

Introduction:

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LCAP Year:2016-2017

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.

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

Meaningful engagement of parents, pupils, and other stakeholders, including those representing the subgroups identified in Education Code section 52052, is critical to the LCAP and budget process. Education Code sections 52060(g), 52062 and 52063 specify the minimum requirements for school districts; Education Code sections 52066(g), 52068 and 52069 specify the minimum requirements for county offices of education, and Education Code section 47606.5 specifies the minimum requirements for charter schools. In addition, Education Code section 48985 specifies the requirements for translation of documents.

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

Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?

- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP
<p>Comprehensive program evaluation surveys were distributed to staff, teachers, parents and students in grades 4-12 to identify success and areas of improvement. The surveys were based on the organization’s core values and the eight LCAP state priorities.</p> <p>Administration presented progress toward LCAP goals and actions to all staff, Board members and parents who attended their site PSP meeting. All parents and staff were invited to join the LCAP Development Committee. Invitations were sent to families to ensure all numerically significant subgroups had representation on the committee. An additional survey was given to parents of foster youth and socio-economically disadvantaged and the information gained was used to develop an expenditure plan for the LCFF supplement funding. Based on the survey results and input from committee members, a draft LCAP was created and presented to the Board and stakeholders at a public meeting.</p> <p>Following distribution of the draft LCAP, all stakeholders were provided an opportunity to comment or ask questions on the draft LCAP. Staff responded in writing to all inquiries. In addition, the Board of Directors will receive a copy of the community comments and the staff response.</p>	<p>The survey results and input from various stakeholders led to revisions of future actions reflected on years 2016-17 , 2017-18 and 2018-19.</p>
<p>Annual Update: Student baseline achievement data in English language arts and mathematics for each student population in grades K-7 were shared in monthly Board reports.</p>	<p>Annual Update: The Board of Directors expressed a desire to focus the expenditure of LCFF supplemental</p>

<p>PLCs reviewed student achievement data on local assessments and MAP assessments in grades K-7.</p> <p>The percent of student attendance was reported to the Board each month.</p> <p>The Board was provided updates on the progress made to reach the goals established in the 2015-2016 LCAP.</p> <p>Throughout the school year, parents were provided weekly updates on school events, educational programs, parent meetings, student activities, school policies and procedures, and important announcements.</p> <p>Parents served in different capacities including volunteering in the classroom, Fundraising Committee, PSP, Board of Directors, Finance Committee, Operations Committee, LCAP Committee, event committees and in a variety of school committees.</p> <p>Students and parents overwhelmingly reported a sense of safety and school connectedness.</p> <p>An NGSS district team was established to develop an implementation plan.</p> <p>The District EL Coordinator held an English learner advisory meeting providing information to families and seeking input.</p>	<p>funding on the needs of foster youth, economically disadvantaged and English learners.</p> <p>The Board of Directors identified that economically disadvantaged students were not making the desired academic gains in relation to their peers.</p> <p>The Board of Directors restated a desire to build on the staff efforts to become a fully data driven organization.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

Related State and/or Local Priorities: Identify the state and/or local priorities addressed by the goal by placing a check mark next to the applicable priority or priorities. The LCAP must include goals that address each of the state priorities, as defined in 5 CCR 15495(i), and any additional local priorities; however, one goal may address multiple priorities.

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement" (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL1:	Within 7 years of an English learner student enrolled at RAFOS, the student will qualify for redesignation as fluent English proficient.		Related State and/or Local Priorities:	
			1X 2X 3X 4X 5X 6__ 7__ 8__	
			COE only: 9__ 10__	
			Local : Specify _____	
Identified Need :	Increase the English language development and academic achievement of the organization’s English learners.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	English learners		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	<p>100% of English learners will be designated fluent English proficient on or before the end of their 7th school year at RAFOS.</p> <p><u>Metrics:</u></p> <ul style="list-style-type: none"> • ELPAC or CELDT • Proficiency on district benchmark and summative English language assessments • Performance on CAASPP • Teacher recommendation • Parent input 			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Offer all regular classroom teachers ongoing comprehensive staff development designed to help EL’s access the curriculum and improve his/her English language skills.	LEA-Wide	__ALL		General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.
Continue the development and implementation of a		OR: __Low Income pupils X English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
				General fund supplemental \$84,000 (resource 0000, object 1200/3xxx)

<p>plan to regularly track and monitor the progress of all EL's.</p> <p>Meet regularly with parent advisory committee.</p> <p>Continue to effectively track and monitor EL students' academic progress and English language development.</p> <p>Provide additional academic support within the school day, before school, or after school for students identified as Emerging or Long-Term English Language Learners.</p> <p>Monitor and report math and language arts achievement levels compared to their English only counterparts.</p> <p>Provide resources to support families at home.</p>			<p>Included as part of EL coordinator salary and benefits.</p> <p>General fund supplemental \$84,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits 0.8 FTE</p> <p>General fund supplemental \$84,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits 0.8 FTE</p> <p>General fund supplemental \$6,600 (resource 0000, object 1197/3xxx).</p> <p>General fund supplemental \$84,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits 0.8 FTE</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p>
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LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>100% of English learners will be designated fluent English proficient on or before the end of their 7th school year at RAFOS.</p> <p><u>Metrics:</u></p> <ul style="list-style-type: none"> • ELPAC or CELDT • Performance on CAASPP • Parent input • Proficiency on district benchmark and summative English language assessments • Teacher recommendation 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Offer all regular classroom teachers ongoing comprehensive staff development designed to help EL’s access the curriculum and improve his/her English language skills.</p> <p>Continue the development and implementation of a plan to regularly track and monitor the progress of all EL’s.</p> <p>Meet regularly with parent advisory committee.</p> <p>Continue to effectively track and monitor EL students’ academic progress and English language</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify) _____</p>	<p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund supplemental \$88,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits. 0.8 FTE</p> <p>General fund supplemental \$88,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits. 0.8 FTE</p> <p>General fund supplemental \$88,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits. 0.8 FTE</p>

<p>development.</p> <p>Provide additional academic support within the school day, before school, or after school for students identified as Emerging or Long Term English Language Learners.</p> <p>Monitor and report math and language arts achievement levels compared to their English only counterparts.</p> <p>Provide resources to support families at home.</p>			<p>General fund supplemental \$6,600 (resource 0000, object 1197/3xxx).</p> <p>General fund supplemental \$88,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits 0.8 FTE</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within general staffing/benefits.</p>
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LCAP Year 3: 2018-2019

<p align="center">Expected Annual Measurable Outcomes:</p>	<p>100% of English learners will be designated fluent English proficient on or before the end of their 7th school year at RAFOS.</p> <p><u>Metrics:</u></p> <ul style="list-style-type: none"> • ELPAC or CELDT • Performance on CAASPP • Parent input • Proficiency on district benchmark and summative English language assessments • Teacher recommendation 		
<p align="center">Actions/Services</p>	<p align="center">Scope of Service</p>	<p align="center">Pupils to be served within identified scope of service</p>	<p align="center">Budgeted Expenditures</p>
<p>Offer all regular classroom teachers ongoing comprehensive staff development designed to help EL's access the curriculum and improve his/her English language skills.</p> <p>Continue the development and implementation of a plan to regularly track and monitor the progress of all EL's.</p> <p>Meet regularly with parent advisory committee.</p> <p>Continue to effectively track and monitor EL students' academic progress and English language development.</p>	<p>LEA-Wide</p>	<p><input type="checkbox"/> ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p> <p>(Specify) _____</p>	<p>General fund unrestricted (resource 0000, object 1100/3xxx), included within general staffing/benefits.</p> <p>General fund supplemental \$92,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits. 0.8 FTE</p> <p>General fund supplemental \$92,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits. 0.8 FTE</p> <p>General fund supplemental \$92,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits. 0.8 FTE</p>

<p>Provide additional academic support within the school day, before school, or after school for students identified as Emerging or Long Term English Language Learners.</p> <p>Monitor and report math and language arts achievement levels compared to their English only counterparts.</p> <p>Provide resources to support families at home.</p>			<p>General fund supplemental \$6,600 (resource 0000, object 1197/3xxx).</p> <p>General fund supplemental \$92,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits 0.8 FTE</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p>
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GOAL2:	Provide targeted learning opportunities, intervention and enrichment that results in increased academic achievement and social-emotional wellbeing, including support systems for foster youth, English learners, and socio-economically disadvantaged.		Related State and/or Local Priorities:	
			1 X 2 X 3 X 4 X 5 6__ 7X 8X	
			COE only: 9__ 10__	
			Local : Specify _____	
Identified Need:	Continue to develop the organization’s program to support students who are falling short of academic proficiency in the core academic subjects in grades TK-12.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All students; significant subgroups will be monitored for growth		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	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.			
	<u>Metrics:</u>	<ul style="list-style-type: none"> • Pupil achievement data • Course enrollment data 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
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. Actively monitor the academic	LEA -Wide	X ALL OR: Low Income pupils_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		General fund supplemental \$6,600 (resource 0000, object 1197/3xxx). General fund supplemental

<p>progress of foster youth, economically disadvantaged and English learners in real time.</p> <p>Provide school supplies for students who are foster youth and economically disadvantaged.</p> <p>Provide additional support for high school students who are not achieving proficiency in mathematics.</p> <p>Continue the development of the California Common Core Standards and the selection of instructional materials.</p> <p>Continue the development and implementation of the Next Generation Science Standard (NGSS)s, including the implementation of Science, Technology, Engineering, and Mathematics (STEM)</p> <p>Provide an organization-wide coach to support the implementation of Next Generation Science Standards (NGSS) and Science,</p>			<p>\$88,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits 0.8 FTE</p> <p>General fund supplemental \$8,000 (resource 0000, object 4300).</p> <p>General fund Unrestricted \$6,600 (resource 0000, object 1197/3xxx).</p> <p>General fund Unrestricted, included as part of curriculum (resource 0000, object 4100)</p> <p>General fund unrestricted \$48,000 - 0.4 FTE (resource 0000, object 1200/3xxx) Included as part of organization wide NGSS coach salary and benefits.</p> <p>General fund unrestricted \$48,000 - 0.4 FTE (resource 0000, object 1200/3xxx) Included as part of organization wide NGSS coach</p>
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<p>Technology, Engineering and Mathematics (STEM).</p> <p>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.</p> <p>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.</p> <p>Continue the development of professional learning communities.</p> <p>Continue the ability of parents to track the academic performance of their student in real time.</p> <p>Expand the knowledge and access teachers and</p>			<p>salary and benefits.</p> <p>General fund restricted \$17,000 - part of 0.41 FTE (resource 0000, object 1200/3xxx) Included as part of organization wide coach salary and benefits.</p> <p>General fund restricted \$34,000 – part of 0.82 FTE (resource 0000, object 1200/3xxx) Included as part of organization wide coach salary and benefits.</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund unrestricted (resource 0000, object</p>
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<p>administrators have to student achievement data.</p> <p>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.</p> <p>Ensure all students have access to standards aligned curriculum and materials.</p> <p>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.</p> <p>Provide a coordinator to provide ongoing support and professional development with emphasis on supporting English learners, economically disadvantaged, foster youth and GATE identified students.</p> <p>Provide free and reduced</p>			<p>1100/3xxx), included within staffing/benefits.</p> <p>General fund unrestricted 2.0 FTE (resource 0000, object 1200/3xxx), included within staffing/benefits.</p> <p>General fund Unrestricted, included as part of curriculum (resource 0000, object 4100/4300)</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund supplemental/unrestricted \$88,000/\$21,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits 0.8/0.2 FTE</p> <p>General fund supplemental</p>
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<p>lunch for students who qualify.</p> <p>Provide a variety of after school enrichment opportunities.</p> <p>Provide resources to support families for whose students are identified as GATE, economically disadvantaged, foster youth, and eligible for special education.</p> <p>Meet regularly with GATE families to provide information and gather input.</p> <p>Meet regularly with families whose students are eligible for special education to provide information and gather input.</p>			<p>(resource 0000, object 4700) \$50,000</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund supplemental/unrestricted \$88,000/\$21,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits 0.8/0.2 FTE</p> <p>Included as part of EL coordinator salary and benefits 0.8/0.2 FTE</p> <p>Included as part of Special Education Director salary and benefits. General fund unrestricted (resource 0000, object 1200/3xxx)</p>
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LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>By the end of the 17-18 school year, the achievement gap in each of the demographic groups to include foster youth, socio-economically disadvantaged, and English learners will be reduced.</p> <p><u>Metrics:</u></p> <ul style="list-style-type: none"> • Pupil achievement data • Course enrollment data 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p> <p>Actively monitor the academic progress of foster youth, economically disadvantaged and English learners in real time.</p> <p>Provide school supplies for students who are foster youth and economically disadvantaged.</p>		<p>XALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>General fund supplemental \$6,600 (resource 0000, object 1197/3xxx).</p> <p>General fund supplemental \$88,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits 0.8 FTE</p> <p>General fund supplemental \$8,000 (resource 0000, object 4300).</p>

<p>Provide additional support for high school students who are not achieving proficiency in mathematics.</p> <p>Continue the development of the California Common Core Standards and the selection of instructional materials.</p> <p>Continue the development and implementation of the Next Generation Science Standard (NGSS)s, including the implementation of Science, Technology, Engineering, and Mathematics (STEM)</p> <p>Provide an organization-wide coach to support the implementation of Next Generation Science Standards (NGSS) and Science, Technology, Engineering and Mathematics (STEM).</p> <p>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</p>			<p>General fund Unrestricted \$6,600 (resource 0000, object 1197/3xxx).</p> <p>General fund Unrestricted, included as part of curriculum (resource 0000, object 4100)</p> <p>General fund unrestricted \$48,000 - 0.4 FTE (resource 0000, object 1200/3xxx) Included as part of organization wide NGSS coach salary and benefits.</p> <p>General fund unrestricted \$48,000 - 0.4 FTE (resource 0000, object 1200/3xxx) Included as part of organization wide NGSS coach salary and benefits.</p> <p>General fund restricted \$17,000 - 0.41 FTE (resource 0000, object 1200/3xxx) Included as part of organization wide coach salary and benefits.</p>
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<p>disadvantaged and foster youth.</p> <p>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.</p> <p>Continue the development of professional learning communities.</p> <p>Continue the ability of parents to track the academic performance of their student in real time.</p> <p>Expand the knowledge and access teachers and administrators have to student achievement data.</p> <p>Integration technology specialists will continue to provide support and professional development on using technology as a learning tool, including differentiated, blended learning for all</p>			<p>General fund restricted \$34,000 - 0.82 FTE (resource 0000, object 1200/3xxx) Included as part of organization wide coach salary and benefits.</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund unrestricted 2.0 FTE (resource 0000, object 1200/3xxx), included within staffing/benefits.</p>
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<p>students.</p> <p>Ensure all students have access to standards aligned curriculum and materials.</p> <p>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.</p> <p>Provide a coordinator to provide ongoing support and professional development with emphasis on supporting English learners, economically disadvantaged, foster youth and GATE identified students.</p> <p>Provide free and reduced lunch for students who qualify.</p> <p>Provide a variety of after school enrichment opportunities.</p>			<p>General fund Unrestricted, included as part of curriculum (resource 0000, object 4100/4300)</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund supplemental/unrestricted \$88,000/\$21,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits 0.8/0.2 FTE</p> <p>General fund supplemental (resource 0000, object 4700) \$50,000</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p>
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<p>Provide resources to support families for whose students are identified as GATE, economically disadvantaged, foster youth, and eligible for special education.</p> <p>Meet regularly with GATE families to provide information and gather input.</p> <p>Meet regularly with families whose students are eligible for special education to provide information and gather input.</p>			<p>General fund supplemental/unrestricted \$88,000/\$21,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits 0.8/0.2 FTE</p> <p>Included as part of EL coordinator salary and benefits 0.8/0.2 FTE</p> <p>Included as part of Special Education Director salary and benefits. General fund unrestricted (resource 0000, object 1200/3xxx)</p>
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LCAP Year 3: 2018-2019

<p>Expected Annual Measurable Outcomes:</p>	<p>By the end of the 18-19 school year, the achievement gap in each of the demographic groups to include foster youth, socio-economically disadvantaged, and English learners will be reduced.</p> <p><u>Metrics:</u></p> <ul style="list-style-type: none"> • Pupil achievement data • Course enrollment data 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>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.</p> <p>Actively monitor the academic progress of foster youth, economically disadvantaged and English learners in real time.</p> <p>Provide school supplies for students who are foster youth and economically disadvantaged.</p>		<p><u>X</u>ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p> <p>(Specify) _____</p>	<p>General fund supplemental \$6,600 (resource 0000, object 1197/3xxx).</p> <p>General fund supplemental \$88,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits 0.8 FTE</p> <p>General fund supplemental \$8,000 (resource 0000, object 4300).</p>

<p>Provide additional support for high school students who are not achieving proficiency in mathematics.</p> <p>Continue the development of the California Common Core Standards and the selection of instructional materials.</p> <p>Continue the development and implementation of the Next Generation Science Standard (NGSS)s, including the implementation of Science, Technology, Engineering, and Mathematics (STEM)</p> <p>Provide an organization-wide coach to support the implementation of Next Generation Science Standards (NGSS) and Science, Technology, Engineering and Mathematics (STEM).</p> <p>Provide an English language arts coach to support K-8 teachers with the implementation of California Common Core Standards with emphasis on supporting</p>			<p>General fund Unrestricted \$6,600 (resource 0000, object 1197/3xxx).</p> <p>General fund Unrestricted, included as part of curriculum (resource 0000, object 4100)</p> <p>General fund unrestricted \$48,000 - 0.4 FTE (resource 0000, object 1200/3xxx) Included as part of organization wide NGSS coach salary and benefits.</p> <p>General fund unrestricted \$48,000 - 0.4 FTE (resource 0000, object 1200/3xxx) Included as part of organization wide NGSS coach salary and benefits.</p> <p>General fund restricted \$17,000 - 0.41 FTE (resource 0000, object 1200/3xxx) Included as part of organization wide coach salary and benefits.</p>
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<p>English learners, economically disadvantaged and foster youth.</p> <p>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.</p> <p>Continue the development of professional learning communities.</p> <p>Continue the ability of parents to track the academic performance of their student in real time.</p> <p>Expand the knowledge and access teachers and administrators have to student achievement data.</p> <p>Integration technology specialists will continue to provide support and professional development on using technology as a learning tool, including differentiated, blended learning for all</p>			<p>General fund restricted \$34,000 - 0.82 FTE (resource 0000, object 1200/3xxx) Included as part of organization wide coach salary and benefits.</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund unrestricted 2.0 FTE (resource 0000, object 1200/3xxx), included within staffing/benefits.</p>
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<p>students.</p> <p>Ensure all students have access to standards aligned curriculum and materials.</p> <p>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.</p> <p>Provide a coordinator to provide ongoing support and professional development with emphasis on supporting English learners, economically disadvantaged, foster youth and GATE identified students.</p> <p>Provide free and reduced lunch for students who qualify.</p> <p>Provide a variety of after school enrichment opportunities.</p>			<p>General fund Unrestricted, included as part of curriculum (resource 0000, object 4100/4300)</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund supplemental/unrestricted \$88,000/\$21,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits 0.8/0.2 FTE</p> <p>General fund supplemental (resource 0000, object 4700) \$50,000</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p>
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<p>Provide resources to support families for whose students are identified as GATE, economically disadvantaged, foster youth, and eligible for special education.</p> <p>Meet regularly with GATE families to provide information and gather input.</p> <p>Meet regularly with families whose students are eligible for special education to provide information and gather input.</p>			<p>General fund supplemental/unrestricted \$88,000/\$21,000 (resource 0000, object 1200/3xxx) Included as part of EL coordinator salary and benefits 0.8/0.2 FTE</p> <p>Included as part of EL coordinator salary and benefits 0.8/0.2 FTE</p> <p>Included as part of Special Education Director salary and benefits. General fund unrestricted (resource 0000, object 1200/3xxx)</p>
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GOAL 3:	Provide a safe learning environment for students and staff where students have the ability to learn at high levels.		Related State and/or Local Priorities:	
			1 X 2_ 3 X 4 X 5 X 6 X 7__ 8__	
			COE only: 9__ 10__	
			Local : Specify _____	
Identified Need:	Ensure a safe learning environment for all students and staff.			
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
LCAP Year 1: 2016-2017				
Expected Annual Measurable Outcomes:	The overall attendance rate for the school year will be 97%.			
	<u>Metrics:</u>	<ul style="list-style-type: none"> • Program evaluation survey data • Attendance data • SARC • Behavior data 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
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.	LEA-Wide	XALL		General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.
Annually distribute comprehensive program evaluation surveys to		OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
				General fund unrestricted (resource 0000, object 1100/3xxx), included within

<p>students, parents, and staff.</p> <p>Continue the development of Positive Behavior Interventions and Support (PBIS) program district wide.</p> <p>Provide a district-wide credentialed or licensed specialist to support the social-emotional wellbeing of students.</p> <p>Utilize high interest guest speakers to promote positive school climate.</p>			<p>staffing/benefits.</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits. 0.4 FTE</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits. 0.4 FTE</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p>
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LCAP Year 2: 2017-2018

<p>Expected Annual Measurable Outcomes:</p>	<p>The overall attendance rate for the school year will be 97%.</p> <p><u>Metrics:</u></p> <ul style="list-style-type: none"> • Program evaluation survey data • Attendance data • SARC • Behavior data 		
	<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>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.</p> <p>Annually distribute comprehensive program evaluation surveys to students, parents, and staff.</p> <p>Continue the development of Positive Behavior Interventions and Support (PBIS) program district wide.</p>	<p>LEA-Wide</p>	<p><u>X</u>ALL</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p> <p>Subgroups:(Specify)_____</p>	<p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits. 0.4 FTE</p>

<p>Provide a district-wide credentialed or licensed specialist to support the social-emotional wellbeing of students.</p> <p>Utilize high interest guest speakers to promote positive school climate.</p>			<p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits. 0.4 FTE</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p>
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LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	The overall attendance rate for the school year will be 97%.		
	<u>Metrics:</u> <ul style="list-style-type: none"> • Program evaluation survey data • Attendance data • SARC • Behavior data 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>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.</p> <p>Annually distribute comprehensive program evaluation surveys to students, parents, and staff.</p> <p>Continue the development of Positive Behavior Interventions and Support (PBIS) program district wide.</p>	LEA-Wide	<input checked="" type="checkbox"/> ALL	<p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits. 0.4 FTE</p>
		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:</p> <p>(Specify) _____</p>	

<p>Provide a district-wide credentialed or licensed specialist to support the social-emotional wellbeing of students.</p> <p>Utilize high interest guest speakers to promote positive school climate.</p>			<p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits. 0.4 FTE</p> <p>General fund unrestricted (resource 0000, object 1100/3xxx), included within staffing/benefits.</p>
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Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

Annual Update

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

Guiding Questions:

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to Education Code section 52052, including, but not limited to, English learners, low-income pupils, and foster youth; and did the provision of those actions/services result in the desired outcomes?
- 3) How have the actions/services addressed the identified needs and goals of specific schoolsites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

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

Original GOAL 1 from prior year LCAP:	Within 5 years of an EL student enrolled, the student will qualify for redesignation as a fluent English speaker.		Related State and/or Local Priorities:
			1X 2_X 3X 4X 5X 6 7__ 8
			COE only: 9__ 10__
			Local : Specify _____
Goal Applies to:	Schools:	All	
	Applicable Pupil Subgroups:	English learners	
Expected Annual Measurable Outcomes:	<p>100% of English learners will be designated English fluent on or before the end of their 5th school year.</p> <p><u>Metrics:</u></p> <ul style="list-style-type: none"> • English learner reclassification rate • CELDT • Performance on CAASPP • Parent Input • Proficiency on District Benchmark and Summative English Language Arts Assessments • Teacher Recommendation 	Actual Annual Measurable Outcomes:	97% of English learners at RAFOS in the 2015-2016 have been with the organization fewer than 5 years.

LCAP Year: 2015-2016

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Offer all regular classroom teachers ongoing comprehensive staff development designed to help ELs access the curriculum and improve his/her English language Skills.		Provided staff development for teachers to support them with the implementation the ELD standards and strategies to supports English learners. Worked one-one-one with teachers who requested additional support. Communicated regularly with teachers via email regarding EL student updates. Shared grade-level and grade-span ELA/ELD Correlation Matrices with teachers to guide lesson planning. Worked with Math and Language Arts Coaches who help support teachers with implementation and documentation of ELD. Created ELA/ELD Newsletter with tips and links for ELD support. Collected data from a staff questionnaire about EL support needs to help direct ELD professional development opportunities.	
Increase EL Coordinator position to fulltime to support program needs and provide comprehensive staff development.	\$93,762 General Fund restricted (resource 0000, object 1100/3xxx)	Full-time district EL Coordinator was hired.	\$93,762 General Fund restricted (resource 0000, object 1100/3xxx)
Continue development and implementation of a plan to regularly track and monitor the progress of all EL's.		Teachers with English learners in their classrooms were provided with personalized lists of EL students indicating their proficiency levels overall as well as in each domain. This document also contained the ELD standards by grade level and a place to document when each was taught.	

<p>Meet regularly with the parent advisory committee.</p> <p>Continue to effectively track and monitor EL student's academic progress and English language development.</p> <p>Provide additional academic support within the school day, before school, or after school, for students identified as Emerging or Long Term English Language Learners.</p> <p>Monitor and report math and language arts achievement levels compared to their English only counterparts.</p>	<p>\$6,600 General Fund restricted (resource 0000, object 1197/3xxx)</p>	<p>ELAC and DELAC meeting was held on November 12, 2015. Discussion topics included:</p> <ul style="list-style-type: none"> • Who takes the CELDT • Why students take the CELDT • What we do with CELDT data • What support looks like in the classrooms • Reclassification criteria • Review of report cards • Language support opportunities for families in the community <p>Progress of English learners has been regularly monitored which includes:</p> <ul style="list-style-type: none"> • CELDT scores • MAP scores • Report cards • CAASPP <p>24 Emerging or Long-term English learner students were invited to receive additional academic support after school. 3 of these English learners accepted the opportunity. First session began January 11, 2016. This support is offered 3 days per week.</p> <p>Math and Language Arts achievement levels have been compared to English only counterparts using MAP and CAASPP data.</p>	<p>\$3,600 General fund restricted (resource 0000, Object 1197&2197/3xxx)</p>
<p>Scope of service:</p>	<p>LEA-Wide</p>	<p>Scope of service:</p>	<p>LEA- Wide</p>
<p><input type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other</p>	

Subgroups:(Specify)_____			Subgroups:(Specify)_____		
OR: __Low Income pupils <u>X</u> English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils <u>X</u> 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?		Goal 1 will change from an expectation of students being reclassified to fluent English proficient (FEP) by their 5th year to their 7th year. Extensive research shows that it typically takes between 5-7 years to become academically proficient in a second language. The “English Learner Reclassification Rate” was removed from the metrics. This rate does not determine eligibility of a student’s readiness to be reclassified. An addition to the actions/services was made of providing resources to support families at home.			
Original GOAL 2 from prior year LCAP:	Provide targeted learning opportunities, intervention and enrichment that results in increased academic achievement and social-emotional wellbeing, including support systems for foster youth, English learners, and socio-economically disadvantaged.			Related State and/or Local Priorities:	
				1 <u>X</u> 2__ 3 <u>X</u> 4 <u>X</u> 5 <u>X</u> 6 <u>X</u> 7__ 8__	
				COE only: 9__ 10__	
Local : Specify _____					
Goal Applies to:	Schools:	All			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	By the end of the 15-16 school-year, the achievement gap in each of the demographic groups to include foster youth, socio-	Actual Annual Measurable Outcomes:	On CAASPP ELA assessment overall 74% of students scored met or exceeded the standard. On CAASPP Math assessment overall 67% of students scored met or exceeded standard.		

	<p>economically disadvantaged, and English learners will reduce by 33%.</p> <p><u>Metrics</u></p> <ul style="list-style-type: none"> • Pupil achievement data • Course enrollment data 		<p>On the NWEA MAP math assessment growth from Fall to Spring was 11 RIT points. Special education growth was 10 RIT points, English learners growth was 10 RIT points and socio-economically disadvantaged students growth was 9 RIT points.</p> <p>On the NWEA MAP reading assessment growth from Fall to Spring growth was 10 RIT points. Special education growth was 9 RIT points, English learners growth was 11 RIT points and socio-economically disadvantaged students growth was 8 RIT points.</p>
LCAP Year: 2015-2016			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>The organization’s academic intervention program will be expanded in size to match the identified need. The program will accommodate students outside the school day, including providing homework support for students who are identified as Foster Youth and Economically Disadvantaged.</p> <p>Actively monitor the academic progress of foster youth, economically disadvantaged and English Learners in real time.</p>	<p>\$59,400 General fund restricted (1103/3xxx)</p>	<p>Provided afterschool support to 35 students. Added an additional full time intervention teacher at Gateway, along with an intervention dedicated substitute teacher one day a week to continue intervention services during SST meetings. Addition of aide in Academic Support Center at Western Sierra to meet needs of all students. Addition of Math Lab at Western Sierra to provide support where needed to students. Quarter change of Advisory schedule at Western Sierra to address identified need to support students in the shift to Common Core State Standards in math. Worked with staff on essential standards identification. Students identified, per class, on SMART goal tiered lists in order to actively monitor progress on Collaborative Inquiry goals. Analyzed district benchmarks and NWEA MAP results and identified strategies.</p>	<p>\$67,596 General fund restricted (1100/3xxx)</p>

<p>Provide school supplies for students who are identified as Foster Youth and Economically Disadvantaged.</p> <p>Prepare an Individual Learning Plan for students in grade K-7.</p> <p>Hire a credentialed mathematics teacher to provide support for high school students not achieving proficiency.</p> <p>Continue the development of the California State Common Core Standards and the selection of instructional materials.</p> <p>Continue the development and implementation of the Next Generation Science Standards, including the implementation of Science, Technology, Engineering, and Mathematics (STEM).</p> <p>Hire an organization-wide English Language Arts Coach</p>	<p>Instructional Supplies: \$25,050, resource unrestricted object 4300.</p>	<p>Delivered over 150 boxes of school supplies to identified students.</p> <p>A credentialed math teacher was hired and we implemented Math Lab.</p> <p>Adopted new middle school math curriculum, Eureka math, and high school math curriculum, Carnegie, based on data from Math Curriculum Toolkit Evaluation. Provided Common Core math professional learning. Created CCSS math newsletter and CCSS ELA newsletter to support staff and continue professional learning. Provided target support for teachers focused on instructional strategies to support CCSS. Identified ELA essential standards for grades TK-7 and began the process for 8-12 grade.</p> <p>Created district wide NGSS team to create three year implementation timeline and to plan NGSS focused professional learning.</p> <p>Hired an instructional coach for ELA. Identified site based coaches for ELA to support grades TK-8. Coach</p>	<p>\$6,000, General fund restricted (resource 0000, object 4300)</p>
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<p>to support K-8 teachers with the implementation of California Common Core Standards with emphasis on supporting English learners, socio-economically disadvantaged and foster youth.</p> <p>Hire an organization-wide Mathematics Coach to support K-8 teachers with the implementation of California Common Core Standards with emphasis on supporting English learners, socio- economically disadvantaged and foster youth.</p> <p>Continue the development of professional learning communities.</p> <p>Increase the ability of parents to track the academic performance of their students in real time. Expand the knowledge and access teachers and administrators have to student achievement data.</p> <p>Provide 1:1 iPad education for all students in grades K-12.</p>	<p>\$16,775 General Fund restricted (resource 0000, object 1100/3xxx)</p> <p>\$16,775 General Fund restricted (resource 0000, object 1100/3xxx)</p>	<p>collaborated with ELD Coordinator to align teacher support and provide ELA/ELD framework training. Created district ELA team. Attended PCOE ELA network meetings.</p> <p>Hired an instructional coach for Math. Identified site based coaches for Math to support grades. Created district math team. Attended PCOE math network meetings. Coach collaborated with technology integration specialist to created well balance learning math opportunities.</p> <p>Provided Marzano professional learning focused on professional learning communities. Provided 12 full days of professional development for collaborative inquiry and teacher collaboration. District team sent to full day PD focused on RTI. District math team attended a two day workshop focused on mathematics and the PLC process. Utilized Illuminate as our data management system which provided real time data to students, teachers, and parents on student learning.</p> <p>Technology integration specialist provided teacher guidance in using the iPad as a learning tool. Created weekly articles for parent</p>	<p>\$16,775 General fund restricted (resource 0000, object 1100/3xxx)</p> <p>\$16,775 General fund restricted (resource 0000, object 1100/3xxx)</p>
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<p>Hire an integration technology specialist for grades 7-12 to support teachers and provide professional development on using technology as a learning tool, including differentiated, blended learning for all students.</p> <p>Actively support the home use of the iPad education program for foster youth, economically disadvantaged and English Learners.</p> <p>All students will access the same curriculum at each grade level.</p> <p>Provide ongoing professional development on meeting the needs of all students including students who are identified as GATE, socio-economically disadvantaged, foster youth, and eligible for special education.</p>		<p>communication. Implemented Digital Citizenship Week and the Hour of Code to educate students. Technology integration specialists attended local and regional conference.</p> <p>A technology specialist was hired.</p> <p>Intervention support for students to backfill missing prerequisite skills to access grade level content. Implementation of Eureka math in TK-8 grade district wide. Administration assigned to grade level teams to provide guidance and support for identifying strategies to support all students.</p> <p>Identified and shared effective GATE strategies with teachers. Provided ongoing professional learning to all special education staff. Speech and language pathologists attended conference on social thinking. Special education instructional aides provided targeted training and support. Math instructional coach worked with teams to develop Eureka math aligned support materials for students eligible for special</p>	
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<p>Provide care for economically disadvantaged students on non-student professional development days during the year.</p> <p>Provide the total cost of lunch for students who are qualify for free and reduced lunch.</p>		<p>\$49,317 General fund restricted (object 4700)</p>	<p>education. Team attended “Walk in our Shoes” seminar.</p> <p>Lunch was provided for identified students.</p>	<p>\$67,790 General Fund restricted (object 4300/4700)</p>
<p>Scope of service:</p>	<p>LEA-Wide</p>		<p>Scope of service:</p>	<p>LEA- Wide</p>
<p><u>X</u>ALL</p>			<p><u>X</u>ALL</p>	
<p>OR: <input type="checkbox"/>Low Income pupils <input type="checkbox"/>English Learners <input type="checkbox"/>Foster Youth <input type="checkbox"/>Redesignated fluent English proficient <input type="checkbox"/>Other Subgroups:(Specify)_____</p> <p>—</p>			<p>OR: <input type="checkbox"/>Low Income pupils <input type="checkbox"/>English Learners <input type="checkbox"/>Foster Youth <input type="checkbox"/>Redesignated fluent English proficient <input type="checkbox"/>Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<p>An organization-wide coach to support the implementation of NGSS and STEM will be utilized. The EL coordinator’s role will expand to provide ongoing support and professional development with emphasis on supporting socio-economically disadvantaged, foster-youth and GATE identified students. Provide a variety of after school enrichment opportunities. Provide resources to support families for whose students are identified as GATE, SED, FY and SpEd including meeting regularly with subgroups to provide input and gather data.</p>		

Original GOAL 3 from prior year LCAP:	Annually the administration will provide the Board of Directors data describing the organization's success in obtaining attendance rates above 98%, student behavior and discipline percentages, comprehensive program evaluation surveys for each stakeholder group, and evidence of a safe learning environment for students and teachers alike.		Related State and/or Local Priorities:	
			1X 2__ 3X 4X 5X 6X 7__ 8__	
			COE only: 9__ 10__	
			Local : Specify _____	
Goal Applies to:	Schools:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	The attendance rate for the 2015-2016 will increase to 97.5%	Actual Annual Measurable Outcomes:	The overall attendance rate for the 2015-2016 school year is 98%.	
LCAP Year: 2015-2016				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
<p>Prepare and report the student data twice annually 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.</p> <p>Once annually distribute comprehensive program evaluation surveys to parents, students, staff and teachers.</p> <p>Each year establish benchmarks for improvements using the results of</p>		<p>A board update was provided mid-year and the annual survey was implemented and the results were shared at the May board meeting. Monthly attendance reports are included in each board packet. The SARC was completed and presented to the Board. PBIS was implemented at all sites. Gateway in its second year of implementation while the other sites are in its first year of implementation.</p>		

each survey.				
Implement the Positive Behavioral Interventions and Supports program district-wide.				
Scope of service:	LEA-Wide		Scope of service:	LEA-Wide
<u>X</u> ALL			<u>X</u> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		Provide a district-wide specialist to support the social-emotional well-being of students. Utilize high interest guest speakers to promote positive school climate.		

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:	\$ 272,298 _____

- 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.

	%

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).