



## RAFOS 2016-2017 LCAP Overview

### Local Control Funding Formula (LCFF)

The LCFF is California's formula for determining the level of state funding provided to school districts

The funding is dedicated to improve the learning outcomes for three groups of students: English learners (EL), Socioeconomically Disadvantaged (SED), and Foster Youth (FY)

### Local Control Accountability Plan (LCAP)

The LCAP is the district's 3-year plan for how it will use the state LCFF funding to serve all students, including English learners, socioeconomically disadvantaged and foster youth.

State-mandated LCAP template includes 3 sections



#### 1. Stakeholder Engagement



#### 2. Goals & Progress Indicators



#### 3. Actions, Services Expenditures



### 8 State Priorities

1. Basic Services
2. Academic Standards
3. Parent Involvement
4. Student Achievement
5. Student Engagement
6. School Climate
7. Course Access
8. Other Outcomes

Each State Priority must be addressed and is grouped into 3 areas:



## District Overview

### 3 District Goals

To accomplish the three District goals, it is expected that all students will be in school on time and ready to learn every day.

1. Within 7 years of an English learner student at RAFOS, the student will qualify for redesignation as fluent English proficient.
2. Provide targeted learning opportunities that result in increased academic achievement and social-emotional wellbeing, including support systems for foster youth, English learners and disadvantaged.
3. Provide a safe learning environment for students and staff where students have the ability to learn at high levels.



**RAFOS Students**  
2,481 Total Students



### LCAP Student Subgroups

- English Learners – 102 (4%)
- Socioeconomically Disadvantaged – 230 (9%)
- Foster Youth – 2 (<1%)



### Other Numerically Significant Subgroups

- Special Education- 212 (8%)
- GATE – 302 (12%)



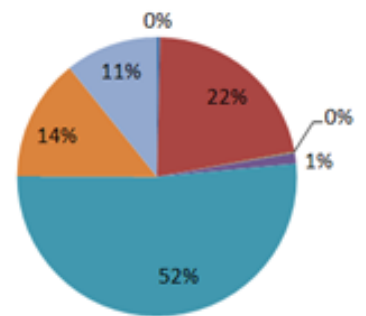
### Facilities

Turnstone – 371 Students  
Meyers – 182 Students  
Gateway – 1,188 Students  
WSCA – 742 Students



**Budget Information**  
LCFF Supplemental Funds  
\$212,912

### Student Diversity



- American Indian or Alaskan Native
- Asian
- Native Hawaiian/Other Pacific Islander
- Black or African American
- White
- Hispanic/Latino
- Two or More Race Categories

Data collected 1/25/2017

## LCAP Goals & Planned Actions/Services

### LCAP Goal 1:

**Within 7 years of an English learner student enrolled at RAFOS, the student will qualify for redesignation as fluent English proficient.**

#### Planned Actions/Services

- 1.1 Offer all regular classroom teachers ongoing comprehensive staff development designed to help EL's access the curriculum and improve his/her English language skills
- 1.2 Continue the development and implementation of a plan to regularly track and monitor the progress of all ELs
- 1.3 Meet regularly with parent advisory committee
- 1.4 Continue to effectively track and monitor EL students' academic progress and English language development
- 1.5 Provide additional academic support within the school day, before school, or after school for students identified as Emerging or Long-Term English Language Learners
- 1.6 Monitor and report math and language arts achievement levels compared to their English only counterparts
- 1.7 Provide resources to support families at home

### LCAP Goal 2:

**Provide targeted learning opportunities, intervention and enrichment that result in increased academic achievement and social-emotional wellbeing, including support systems for foster youth, English learners, and socio-economically disadvantaged.**

#### Planned Actions/Services

- 2.1 The organization's academic intervention program may be expanded in size to match the identified need. The program may accommodate students outside of the school day, including providing homework support for students who are identified as foster youth and socio-economically disadvantaged
- 2.2 Actively monitor the academic progress of foster youth, economically disadvantaged and English learners in real time
- 2.3 Provide school supplies for students who are foster youth and economically disadvantaged
- 2.4 Provide additional support for high school students who are not achieving proficiency in mathematics
- 2.5 Continue the development California Common Core Standards and the selection of instructional materials
- 2.6 Continue the development and implementation of the Next Generation Science Standards (NGSS), including the implementation of Science, Technology, Engineering, and Mathematics (STEM)
- 2.7 Provide an organization-wide coach to support the implementation of Next Generation Science Standards (NGSS) and Science, Technology, Engineering and Mathematics (STEM)
- 2.8 Provide an English language arts coach to support K-8 teachers with the implementation of California Common Core Standards with emphasis on supporting English learners, economically disadvantaged and foster youth
- 2.9 Provide a mathematics coach to support K-8 teachers with the implementation of California common Core Standards with emphasis on supporting English learners, economically disadvantaged and foster youth

## LCAP Goals & Planned Actions/Services

### Goal 2 Cont.:

- 2.10 Continue the development of professional learning communities
- 2.11 Continue the ability of parents to track the academic performance of their student in real time
- 2.12 Expand the knowledge and access teachers and administration have to student achievement data
- 2.13 Integration technology specialists will continue to provide support and professional development on using technology as a learning tool, including differentiated, blended learning for all students
- 2.14 Ensure all students have access to standards aligned curriculum and materials
- 2.15 Provide ongoing professional development on meeting the needs of all students including students who are identified as GATE, economically disadvantaged, foster youth, and eligible for special education
- 2.16 Provide a coordinator to provide ongoing support and professional development with emphasis on supporting English learners, economically disadvantaged, foster youth and GATE identified students
- 2.17 Provide free and reduced lunch for student who qualify
- 2.18 Provide a variety of after school enrichment opportunities
- 2.19 Provide resources to support families for whose students are identified as GATE, economically disadvantaged, foster youth and eligible for special education
- 2.20 Meet regularly with GATE families to provide information and gather input
- 2.21 Meet regularly with families whose students are eligible for special education to provide information and gather input

### LCAP Goal 3:

**Provide a safe learning environment for students and staff where students have the ability to learn at high levels.**

#### Planned Actions/Services

- 3.1 Regularly report student data to the Board of Directors and families, including all the indicators that lead us to successfully determine the overall school climate at each campus as well as safety for students and staff
- 3.2 Annually distribute comprehensive program to evaluation surveys to students, parents and staff
- 3.3 Continue the development of Positive Behavior Interventions and Support (PBIS) program district wide
- 3.4 Provide a district-wide credentialed or licensed specialist to support the social-emotional wellbeing of students
- 3.5 Utilize high interest guest speakers to promote positive school climate



Outcomes

## LCAP Progress Indicators

### LCAP Goal 1

#### Expected Annual Measurable Outcome:

100% of English learners will be designated fluent English proficient on or before the end of their 7<sup>th</sup> school year at RAFOS.

#### Current Outcome:

100% of English learners have been designated as fluent English proficient prior to the end of their 7<sup>th</sup> year at RAFOS.

### LCAP Goal 2:

#### Expected Annual Measurable Outcome:

By the end of the 16-17 school year, the achievement gap in each of the demographic groups to include foster youth, socio-economically disadvantaged, and English learners will be reduced.

#### Current Outcome:

In process of analyzing data

Will be shared at March Board meeting

### LCAP Goal 3

#### Expected Annual Measurable Outcome:

The overall attendance rate for the school year will be 97%.

#### Current Outcome:

97.84%

Outcomes as of 1/24/2017

## Full LCAP Document



To review the full LCAP document, please visit the RAFOS website or scan the QRC code:



ROCKLIN ACADEMY FAMILY OF SCHOOLS

2204 Plaza Drive, Suite 200 Rocklin, CA 95765 (916) 778-4544 [www.rocklinacademy.org](http://www.rocklinacademy.org)