be addressed in the Local Accountability Plan, the school reviewed the following quantitative data for the goal setting process: school site demographics, test results, attendance rates, suspension/expulsion rates, surveys, and resources. Such information is available on reports such as; School Accountability Report Card (SARC), the Standardized Testing and Reporting (STAR) performance results, the California English Language Development Test (CELDT) results, the Academic Performance Index (API) results, CBEDS, DataQuest, and other data sources. Amethod Public Schools back office accountant support Edtec, presented early funding predictors for Amethod Public Schools, broken out by school sites.	The top budget priorities as identified by respondents at the varied stakeholder meetings and surveys: • Talent Management Focus • Increase employee salaries, • Increase Highly Qualified instructional staff at sites, • Investment in Career Path for excellent teachers, • Increase funding in new CCSS curriculum programs and ELL,

The administration then started the process of identifying the different stakeholder groups within the school community. Once identified, the school held multiple meetings in the development of the Local Accountability Plan. The varied groups reviewed data on literacy and math achievement, CST results, attendance, suspensions, Special Education identification, progress of English learners, with results disaggregated by racial/ethnic groups, English learners, socio--economically disadvantaged students and students with disabilities.

The Amethod Public Schools Chief Executive Officer and Chief Academic Officer met and presented to the different subgroups and breakout groups of parent and leader stakeholders to provide introductory discussions of the LCAP and 8 state priorities with examples of relevant work within each priority. Qualitative feedback was gathered on the 8 state priorities which included parental involvement, school climate, pupil engagement, and student achievement.

The Family Staff Teams (FST) and the Instructional Leader Teams also heard presentations from about successful programs and services, reviewed notes from the focus groups and community meetings, and generated suggestions for each of the state priority areas.

The organization's Chief Operations Officer presented to each of the organizations school faculty the 2014-15 budget and fiscal outlook, touching on rising allocations, projections, growth, and impact of the state's new local funding formula. Attendees discussed the LCCF and priorities.

Feedback was gathered on 4 of the 8 state priorities: Student Achievement, School Climate, Course Access, and Implementation of Common Core Standards. Attendees provided feedback and input for each of the priorities discussed.

Focus Group Input

Input from the focus groups was summarized within the key priorities of Student Achievement, Student Engagement, Family Engagement, and School Climate. The identified needs and specific suggestions from the focus groups were in many cases incorporated directly into the language used in a summary overview of the primary LCAP components. The second draft, with added FST points were highlighted at the board meeting presentation.

- Increase Professional Development opportunities for teachers and administration
- Expand non-school calendar opportunities, (summer school, inter session)

The priorities identified above are included in the school budget and investments for targeted student populations are identified on subsequent pages of this document.

Specifically, the following LCFF investment priorities reflect the feedback received from stakeholders and the student data tied to the academic needs of our students as detailed by the different data reviews.

Investments are further detailed in subsequent pages.
- Foster youth
- English Learners
- School climate and student engagement
- Students with disabilities
- Increase support for schools with high teacher turnover
- Parent engagement
- Focus on teacher support, development and retention
- Focus on Middle School English Language Arts & Math
- Focus on College and Career Readiness in high school.

Revised Priorities
After additional discussions and presentations, review of focus group input, and a school based priority exercise, there were some shifts. For example, after speaking with varied groups, the investment in staff and faculty rose to the top.

Also needs at the middle and high schools began to emerge as a high priority as well, including the Middle School and High School bridge and support programs, such as the AVID at the High School, and added tutoring and academic support at middle schools. Training also

To ensure that the diverse array of stakeholder input are targeted and the techniques implemented for other network schools would help to inform the core requirements of the LCAP. Amethod Public Schools developed a standard protocol for querying all audiences. The protocol was consistently implemented in all surveys, focus groups, and interactive input sessions and are aligned with the eight State Priorities.	surfaced across many domains, and the need to evaluate LCAP funded programs also surfaced as a priority in order to ensure that rigorous data would be obtained for target programs. The final LCAP presentation was brought to the board for approval with the overall 2016-17 budget.
Annual Update: During the month of January2017 a presentation was shared with the Family Support Team, FST on the goals and status of all of the LCAP actions and services as well as the metrics in the 2016-2017 LCAP. For each action and service, staff presented the current status, sharing actions that had been successfully completed or were on track to be completed as well as actions and services that were not completed or would not be completed. Additionally, all available data were presented. For example, student attendance data were presented for the district, all schools, all grade levels, all ethnic groups, foster youth, special education students, English Learners, and students of poverty in data circles. This data was then shared out during parent meetings. Annual Update: Based on the data presented to the Board of Trustees at the year update in May and the ongoing analysis of data and metrics in alignment with the LCAP metrics the district identified areas of both promising practices as well as opportunities for improvement. Following our cycle of continuous learning and improvement, LCAP metrics/targets were monitored at different points in the year by student subgroups, school, and grade levels to make progress over time.	**Annual Update:** The Family Support Team, met quarterly in the year and was active in crucial decisions. They voiced out concern regarding assessments. Staff meetings took place where teachers gathered data and were able to see what other options going forward would be available for purchasing. Decisions to implement more blended learning were made. This will be revisited next year to monitor progress. Data will continue to be collected every 6 weeks going forward for the 2016-2017 school year. Richmond Charter will continue to use Northwestern Evaluation (NWEA) to monitor all students. Parents will continue to be notified of their student's progress with the distribution. The decision was made to also move into a new assessment system –Illuminate Education All timelines were revisited and will be modified for the upcoming school year.

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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the schoolsite level. The LEA may identify which school sites 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 school sites 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 school sites 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 oRCActives 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 school sites 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 pupil's 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 school sites 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 school sites?
10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
12) How do these actions/services link to identified goals and expected measurable outcomes?
13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL:	**Goal 1** Provide high quality and up to date classroom curriculum and training that promotes reading, English literacy, mathematical foundations, science exploration and community studies readiness with academic interventions in place to prevent and/or eliminate barriers to student success.	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3 __ 4 _X_ 5 __ 6 __ 7 _ 8 _x_ COE only: 9 __ 10 __ Local : Specify _____

Identified Need :	**NEED:** Based on the Academic Survey of sister schools, there exists a demonstrated need to focus on ongoing talent recruitment, identification and training. *Metrics:* – Career Path program – Instructional Leadership Team Development – Individualized Professional Growth Plans – Professional Development staffing, – Professional Development calendars, – Schedules, and participant lists and collaboration logs, – CCSS Implementation Plan – Benchmarks and Survey

Goal Applies to:	Schools:	Richmond Charter Academy (RCA)	
	Applicable Pupil Subgroups:		All Students

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	-100% of teachers will participate in Film Sessions, Professional Development workshops and teacher domain walkthroughs -Increased focus and investments in staff recruitment process

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
75% ELA, Math and Science Teachers trained in CCSS / NGSS standards	Richmond Charter Academy (RCA)	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$25000
Faculty Recruitment Policy and plan will be developed	RCA	x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	-100% of teachers will participate in Film Sessions, Professional Development workshops and teacher domain walkthroughs -Increased focus and investments in staff recruitment process			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
80% ELA, Math and Science Teachers trained in CCSS / NGSS standards	Richmond Charter Academy (RCA)	x__ALL		30000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
Talent Manager will execute recruitment policy and secure qualifying teacher.	RCA	_x_ ALL		$1,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	-100% of teachers will participate in Film Sessions, Professional Development workshops and teacher domain walkthroughs -Increased focus and investments in staff recruitment process			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
100% ELA, Math and Science Teachers trained in CCSS / NGSS Standards	Richmond Charter Academy (RCA)	x__ALL		35000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		
Talent Manager will execute recruitment policy and secure qualifying teacher.	RCA	x__ALL		$1,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____		

GOAL:	**LCAP Goal 1.1**	Related State and/or Local Priorities:

	Training and ongoing Professional Development that includes tools such as mentor staff, film sessions, and real time practice and role play.	1 _X_ 2 _X_ 3__ 4 _X_ 5__ 6__ 7_ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	**NEED:** Based on an administration of the state's CCSS Implementation Survey, the Academic Performance Survey, the school's Local Education Agency Plan Draft *(Pending 2015)*, the school anticipates a demonstrated need to Provide relevant Professional Development modules for staff. *Metrics:* – Director of Instructional Quality developed – Instructional Leadership Team Development – Individualized Professional Growth Plans – Professional Development staffing, – Professional Development calendars, – Schedules, and participant lists – Collaboration logs – CCSS Implementation Plan – Benchmarks and Survey – LEA

Goal Applies to:	Schools:	Richmond Charter Academy (RCA)
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	-**Curriculum maps for each course written prior to school opening** -Instructional Leadership Team continuous observations/ PGP goals -Professional development calendar drafted every spring

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
70% of trained teachers and paraprofessionals reporting site--level support.	RCA	<u>x</u>__ALL	$3,000
		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	-Curriculum maps for each course written prior to the beginning of the school year -Instructional Leadership Team continuous observations/ PGP goals -Professional development calendar drafted every spring

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
75% of trained teachers and paraprofessionals reporting site--level support	RCA	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$3500

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	-**Curriculum maps for each course written prior to the Fall** -Instructional Leadership Team continuous observations/ PGP goals -Professional development calendar drafted every spring

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
80% of trained teachers and paraprofessionals reporting site--level support	RCA	x__ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups: (Specify)_____	$4,000

GOAL:	**LCAP Goal 1.2** Added curriculum for new CCSS standards and additional supplements for the following subgroups: - Special Education, and English Language Learners Based on the Academic Survey, there exists a demonstrated need to focus on ongoing talent recruitment, identification and training.	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X_ 5_x_ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	**NEED:** To support full implementation of the Common Core State Standards and to prepare students as 21st Century learners, – analysis of the LEA's current instructional materials – The planning draft for the adoption of the Local Education Agency Plan (2015), – Teacher feedback from professional development training, – Elements of strategic planning **Metrics:** – Curriculum Inventory – Purchasing Records – LEA Plan Draft – Teacher surveys PD evaluations

Goal Applies to:	Schools:	Richmond Charter Academy (RCA)
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	– Grade level meetings agendas – CCSS/NGSS trainings. – Select and pilot Common Core standards aligned Math curriculum materials as evidenced by: Curriculum inventory, Curriculum selection process and rubric – Purchasing Record

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-90% of teachers and paraprofessionals will participate in professional development programs such as: Film Sessions, Data workshops and teacher domain walkthroughs	RCA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$10,000
-70% of RCA teaching staff will reach their Professional Growth Plan targets.	RCA	_x_ALL OR: __Low Income pupils __English Learners	5000

LCAP Year 2: 2015-16				
Expected Annual Measurable Outcomes:	- Grade level meetings agendas – CCSS/NGSS trainings. – Select and pilot Common Core standards aligned Math curriculum materials as evidenced by: Curriculum inventory, Curriculum selection process and rubric – Purchasing Record			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
–94% of teachers and paraprofessionals will participate in professional development programs such as: Film Sessions, Data workshops and teacher domain walkthroughs	RCA	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$15,000
-80% of RCA teaching staff will reach their Professional Growth Plan targets.	RCA	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		6000
LCAP Year 3: 2016-17				
– Expected Annual – Measurable Outcomes:	– Grade level meetings agendas – CCSS/NGSS trainings. – Select and pilot Common Core standards aligned Math curriculum materials as evidenced by: Curriculum inventory, Curriculum selection process and rubric – Purchasing Record			
Actions/Services	**Scope of Service**	**Pupils to be served within identified scope of service**		**Budgeted Expenditures**
100% of teachers and paraprofessionals will participate in Film Sessions, Professional Development programs such as: Film Sessions, Data workshops and teacher domain walkthroughs	RCA	_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		$20000
	RCA	_x_ ALL		7000

GOAL:	**LCAP Goal 1.3** Assure that the core content (CCSS/NGSS) academic program is effective for our students.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5_x_ 6__ 7_x_ 8x_ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Students need effective Early Literacy program and fundamental math program *Metric:* (ELA) – CCSS Reading Assessment (NWEA) – Data Director Interim Assessments *Metric: (Math)* Smarter Balanced Assessment (SBA) in Math	
Goal Applies to:	Schools: Richmond Charter Academy (RCA)	
	Applicable Pupil Subgroups: All Students	

LCAP Year 1: 2014-2015		
Expected Annual Measurable Outcomes:	– Interim Assessments **(All)** – NWEA Testing (Upper Grades) – End of Year – Report cards – Grade level meetings – Regular analysis of assessment results that include action plans for all students – Varied student support structures (summer school, office hours, tutoring, ILP, and differentiated instruction)	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
70% of students will have and use curriculum aligned with CCSS state standards,	RCA	_x_ALL	$45000
		OR: __Low Income pupils __English Learners	

| | | __Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____ | |

LCAP Year 2: 2015-16				
Expected Annual Measurable Outcomes:	- Interim Assessments **(All)** - NWEA Testing (Upper Grades) - End of Year - Report cards - Grade level meetings - Regular analysis of assessment results that include action plans for all students - Varied student support structures (summer school, office hours, tutoring, ILP, and differentiated instruction)			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
80% of students will have and use curriculum aligned with CCSS state standards,	RCA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$40000

LCAP Year 3: 2016-17				
Expected Annual Measurable Outcomes:	- Interim Assessments **(All)** - NWEA Testing (Upper Grades) - End of Year - Report cards - Grade level meetings - Regular analysis of assessment results that include action plans for all students - Varied student support structures (summer school, office hours, tutoring, ILP, and differentiated instruction)			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-100% of students will have and use curriculum aligned with CCSS state standards,	RCA	_x_ALL OR: __Low Income pupils __English Learners	$40000

GOAL:	**LCAP Goal 2** Parents, family and community stakeholders will become more fully engaged as partners in the education of students.	Related State and/or Local Priorities: 1__ 2_ 3_x_ 4__ 5__ 6_x_ 7_ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	**NEED** Bring to scale the successful stakeholder engagement strategies being used at network sites. **Metrics:** – Intervention logs, – Family Survey – ILP Meetings – Parent attendance logs	
Goal Applies to:	Schools: Richmond Charter Academy (RCA)	
	Applicable Pupil Subgroups: All Students	

LCAP Year 1: 2014-2015				
Expected Annual Measurable Outcomes:	-Surveys -Family Nights -Orientations -Literacy Nights - Open House			

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
-Parent attendance target at orientation meetings at 60%	RCA	x__ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$2,000
	RCA	_x_ALL	$2,000

-80% of Family Support Team (FST) parents will meet throughout the year		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
-60% of Families will submit parent surveys by the end of the year.	RCA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	$500

LCAP Year 2: 2015-16			
Expected Annual Measurable Outcomes:	-Surveys -Family Nights -Orientations -Literacy Nights - Open House		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Parent attendance target at orientation meetings at 80%	RCA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3,000
-80% of Family Support Team (FST) parents will meet throughout the year	RCA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	3,000
-80% of Families will submit parent surveys by the end of the year.	RCA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1,000

<table>
<tr><td colspan="4" align="center">LCAP Year 3: 2016-17</td></tr>
<tr>
<td>Expected Annual Measurable Outcomes:</td>
<td colspan="3">-Surveys
-Family Nights
-Orientations
-Literacy Nights
-Open House</td>
</tr>
<tr>
<td align="center">Actions/Services</td>
<td align="center">Scope of Service</td>
<td align="center">Pupils to be served within identified scope of service</td>
<td align="center">Budgeted Expenditures</td>
</tr>
<tr>
<td>Parent attendance target at orientation meetings at 90%</td>
<td>RCA</td>
<td>_x_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
<td>4,000</td>
</tr>
<tr>
<td>-80% of Family Support Team (FST) parents will meet throughout the year</td>
<td>RCA</td>
<td>_x_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
<td>3,000</td>
</tr>
<tr>
<td>-90% of Families will submit parent surveys by the end of the year.</td>
<td>RCA</td>
<td>_x_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td>
<td>1,500</td>
</tr>
</table>

GOAL:	**LCAP Goal 2.1** To Maintain Support culture, & Effective Discipline Among the student groups, RCA will implement the Character Counts Program	Related State and/or Local Priorities: 1__ 2_ 3__ 4__ 5__ 6_x_ 7_ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	**NEED** RCA will develop and reinforce proper character models for students and preventative discipline strategies for students -School wide procedures taught and reinforced consistently -Classroom structures taught to staff and students **Metrics:** – Suspension Rates – Parent Surveys – Family surveys

Goal Applies to:	Schools:	Richmond Charter Academy (RCA)	
	Applicable Pupil Subgroups:	All Students	

LCAP Year 1: 2014-2015		

Expected Annual Measurable Outcomes:	- At least 90% of families surveyed will report a positive score for school climate -Less than 5% of student population will be sent to office during school day as measures by RCA Incident Reports. -RCA expulsion rates will be lower than neighbor schools. -Quarterly newsletters will be established for program updates. School Website will be overhauled to become more user and language friendly

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
50% of Staff will have received a Character Counts Training	RCA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	2,000

LCAP Year 2: 2015-16		

Expected Annual	-At least 90% of families surveyed will report a positive score for school climate -Less than 5% of student population will be sent to office during school day as measures by RCA Incident Reports.

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Measurable Outcomes:				
	RCA will offer at minimum (2) school wide assemblies to address matters such as (bullying, cyber bullying, team building, internet safety, crime prevention tactics, self-defense, etc).	RCA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1000

LCAP Year 3: 2016-17

	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Expected Annual Measurable Outcomes:	--At least 90% of families surveyed will report a positive score for school climate -Less than 5% of student population will be sent to office during school day as measures by RCA Incident Reports.			
	RCA will offer at minimum (2) school wide assemblies to address matters such as (bullying, cyber bullying, team building, internet safety, crime prevention tactics, self-defense, etc).	RCA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1500

GOAL:	**Goal #2.2** Maintain clean and safe learning environments for all staff and students	Related State and/or Local Priorities: 1_X_ 2_ 3__ 4__ 5__ 6_x_ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____

Identified Need :	**Need:** Based on review of needs, we anticipate specific points regarding upkeep and safety on campus. **Metrics:** State of CA Facilities Inspection Tool Williams Findings Campus Safety/Incident Reports

Goal Applies to:	Schools:	Richmond Charter Academy (RCA)
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	- Administration will assess the need for added staffing during key moments of the day when added personnel would be beneficial to the safety of our students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The school will meet the requirements for safe & clean facilities as evidenced by: – AMPS Facilities Inspection Tool – Campus Safety Incident Reports – SARC (School Accountability Report Card) draft Work Requests order	RCA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	50000

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	Administration will assess the need for added staffing during key moments of the day when added personnel would be beneficial to the safety of our students.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
The school will meet the requirements for safe & clean facilities as evidenced by: – AMPS Facilities Inspection Tool – Campus Safety Incident Reports – SARC (School Accountability Report Card) draft -Work Requests order	RCA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	56600

<table>
<tr><td colspan="5" align="center">LCAP Year 3: 2016-17</td></tr>
<tr><td>Expected Annual Measurable Outcomes:</td><td colspan="4">Administration will assess the need for added staffing during key moments of the day when added personnel would be beneficial to the safety of our students.</td></tr>
<tr><td colspan="2" align="center">Actions/Services</td><td align="center">Scope of Service</td><td align="center">Pupils to be served within identified scope of service</td><td align="center">Budgeted Expenditures</td></tr>
<tr><td colspan="2">The school will meet the requirements for safe & clean facilities as evidenced by:
– AMPS Facilities Inspection Tool
– Campus Safety Incident Reports
- SARC (School Accountability Report Card) draft
-Work Requests order</td><td>RCA</td><td>_x_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____</td><td>57000</td></tr>
</table>

GOAL:	**Goal 2.3** Preparation for college readiness needs to begin earlier in a child's life. RCA will partner with community- based organizations and businesses to collaboratively prepare students for college and future success.	Related State and/or Local Priorities: 1 _X_ 2_ 3__ 4__ 5__ 6_x_ 7_ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	**Need:** To better prepare 21st Century Learners for College and Career, a need exists to provide students with greater opportunities, to extend learning experiences beyond the boundaries of the regular school day , and to assistance, interventions, and varied programs **Metrics:** Number of organizations engaged in partnerships. Number of businesses engaged in partnerships. Number of students participating in after school partnerships	

Goal Applies to:	Schools:	Richmond Charter Academy (RCA)
	Applicable Pupil Subgroups:	All Students

LCAP Year 1: 2014-2015

Expected Annual Measurable Outcomes:	List of courses offered before, and after school to assist all students as they prepare for their future K-12 schooling.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase number of community and business partnerships over baseline (2- in 2014-15 School Year) by 30% as evidenced by: – Membership Database – Community Partnership events – Attending Meeting and Networking Opportunities – Enrollment Data Partnership tracking records	RCA	_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	1,500

LCAP Year 2: 2015-16

Expected Annual Measurable Outcomes:	List of courses offered before, and after school to assist all students as they prepare for their future K-12 schooling.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase number of community and business partnerships	RCA	_x_ALL	2,000

24

over baseline (2014-15 School Year)
- Attend school and community wide events for staff to network with partners as evidenced by:
• Flyers
• Event Notices
• Sign In sheets
• Field Trip Documentation
Increase number of students in extended day programs

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)_____

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:	List of courses offered before, and after school to assist all students as they prepare for their future K-12 schooling.			
Actions/Services		Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase number of community and business partnerships by 20% over baseline as evidenced by: • Membership Database • Community Partnership events • Meeting and Networking Opportunities Conduct network wide events for students to network as evidenced by: • Flyers • Event Notices • Sign In sheets • Field Trip Documentation		RCA	_x_ 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)_____	2,500

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 school sites and were these actions/services effective in achieving the desired outcomes?
4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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 GOAL from prior year LCAP:	Goal 1 Provide high quality and up to date classroom curriculum and training that promotes reading, English literacy, mathematical foundations, science exploration and community studies readiness with academic interventions in place to prevent and/or eliminate barriers to student success.	Related State and/or Local Priorities: 1_X_ 2_X 3__ 4_X_ 5__ 6__ 7_ 8_x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Richmond Charter Academy (RCA)
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	-100% of teachers will participate in Film Sessions, Professional Development workshops and teacher domain walkthroughs -Increased focus and investments in staff recruitment process	Actual Annual Measurable Outcomes:	87% of teachers and paraprofessional staff participated in film sessions, professional development workshops and professional growth plans. Film Sessions Dates: • October, 2015 • January 2016 • April, 2016 PGP Dates: • September 2015 • February 2016 • April 2016

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
75% ELA, Math and Science Teachers trained in CCSS / NGSS standards	35000	75% of teachers were trained in CCSS/NGSS standards 75% of teachers were trained in Pearson Digits 80% of teachers received a phonics training to help support their ELL's and ELA/ELD curriculum. Developmental Reading Assessment Training	37000
Scope of service:	School wide		Scope of service:	School Wide	
_x_ALL			_x_ALL	
OR:			OR:	

__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		__Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
Faculty Recruitment Policy and plan will be developed	3500	Faculty policy was developed with the added Talent Manager to the organization. • Over 10 career fair were attended across the bay area • Benefits pamphlets were created to promote and inform new incoming staff about organization benefits and options available to them	3000
Scope of service: School wide		Scope of service: School wide	
_x_ALL		_x_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?	RCA will increase the number of participants in regards to curriculum trainings to ensure staff has the same curriculum background. This will include all Para There will be a focus on teacher training in Next Generation Science Standards (NGSS). A training/professional development calendar will be developed over the summer including key training dates with curriculum partners and instructional coaches for the 2015-2016 school year. These trainings are a response to teacher surveys. We will create a training/PD calendar over the summer for the school year where we will indicate PD dates and work with our curriculum partners and instructional coaches to secure trainings through out the year. As a result of this year's outcomes and teacher feedback in regards to trainings and what areas they would like to become stronger in we will focus this comings years' summer trainings on: • Math Centers that is rigorous • Intervention

LCAP Year: 2015-2016	
Planned Actions/Services	Actual Actions/Services

	Budgeted Expenditures			Estimated Actual Annual Expenditures
80% ELA, Math and Science Teachers trained in CCSS / NGSS standards	35000	87% of teachers were trained in CCSS/NGSS standards 87% of teachers were trained in Pearson Digits 87% of teachers received a vocabulary PD to help support their ELL's in the ELA curriculum – March 4th		37000
Scope of service: School wide		Scope of service: School Wide		
_x_ ALL		_x_ 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)_____		
Faculty Recruitment Policy and plan will be developed	3500	Faculty policy was developed with the added Talent Manager to the organization. • 15 career fair were attended across the bay area, 2 on the east coast and 2 internal career fairs. • Benefits pamphlets were created to promote and inform new incoming staff about organization benefits and options available to them like 401k, life insurance, BTSA reimbursement and the Career Path.		3000
Scope of service: School wide		Scope of service: School wide		
_x_ ALL		_x_ 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?	RCA will continue to increase the number of participants in curriculum trainings to ensure all staff has the same curriculum background. This will include all paraprofessionals. We will continue to provide trainings for teachers on Next Generation Science Standards (NGSS) through Know Atom.			

	A training/professional development calendar will be developed over the summer including key training dates with curriculum partners and instructional coaches for the 2016-2017 school year. These trainings are a response to teacher surveys. We will create a training/PD calendar over the summer for the school year where we will indicate PD dates and work with our curriculum partners and instructional coaches to secure trainings through out the year. As a result of this year's outcomes and teacher feedback in regards to trainings and what areas they would like to become stronger in we will focus this comings years' summer trainings on: • EL Intervention • SPED Services • Data Driven Instruction • Vocabulary Development

Original GOAL from prior year LCAP:	**LCAP Goal 1.1** Training and ongoing Professional Development that includes tools such as mentor staff, film sessions, and real time practice and role play	Related State and/or Local Priorities: 1 _X_ 2 _X_ 3__ 4_X_ 5__ 6__ 7_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Richmond Charter Academy (RCA)	
	Applicable Pupil Subgroups:		ALL

Expected Annual Measurable Outcomes:	-**Curriculum maps for each course written prior to school opening** -Instructional Leadership Team continuous observations/ PGP goals -Professional development calendar drafted every spring/ summer.	Actual Annual Measurable Outcomes:	-**Curriculum maps for each course written prior to school opening** -Instructional Leadership Team continuous observations/ PGP goals • Weekly teacher observation and debriefing with each teacher. -Professional development calendar drafted every spring/ summer. PGP Dates for 2015-2016: 6 -8 • September 2015 • February 2016 • April 2016
	LCAP Year: 2014-15		

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
70% of trained teachers and paraprofessionals reporting site--level support.	3000	100% of trained teachers and paraprofessionals reported site--level support through the staff survey given. 90% of trained teachers and paraprofessionals were supported at the site 100% of all qualifying staff were offered BTSA program	1500
Scope of service: School wide		Scope of service: School wide	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ALL 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?	The addition of a Dean at Richmond Charter will help in the many areas. One major area is in the mentoring and coaching of emerging teachers. Professional Growth Plans will be a major target throughout the year. Richmond Charter administration will continue to work with teachers to make sure they feel supported and arrange meetings with those who are shy to make sure they feel we are here to support them throughout the year. In addition to this in order to foster peer support and collaboration " Teacher Mentors" will be assigned to new incoming staff to help support and guide the throughout the year.		

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
75% of trained teachers and paraprofessionals reporting site--level support.	3000	100% of trained teachers and paraprofessionals reported site--level support through the staff survey given. 100% of all qualifying staff were offered BTSA program	1500
Scope of service: School wide		Scope of service: School wide	

_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	_x_ALL 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?	The addition of a Dean at Richmond Charter will help in the many areas including in the mentoring and coaching of emerging teachers. Professional Growth Plans will continue to be a major target throughout the year. Richmond Charter administration will continue to work with teachers and paraprofessionals to make sure they feel supported. Administration will arrange meetings with those who are shy to make sure they feel we are here to support them throughout the school year. In addition, in order to foster peer support and collaboration "Teacher Mentors" will be assigned to new incoming staff to help support and guide them throughout the year. Our mentors will consist of our teachers that have been promoted through our Career Path as well as our regional directors.

Original GOAL from prior year LCAP:	**LCAP Goal 1.2**Added curriculum for new CCSS standards and additional supplements for the following subgroups: -Special Education, and English Language Learners There exists a demonstrated need to focus on ongoing talent recruitment, identification and training.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5_x_ 6__ 7_x 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Richmond Charter Academy (RCA)	
	Applicable Pupil Subgroups: ALL	

Expected Annual Measurable Outcomes:	– 90% of teachers and paraprofessionals will participate in professional development programs such as: Film Sessions, Data workshops and teacher domain walkthroughs. – 70% of RCA teaching staff will reach their Professional Growth Plan targets.	Actual Annual Measurable Outcomes:	-100% of teachers and paraprofessionals participated in professional development programs such as: Film Sessions, Data workshops and teacher domain walkthroughs -80% of RCA teaching staff reached their Professional Growth Plan targets. Grade level meetings were held through out the year on Friday's when PD or staff meeting were not held • CCSS/NGSS trainings were held on the following dates: o August 2015 • Digits Pearson Math Trainings: o August 2015 • ThinkCerca Training o August 2015 o January 14, 2016 • Illuminate Ed Training o August 2015

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
-90% of teachers and paraprofessionals will participate in professional development programs such as: Film Sessions, Data workshops and teacher domain walkthroughs	12000	-90% of teachers and paraprofessionals participated in professional development programs: Film Sessions: • September 22nd , 2014 • December 1st 2014 PGP Dates for 6-8 • Week of October 14th , 2014 • Week od Jan 27th, 2015 • Week of June 8th, 2015 Data Dive workshops for 6-8 • Interim Assessments:	10000

		o October 17th 2014 o February 6th ,2015 NWEA data dive meetings, 6-8 o December 19th, 2014	
Scope of service: School wide		Scope of service: School wide	
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
-70% of RCA teaching staff will reach their Professional Growth Plan targets.	2000	-70% of RCA teaching staff met their Professional Growth Plan targets	2000
Scope of service: School wide		Scope of service: School Wide	
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL 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 films sessions and other professional development to inhibit teacher growth and mastery in the teacher domains, rollover unmet professional growth plan target to the following year to continue and work with the teachers. In addition a coaching schedule will be developed to help give teacher dates in which they can look forward to one-to-one assistance. To meet Common Core State Standards, there will be additional supplemental materials that will be purchased. ELA Framework has pending curriculum list for books yet, teachers will continue to use RCA's Literature List. Lexile levels will be used to modify the list and purchase new novels as needed.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

-94% of teachers and paraprofessionals will participate in professional development programs such as: Film Sessions, Data workshops and teacher domain walkthroughs.	12000	-87% of teachers and paraprofessionals participated in professional development programs: Film Sessions: • October 2015 • January 2016 • April 2016 PGP Dates for 6-8 • September 2015 • February 2016 • April 2016 NWEA Data Dive workshops: ○ October 23, 2015 ○ February 5, 2016 Interim Assessments: ○ December 2016 ○ March 2016	10000
Scope of service:	School wide	Scope of service:	School wide
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	
-80% of RCA teaching staff will reach their Professional Growth Plan targets.	2000	-75% of RCA teaching staff met their Professional Growth Plan targets	2000
Scope of service:	School wide	Scope of service:	School Wide
_x_ ALL OR: __Low Income pupils __English Learners		_x_ ALL OR: __Low Income pupils __English Learners	

__Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	__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?	RCA administration will continue to do films sessions and other professional development to inhibit teacher growth and mastery in the teacher domains. Unmet professional growth plan targets will be rolled over to the following year to continue and work with the teachers. In addition, a coaching schedule will be developed for teachers to provide them with dates in which they can look forward to one-to-one coaching. To meet Common Core State Standards, there will be additional supplemental materials that will be purchased. ELA curriculum will be purchased for the 2016-2017 school year. Teachers will continue to use RCA's novel literature list, Common Core Performance Coach workbooks and ThinkCerca. Lexile levels and student interest will be used to modify the list and purchase new novels as needed.

Original GOAL from prior year LCAP:	**LCAP Goal 1.3** Assure that the core content (CCSS/NGSS) academic program is effective for our students.	Related State and/or Local Priorities: 1__ 2_X_ 3__ 4_X_ 5_x_ 6__ 7_x_ 8x_ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools: RCA
	Applicable Pupil Subgroups: All

Expected Annual Measurable Outcomes:	- Interim Assessments (**All**) - NWEA Testing - Report cards - Grade level meetings - CST Science Test - CAASPP	Actual Annual Measurable Outcomes:	- Interim Assessments o Interims 1: Math ... ELA tables below

Math

6th	Far Below Basic	98%
	Below Basic	2%
7th	Far Below Basic	82%
	Below Basic	10%
	Basic	5%
	Proficient	3%
8th	Far Below Basic	88%
	Below Basic	4%
	Basic	4%
	Proficient	5%

ELA

6th	Far Below Basic	69%
	Below Basic	26%
	Basic	4%
	Proficient	2%
7th	Far Below Basic	88%
	Below Basic	11%
	Basic	1%
8th	Far Below Basic	67%
	Below Basic	18%
	Basic	11%
	Proficient	4%
	Advanced	1%

- Interim 2:

Math
ELA

6th	Far Below Basic	96%
	Below Basic	4%
	Far Below Basic	78%
	Below Basic	10%
7th	Basic	5%
	Proficient	6%
	Advanced	2%
8th	Far Below Basic	93%
	Below Basic	5%
	Basic	2%

6th	Far Below Basic	100%
7th	Far Below Basic	98%
	Below Basic	2%
8th	Far Below Basic	82%
	Below Basic	16%
	Basic	3%

- NWEA Testing 6-8th

		Fall '14	Winter '15	Spring '15	Fall '15	Winter '16	Spring '16
6th	MATH	22%	22%	30%	9%	11%	13%
	READING	27%	25%	24%	21%	16%	25%
	LANG.	29%	40%	35%	30%	22%	27%
	SCIENCE	26%	31%	29%	9%	15%	19%
7th	MATH	42%	42%	58%	38%	43%	44%
	READING	35%	32%	36%	41%	46%	38%
	LANG.	51%	46%	49%	51%	49%	53%
	SCIENCE	23%	42%	42%	40%	47%	40%
8th	MATH	62%	60%	75%	63%	58%	64%
	READING	41%	44%	36%	46%	55%	51%
	LANG.	45%	43%	53%	64%	67%	67%
	SCIENCE	42%	40%	39%	49%	52%	62%

- Report cards were handed out ever 9th weeks with every 3rd week being a progress report week.
- Grade level meetings to discuss data were held
- Data Dive workshops
- Interim Assessments:
  o December 2016

CAASPP 2014-2015 Results

Grade	ELA Score	Math Score
6th	34%	27%
7th	55%	44%
8th	48%	57%

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated_Actual Annual Expenditures
70% of students will have and use curriculum aligned with CCSS state standards.	60000	RCA developed a rich after school program that added an art emphasis for those students who showed interest in student surveys RCA adopted Language 4th this year to support meet the needs of English Language Learners. RCA purchased Pearson Digits for grade 6-8th 100% of students participated in the end of year assessment with Language 4th –pending	58000

Scope of service:	School wide		Scope of service:	School wide	

_x_ALL
OR:
__Low Income pupils __English Learners
__Foster Youth __Redesignated fluent English proficient
__Other Subgroups:(Specify)_____

_x_ALL
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?	In order to facilitate Data Drive Instruction (DDI) across the school and grade level team and year long PD/ a meeting schedule will include DDI meetings where a specific time is carved out for teachers to meet with their grade level to analyze their week's data and adjust the following week's instruction. In addition a new goal will be

	created in which we will target 90% of staff to attend a DDI PD during the summer to help them understand how to analyze their classroom instruction and how to then use that information to drive instruction.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
80% of students will have and use curriculum aligned with CCSS state standards.	60000	RCA has developed a rich after school program that added an art emphasis for those students who showed interest in the student surveys. RCA is continuing to use Pearson Digits for 6th and 7th grade and Pearson Algebra 1 for 8th grade. RCA purchased ThinkCerca as an ELA curriculum for grades 6th-8th. RCA is continuing to use Common Core Performance Coach workbooks for ELA for grades 6th – 8th.	58000
Scope of service: School wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School wide _x_ALL 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?	In order to facilitate Data Drive Instruction (DDI) across the school, grade level teams will be given a PD schedule to attend yearlong professional development. During these professional development trainings specific time will be used for teachers to meet with their grade level to analyze their week's data and adjust the following week's instruction. In addition, a new goal will be created in which we will target 90% of staff to attend a DDI PD during the summer to help them understand how to analyze their classroom instruction and how to then use that information to drive instruction.		

Original GOAL from prior year LCAP:	**LCAP Goal 2** Parents, family and community stakeholders will become more fully engaged as partners in the education of students.	Related State and/or Local Priorities: 1__ 2_ 3_x_ 4__ 5__ 6_x_ 7_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Richmond Charter Academy (RCA)	
	Applicable Pupil Subgroups:	All	

Expected Annual Measurable Outcomes:	-Surveys -Family Nights -Orientations - Back to School Night	Actual Annual Measurable Outcomes:	• Surveys Parent Workshops: • The Latina Center Workshops- started 3/23/16 • CTY Parent workshop- January 19, 2016 Family Events • Posada 12/18/15 • City Council meeting 11/3/15 • Orientations; May 6, 2015, May 13, 2015, August 25, 2015. Back to School Nights 9/29/15- 6th, 9/30/15-7th, 10/1/15- 8th.

LCAP Year: 2014-15			

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated_Actual Annual Expenditures
− Parent Attendance target at orientation meetings 60% − 80% of Family Support Team (FST) parents will meet throughout the year − 80% of Families will submit parent surveys by the end of the year. − Parent attendance target at orientation meetings at 60%	2000	-Parent attendance exceeded the 60% target at orientation meetings = 85%	2300
Scope of service:	School wide		Scope of service:	School wide	
_x_ALL			_x_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)_____	
-80% of Family Support Team (FST) parents will meet throughout the year	2000	90% of the Family Support Team met during the school year to discuss crucial topics such as family nights, programmatic issues and LCAP development along with safety issues. • November 11, 2014 • March 16, 2016 • May 29th, 2015 95% of parents showed up to district board meetings to voice their opinions and speak on behalf of the school -80% of Family Support Team (FST) met throughout the year to discuss LCAP's, family-school events like, Day of the Child Family Picnic, End of Year Scholar Carnival and Award Ceremonies	3000
Scope of service:	School wide	Scope of service:	School wide
_x_ALL		_x_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)_____	
-80% of Families will submit parent surveys by the end of the year.		-85% of Families submitted parent surveys by the end of the year	
Scope of service:	School wide	Scope of service:	School wide
_x_ALL		_x_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?	In addition to continuing current school year actions we will aim to incorporate family events throughout the school year to build family bridges, school wide support and school pride for example end of the year Open House. We will be draft the parental event calendar to be completed in Fall'15 and grow FST members by 3 parents.

LCAP Year: 2015-2016				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
– Parent Attendance target at orientation meetings 80% – 80% of Family Support Team (FST) parents will meet throughout the year – 80% of Families will submit parent surveys by the end of the year.	2000		-Parent attendance exceeded the 80% target at orientation meetings = 90%	2300
Scope of service:	School wide		Scope of service:	School wide
_x_ ALL			_x_ 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)_____	
-80% of Family Support Team (FST) parents will meet throughout the year	2000		80% of the Family Support Team met during the school year to discuss crucial topics such as family nights, programmatic issues and LCAP development along with safety issues, ELA material for middle school, calendars, building update, CAASPP results, Posada, Carpool interest. • December 7, 2015 • March 24, 2016 • TBD 95% of parents showed up to district board meetings to voice their opinions and speak on behalf of the school.	3000
Scope of service:	School wide		Scope of service:	School wide
_x_ ALL			_x_ 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)_____	
-80% of Families will submit parent surveys by the end of the year.		-85% of Families submitted parent surveys by the end of the year	
Scope of service:	School wide	Scope of service:	School wide
_x_ALL		_x_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?	In addition to continuing current school year actions we will aim to incorporate family events throughout the school year to establish long term family connections. We will continue to hold events that allow students to express their school pride for example at an end of the year Open House. RCA administration will be drafting a parent event calendar to be completed in Fall'16 and grow FST members by 2 additional parents.

Original GOAL from prior year LCAP:	**LCAP Goal 2.1** To Maintain Support culture, & Effective Discipline among the number of specific subgroups who are suspended at least once will be reduced each year by 15% through participation in alternative practices	Related State and/or Local Priorities: 1__ 2_ 3__ 4__ 5__ 6_x_ 7_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Richmond Charter Academy (RCA)	
	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	- At least 90% of families surveyed will report a positive score for school climate -Less than 5% of student population will be sent to office during school day as measures by RCA Incident Reports. -RCA expulsion rates will be lower than neighbor schools. -Quarterly newsletters will be established for program updates.	Actual Annual Measurable Outcomes:

-80% of parents expressed positive scores for school climate
-Less than 5% of students received a student referral
-RCA has maintained a 3% of suspensions for the year
-100% of student population has received a quarterly newsletters/ school memos and used School Reach for crucial announcements
-School website has been a key focal for parent engagement.

	School Website will be overhauled to become more user and language friendly		-The AMPS Website is currently translated into multiple languages including Mandarin and Spanish -RCA will continue to promote attendance with prizes and recognition.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
RCA will offer at minimum (2) school wide assemblies to address matters such as (bullying, cyber bullying, team building, internet safety, crime prevention tactics, self-defense, etc)	1000	RCA hosted assemblies that hit topics such as bullying, study skills, and college seminars. Spirit week was a success. Student ambassadors came up with the themes. A lot of comrade was built and seen on campus.	1000
Scope of service:	School wide	Scope of service:	School wide
_x_ALL		_x_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?	RCA will incorporate up to 5 school wide assemblies to address matters such as (bullying, cyber bullying, team building, internet safety, crime prevention tactics, conflict resolution, and promote college awareness through College Nights. Student groups have become a vital component of RCA's school culture. A big sister/big brother group will be developed and incorporated at one of our sister schools- Benito Juarez		

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
RCA will offer at minimum (2) school wide assemblies to address matters such as (bullying, cyber bullying, team	1000	RCA hosted an assembly that hit topics such as bullying, study skills, and drug awareness on April 13, 2016 with a	1000

building, internet safety, crime prevention tactics, self-defense, etc)			program called Kops for Kids. On May 6th students will receive an anti-bullying/self-defense presentation by the Omni Movement (a local gym). Spirit week was a success. Student ambassadors came up with the themes. A lot of comrade was built and seen on campus.	
Scope of service:	School wide		Scope of service:	School wide	
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ ALL 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?	RCA will incorporate up to 4 school wide assemblies to address matters such as (bullying, cyber bullying, team building, internet safety, crime prevention tactics, and conflict resolution. RCA will also promote academic achievements by quarterly report card assemblies and we will try to incorporate college awareness through College Workshops. Student groups have become a vital component of RCA's school culture. Once we are in the same building as our sister school, Benito Juarez Elementary, a big sister/big brother group will be developed so help foster a mentoring environment between elementary and middle school students.

Original GOAL from prior year LCAP:	**Goal #2.2** Maintain clean and safe learning environments for all staff and students	Related State and/or Local Priorities: 1_X_ 2_ 3__ 4__ 5__ 6_x_ 7_x_ 8__ COE only: 9__ 10__ Local : Specify _____
Goal Applies to:	Schools: Richmond Charter Academy (RCA)	
	Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	-Administration will assess the need for added staffing during key moments of the day when added personnel would be beneficial to the safety of our students.	Actual Annual Measurable Outcomes:	Lunch times were observed during the beginning and the middle of the school year to determine where additional staff needed to be incorporated

LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures			Estimated Actual Annual Expenditures
The school will meet the requirements for safe & clean facilities as evidenced by: – AMPS Facilities Inspection Tool – Campus Safety Incident Reports - SARC (School Accountability Report Card) draft Work Requests order	56000		The school me the safe & clean facilities requirements as evidenced by: – AMPS Facilities Inspection Tool – Campus Safety Incident Reports - SARC (School Accountability Report Card) – Service Requests order were submitted to the central office on a need basis	44000
Scope of service: School wide			Scope of service: School wide	
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			_x_ ALL 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?	The school will continue to maintain facilities as evidenced by: – AMPS Facilities Inspection Tool – Campus Safety Incident Reports Family Staff Team suggested having a new intercom to replace walkie talkies or have phones in their classrooms.			

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LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
The school will meet the requirements for safe & clean facilities as evidenced by: – AMPS Facilities Inspection Tool – Campus Safety Incident Reports - SARC (School Accountability Report Card) draft Work Requests order	56000	The school me the safe & clean facilities requirements as evidenced by: – AMPS Facilities Inspection Tool – Campus Safety Incident Reports - SARC (School Accountability Report Card) - Service Requests order were submitted to the central office on a need basis	44000
Scope of service: School wide _x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School wide _x_ ALL 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?	The school will continue to maintain facilities as evidenced by: – AMPS Facilities Inspection Tool – Campus Safety Incident Reports Family Staff Team suggested having a new intercom to replace walkie talkies or have phones in their classrooms.		

		Related State and/or Local Priorities:
Original GOAL from prior year LCAP:	**Goal #2.3** Preparation for college readiness needs to begin earlier in a child's life. RCA will partner with community- based organizations and businesses to collaboratively prepare students for college and future success.	1 _X_ 2_ 3__ 4__ 5_ 6_x_ 7_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Richmond Charter Academy (RCA)
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	List of courses offered before, and after school to assist all students as they prepare for their future K-12 schooling.	Actual Annual Measurable Outcomes:	List of courses were offered during orientation for new students and after school to assist all students as they prepare for their future K-12 schooling.

<div align="center">LCAP Year: 2014-15</div>

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Increase number of community and business partnerships over baseline (2- in 2014-15 School Year) by 30% as evidenced by:
– Membership Database
– Community Partnership events
– Attending Meeting and Networking Opportunities
– Enrollment Data
Partnership tracking records
	1500	We Increased the number of community and business partnerships over baseline (2- in 2014-15 School Year) by 30% as evidenced by:
		– Membership Database: Hispanic Chamber
		– Community Partnership events
		    o February 25, 2015
		    o May 3, 2015- 23rd St. Merchants 5 de Mayo Fair
		    o January 28, 2015- WCC Options Fair
		– Attending Meeting and Networking Opportunities
		– Enrollment Data
		Partnership tracking records
			1500

Scope of service:	School wide		Scope of service:	School wide	
_x_ ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ ALL 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?	In order to extend college readiness support in the classroom we will aim to bring technology access in the classroom in the form of 4-5 classroom stable computers that students can access throughout the day. In addition to these we will aim to purchase 200 additional chrome-books for classroom use.

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures

Increase number of community and business partnerships over baseline (2015-16 School Year)
 	
Attend school and community wide events for staff to network with partners as evidence by:
• Flyers
• Event Notices
• Sign in Sheets
• Field Trip Documentation
• Increase number of students in extended day programs.
	1500	We Increased the number of community and business partnerships over baseline (in 2015-16 School Year) as evidenced by:
		– Membership Database: Hispanic Chamber
		– Community Partnership events
		    o Marina Bay Clean Up Event – March 30, 2016
		    o Third Annual WCCUSD Education Fair - Feb 20, 2016
		– Attending Meeting and Networking Opportunities
		– Enrollment Data
		Partnership tracking records
			1500

Scope of service: School wide		Scope of service: School wide	
_x_ ALL		_x_ 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?	In order to extend college readiness support in the classroom we will aim to bring technology access in the classroom in the form of 4 classroom stable computer carts that students can access throughout the day. In addition to these we will aim to purchase 120 additional chrome-books for classroom use. We would like start up an RCA Student Government to make decisions that will impact their school an student culture. We would also consider setting up a mentor program with our sister schools Benito Juarez Elementary and John Henry High School. This would be headed by the addition of a full time school counselor.

Original GOAL from prior year LCAP:	Goal 3 Increase student access to the use of technology to promote academic achievement and the acquisition of 21st century skills.	Related State and/or Local Priorities: 1_X_ 2_ 3__ 4__ 5_ 6_x_ 7_ 8__ COE only: 9__ 10__ Local : Specify _____

Goal Applies to:	Schools:	Richmond Charter Academy (RCA)
	Applicable Pupil Subgroups:	ALL

Expected Annual Measurable Outcomes:	Student to device ratio of 5:1	Actual Annual Measurable Outcomes:	Student to device ratio of 4:1

LCAP Year: 2014-15

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide additional technology to improve student to device ratio 5:1 as evidenced by Technology Plan and purchasing records.	33000	School applied for the ERATE and CETF funding for internet services. Currently, there are 90 chrome books at RCA for testing. RCA purchased licensing of Illuminate Education RCA will purchase ST Math for the upcoming school year	20000
Scope of service: School wide		Scope of service: School wide	
_x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		_x_ALL 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?	RCA's goal is to have a chrome book for each student at all times in the classroom. This is in response to the need for our students to be equipped with the necessary skills to be successful in taking the mandated computerized tests and 21st century. RCA is moving towards adopting more blended learning methods.

| | | To further students 21st century readiness we will aim to partner with community- based organizations to collaboratively prepare students for college and future success. | |

LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Provide additional technology to improve student to device ratio 5:1 as evidenced by Technology Plan and purchasing records.	33000	School applied for the ERATE and CETF funding for internet services. Currently, there are 120 chrome books at RCA for testing. RCA purchased licensing of Illuminate Education, and ThinkCerca.	20000
Scope of service: School wide _x_ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		Scope of service: School wide _x_ALL 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?		RCA's goal is to have a chrome book cart for each class at all times in the classroom. This is in response to the need for our students to be equipped with the necessary skills to be successful in taking the mandated computerized tests and 21st century. RCA is moving towards adopting more blended learning methods. To further students 21st century readiness we will aim to partner with community- based organizations to collaboratively prepare students for college and future success.	

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.

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 calculated:	$438,000

1. We will set invest about 53% of the funds to increase tutoring and blended learning services for our students. This will include both during the school day and our after school program and will help us better differentiate for each student based on their needs.
2. We will be investing in technology resources and software in the amount of 37% to provide students with computers, assessments and instructional software in the classroom to more effectively personalize learning based on student need.
3. Finally, we will be investing about 10% to fund a Director of Instructional Quality who will help with coaching and PD of the staff to better equip them for teaching our 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.

27.03	%

The majority of the investments will be used to service our low income pupils, foster youth, and English Language Learners. Due to our high levels of unduplicated students, we believe that investing in services that help assess individual students and provide targeting instruction and tutoring is key to helping them grow academically.

The new assessments we are conducting with NWEA/MAP will help us understand the level every student is currently at while the new investment in ST Math will personalize instruction based on the level of the individual student. Ensuring access to individual computers is vital in this endeavor, so we are investing in purchasing additional chromebooks so all students have access to them and in enrichment softwares to better target needs of individual students.

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).

YS 5/27/16