

2016-2017 Local Control and Accountability Plan and Annual Update
Rocky Point Charter School

Introduction: LEA: Rocky Point Charter School Contact: Deborah Stierli, Director, dstierli@rockypointcharter.com 530-225-0456 LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update

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

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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)*

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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?

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- 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>Staff Meetings with School Director, Teachers & Support Staff--First Monday of the month.</p> <p>Grade Level Staff Meetings--second and third Monday of the month</p> <p>LCAP/PLC Meetings--Teachers meet on the fourth Monday of the month.</p> <p>PTO Meeting – RPCS Parents & Staff meet on the first Wednesday of the month.</p> <p>Board Meeting – Teachers, Staff, Parents & Community Members meet on the second Tuesday</p>	<p>RPCS strives to support the “whole child” by collaborating with staff, family and community members to meet the cognitive, social, emotional, and physical needs of each child. The school has a rich history of fostering a collaborative relationship between the school and family. The child is seen in the context of his or her family and the family must have ample opportunity to be involved in their child education. Family participation at RPCS includes attending meetings and student exhibitions, working with teachers and administrators to form a Partnership Plan detailing how the family will be involved at the school, attending school functions, the opportunity to participate in the schools governance, and volunteering time and resources to the school in multiple forms. Existing parent groups were actively involved and interested in participating in all LCFF discussions and the following outcomes were identified:</p> <ul style="list-style-type: none"> • Collaboration with our parent and community partners were expanded • Student needs and interests were successfully identified

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of the month.

RPCS EXPO - Teachers, Staff, Parents & Community Members-- May 26, 2016

Cal Fresh Table Talk Events with school community--Jan. 26, 2016 & April 27, 2016

RPCS Web Page March 2014 - Ongoing

A web page was developed to provide information regarding LCFF and to give the public yet another opportunity to provide ongoing feedback.

New Family Orientations--throughout

the year

Rocky Point Charter School inspires students with the motivation to learn, by engaging students in new levels of focus and effort, and transforms school into a place where students become leaders of their own learning. We provide a model that challenges students – even those starting with low skill levels – with high-level tasks and active roles in the classroom. Our instructional practices emphasize student inquiry, critical thinking, and craftsmanship. Students engage in original research and create high-quality academic products to share with outside audiences. Learning expeditions - deep, interdisciplinary investigations of rich academic topics are an integral part of our daily instructional model.

RPCS utilizes Expeditionary Learning research-based teaching strategies that are proven to be rigorous and highly effective. The major characteristics of Expeditionary Learning were reviewed at each of our LCFF information meetings.

LCFF meetings also included a review of the key elements of the RPCS charter petition including the following key elements:

- Overview of current enrollment and demographics
- A review of RPCS assessment data, including both internal assessments, STAR and API

- A greater understanding of the complexity of varying assessment strategies emerged

Meetings served as a way to apprise, instruct, and gather input and feedback from parents, students, staff, and community partners.

Additionally, all new families entering RPCS attend an informational meeting led by the Director. Since the advent of LCFF, this meeting now includes information regarding LCFF and an opportunity for new families to provide input regarding their specific concerns or desires for their incoming students.

While divergent opinions and desires are the norm when eliciting unencumbered feedback, some commonalities did emerge from our newest families:

- Parents are seeking quality teachers that connect and genuinely care about students
- Parents want instruction to be presented in various ways in order to meet all students learning needs. Parents do not want their children to be overlooked or “lost” in the system
- Small class size is a priority for parents
- Parents want activity-base, hands on learning environments for their children
- Parents want an after school program that both compliments the regular school day with tutoring, but also provides activities such as sports, crafts and drama.
- Parents have expressed an interest in the charter process

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<ul style="list-style-type: none"> RPCS existing academic plan for student success 	
<p>Annual Update: Ongoing Staff Meeting, PTO Meetings, Board Meetings, Implement LCAP Meetings</p>	<p>Annual Update: Through weekly Professional Learning Circles, monthly PTO and RPCS Board meetings, the LCAP was discussed in varying levels. Teachers created a common core report card. Teachers have on-going meetings as they work to create common core assessments aligned to each standard listed in the report card for on-going assessments. Parents discussed the ways to support students with common core standards and testing at PTO meetings and two Cal Fresh meetings. RPCS Board meetings shared the progress of the LCAP plan while eliciting parent and community feedback on progress.</p>

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

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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., school site 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 school site 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 school site.

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 school site level.

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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 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 district wide, school wide, countywide, or charter wide.

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

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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 #1:	High Quality Instruction	Related State and/or Local Priorities: 1_x 2_x 3__ 4_x 5__ 6__ 7_X 8_x COE only: 9__ 10__ Local : Specify _____
Identified Need :	High Quality Instruction: Caring, committed, collaborative credentialed teachers who use Expeditionary Learning (EL) teaching and learning strategies on a daily basis Metric: PD training schedules (on and off campus), Williams audit, credential reviews, Director evaluations	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students	

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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	RPCS will have 100% of its teachers and staff appropriately assigned and credentialed (using HQT report and/or SARC and or Williams report). RPCS will provide curriculum delivered through project based learning and differentiated instruction.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
RPCS will hire and retain a high quality staff. Professional Development teachers will be actively engaged in a reflective and collaborative environment of on-going professional development.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	See Appendix B
Project Based Learning Students are engaged in real-world problem solving through projects that integrate several subject areas and that are based on themes, such as community, environment, and culture.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	See Appendix B
Differentiated Instruction To meet the needs of mixed-ability classrooms, RPCS teachers are trained to utilize differentiated instruction, which is guided by the strategies of flexible grouping, challenging tasks, and ongoing assessment and adjustment in order to meet student needs.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	See Appendix B

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LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	RPCS will have 100% of its teachers and staff appropriately assigned and credentialed (using HQT report and/or SARC and or Williams report). RPCS will provide curriculum delivered through project based learning and differentiated instruction.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
RPCS will hire and retain a high quality staff. Professional Development teachers will be actively engaged in a reflective and collaborative environment of on-going professional development.	All	<input checked="" type="checkbox"/> ALL	See Appendix B
		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)_____	
Project Based Learning Students are engaged in real-world problem solving through projects that integrate several subject areas and that are based on themes, such as community, environment, and culture.	All	<input checked="" type="checkbox"/> ALL	See Appendix B
		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)_____	
Differentiated Instruction To meet the needs of mixed-ability classrooms, RPCS teachers are trained to utilize differentiated instruction, which is guided by the strategies of flexible grouping, challenging tasks, and ongoing assessment and adjustment in order to meet student needs.	All	<input checked="" type="checkbox"/> ALL	See Appendix B
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	RPCS will have 100% of its teachers and staff appropriately assigned and credentialed (using HQT report and/or SARC and or Williams report). RPCS will provide curriculum delivered through project based learning and differentiated instruction		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

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<p>RPCS will hire and retain a high quality staff. Professional Development teachers will be actively engaged in a reflective and collaborative environment of on-going professional development.</p>	All	<p><u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____</p>	See Appendix B
<p>Project Based Learning Students are engaged in real-world problem solving through projects that integrate several subject areas and that are based on themes, such as community, environment, and culture.</p>	All	<p><u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient See __ Other Subgroups: (Specify) _____</p>	
<p>Differentiated Instruction To meet the needs of mixed-ability classrooms, RPCS teachers are trained to utilize differentiated instruction, which is guided by the strategies of flexible grouping, challenging tasks, and ongoing assessment and adjustment in order to meet student needs.</p>	All	<p><u> X </u> ALL OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups: (Specify) _____</p>	See Appendix B

<p>GOAL #2:</p>	<p>RPCS will Demonstrate an Exemplary School Culture Focused on Learning With Family and Community Collaboration</p>		<p>Related State and/or Local Priorities: 1__ 2__ 3 <u> X </u> 4__ 5 <u> X </u> 6 <u> X </u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Staff members live by and model the school's code of character and Design Principals. Staff members take responsibility for all students; they reinforce school wide expectations, foster all students' learning, and work to ensure their physical and emotional safety. RPCS strives to support the "whole child" by collaborating with family and community members to meet the cognitive, social, emotional, and physical needs of each child. Metric: Various Aeries Reports, parent volunteer logs, attendance at various school events, PTO attendance.</p>		
<p>Goal Applies to:</p>	<p>Schools: All</p>	<p>Applicable Pupil Subgroups:</p>	<p>All students</p>

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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	As identified in CALPADS RPCS Student Teacher ratio below 24:1 in grades K-3: 28:1 in grades 4-8 Students are exposed to a mixed ability classroom settings. Students in need will participate in intervention program. Attendance will decrease in the overall chronic absenteeism rate. Increase in the overall family and community participation rate. Increase in student field studies. Increase in community experts working and/or volunteering in the school.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Low Student to Teacher Ratio: RPCS will strive to maintain a low student to teacher ratio that will encourage students and teachers to develop closely knit, mentoring relationships and will allow teachers to employ more individualized and interactive instructional strategies. Student Attendance: Students who attend school regularly increase their success in learning.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	See Appendix B
Mixed-Ability, "Looped" Classrooms: Building a learning environment where every student's abilities are valued, mixed- ability (inclusive, untracked) classrooms allow students to interact with peers of differing academic levels, encouraging a climate of collective responsibility for the achievement of success by all students.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	See Appendix B
Intervention Programs and Materials: RPCS provide intervention programs to students in need. Programs allows students the extra time needed to learn the skills and knowledge necessary to meet the rigorous standards set forth by RPCS.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	See Appendix B

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	RPCS Student Teacher ratio below 24:1 in grades K-3: 28:1 in grades 4-8 Students are exposed to a mixed ability classroom setting. Students in need will participate in intervention program.		
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	Attendance will decrease in the overall absenteeism rate. Increase in the overall family and community participation rate. Increase in student field studies. Increase in community experts working and/or volunteering in the school.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Low Student to Teacher Ratio: RPCS will strive to maintain a low student to teacher ratio that will encourage students and teachers to develop closely knit, mentoring relationships and will allow teachers to employ more individualized and interactive instructional strategies. Student Attendance: Students who attend school regularly increase their success in learning.	All	<input checked="" type="checkbox"/> ALL	See Appendix B
		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)_____	
Mixed-Ability, "Looped" Classrooms: Building a learning environment where every student's abilities are valued, mixed- ability (inclusive, untracked) classrooms allow students to interact with peers of differing academic levels, encouraging a climate of collective responsibility for the achievement of success by all students.	All	<input checked="" type="checkbox"/> ALL	See Appendix B
		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)_____	
Intervention Programs and Materials: RPCS provide intervention programs to students in need. Programs allows students the extra time needed to learn the skills and knowledge necessary to meet the rigorous standards set forth by RPCS.	All	<input checked="" type="checkbox"/> ALL	See Appendix B
		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	RPCS Student Teacher ratio below 24:1 in grades K-3; 28:1 in grades 4-8 Students are exposed to a mixed ability classroom setting. Students in need will participate in intervention program. Attendance will decrease in the overall absenteeism rate. Increase in the overall family and community participation rate. Increase in student field studies. Increase in community experts working and/or volunteering in the school.		
Actions/Services	Scope of	Pupils to be served within identified scope of service	Budgeted

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	Service		Expenditures
<p>Low Student to Teacher Ratio: RPCS will strive to maintain a low student to teacher ratio that will encourage students and teachers to develop closely knit, mentoring relationships and will allow teachers to employ more individualized and interactive instructional strategies.</p> <p>Student Attendance: Students who attend school regularly increase their success in learning.</p>	All	<input checked="" type="checkbox"/> ALL	See Appendix B
		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>Mixed-Ability, "Looped" Classrooms: Building a learning environment where every student's abilities are valued, mixed- ability (inclusive, untracked) classrooms allow students to interact with peers of differing academic levels, encouraging a climate of collective responsibility for the achievement of success by all students.</p>	All	<input checked="" type="checkbox"/> ALL	See Appendix B
		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	
<p>Intervention Programs and Materials: RPCS provide intervention programs to students in need.</p> <p>Programs allows students the extra time needed to learn the skills and knowledge necessary to meet the rigorous standards set forth by RPCS.</p>	All	<input checked="" type="checkbox"/> ALL	See Appendix B
		<p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify) _____</p>	

GOAL #3:	Developing Literacy Skills	Related State and/or Local Priorities: 1__ 2_X 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	The excitement of learning expeditions motivates students to read; in turn, the explicit teaching of reading comprehension deepens students' understanding Metric: Locally administered assessments including standardized assessments, running records, comprehension assessments	
Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students	
LCAP Year 1: 2016-2017		
Expected Annual Measurable	32% of students will meet grade level targets.	

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Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Literacy Targets: Students will meet annual grade level literacy targets. Professional development will focus on literacy skills. PLC's will review local assessments, materials and curriculum. Chrome books & literacy software will be purchased to support literacy.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	See Appendix B
LCAP Year 2: 2017-2018			
Expected Annual Measurable Outcomes:	33% of students will meet grade level targets.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Literacy Targets: Students will meet annual grade level literacy targets. Professional development will focus on literacy skills. PLC's will review local assessments, materials and curriculum	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	See Appendix B
LCAP Year 3: 2018-2019			
Expected Annual Measurable Outcomes:	34% of students will meet grade level targets.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Literacy Targets: Students will meet annual grade level literacy targets. . Professional development will focus on literacy skills. PLC's will review local assessments, materials and curriculum	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	See Appendix B

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GOAL #4:	Grade Level Proficiency in Mathematics	Related State and/or Local Priorities: 1__ 2__ <u>X</u> 3__ 4__ <u>X</u> 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Mathematics To prepare for high school and beyond Metric: Smarter Balanced assessment, teacher-made local assessment
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All students
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LCAP Year 1: 2016-2017

Expected Annual Measurable Outcomes:	22% of students will meet grade level targets
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Math Targets: Students will meet annual grade level math targets. Professional development will focus on math skills. PLC's will review local assessments, materials and Singapore Math curriculum. After school math tutoring will be made available.	All	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Appendix B

LCAP Year 2: 2017-2018

Expected Annual Measurable Outcomes:	23% of students will meet grade level targets
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Math Targets: Students will meet annual grade level math targets. : Professional development will focus on math skills. PLC's will review local assessments, materials and Singapore Math curriculum.	All	<u>X</u> ALL ----- OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	See Appendix B

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LCAP Year 3: 2018-2019

Expected Annual Measurable Outcomes:	24% of students will meet grade level targets		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Math Targets: Students will meet annual grade level math targets. : Students will meet annual grade level math targets. Professional development will focus on math skills. PLC's will review local assessments, materials and Singapore Math curriculum.	All	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify) _____	

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?

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Original GOAL from prior year LCAP:	Goal #1: High Quality Instruction	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	100% of our teachers and staff appropriately assigned and credentialed (using HQT report and/or SARC and or Williams report). RPCS will provide curriculum delivered through project based learning and differentiated instruction.	Actual Annual Measurable Outcomes:	One hundred percent of our teachers are highly qualified and are appropriately assigned. As measured by our school Director, peer observations and School Accountability Report Cards.
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LCAP Year: 2016-2017

Planned Actions/Services		Actual Actions/Services	
4 teachers will participate in the Alliance for Teacher Excellence Induction Program (formerly North State BTSA). . All staff will participate in credential reviews.	Budgeted Expenditures	4 teachers participated in the Alliance for Teacher Excellence Induction Program (formerly North State BTSA). . All staff participated in training through Shasta County Office of Education. 7 staff members participated in the evaluation process.	Estimated Actual Annual Expenditures
	See Appendix A		See Appendix A
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR:		OR:	
<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		<input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	

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<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	Scope of service: <input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Teachers will provide curriculum delivered through project based learning and through differentiated instruction.

Original GOAL from prior year LCAP:	Goal #2: RPCS will Demonstrate an Exemplary School Culture Focused on Learning	Related State and/or Local Priorities: 1__ 2_X 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Goal Applies to:	Schools: All Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	As identified in CALPADS RPCS Student Teacher ratio below 24:1 in grades K-3: 28:1 in grades 4-8. Students are exposed to a mixed ability classroom setting for 75% of their school day. 51% of students participate in intervention program. Attendance will decrease in the overall chronic absenteeism rate.	Actual Annual Measurable Outcomes:	RPCS Student Teacher ratio below 24:1 in grades K-3: 28:1 in grades 4-8. Students are exposed to a mixed ability classroom setting for 75% of their school day. 51% of students participate in intervention program. Attendance will decrease in the overall chronic absenteeism rate. Parent volunteer log book and teacher sign in sheets.
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LCAP Year: 2016-2017

2016-2017 Local Control and Accountability Plan and Annual Update
Rocky Point Charter School

Planned Actions/Services		Actual Actions/Services	
Low Student to Teacher Ratio Students exposed to mixed ability classrooms Ongoing intervention and attendance decrease.	Budgeted Expenditures	Low Student to Teacher Ratio Students exposed to mixed ability classrooms Ongoing intervention and attendance decrease	Estimated Annual Expenditures
	See Appendix A		See Appendix A
Scope of service:		Scope of service:	
__ 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)_____	
Scope of service:		Scope of service:	
__ ALL		__ 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?	Combined Goal #2 with Goal #5. Students are exposed to a mixed ability classroom. Students in need will participate in intervention program.		

Original GOAL from	Goal #3: Developing Literacy Skills	Related State and/or Local Priorities: 1 <u>X</u> 2 <u>X</u> 3 <u>X</u> 4 <u>X</u> 5 __ 6 __ 7 <u>X</u> 8 __
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2016-2017 Local Control and Accountability Plan and Annual Update
Rocky Point Charter School

prior year
LCAP:

COE only: 9__ 10__
Local : Specify _____

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

Expected Annual Measurable Outcomes:	40% of students will meet grade level targets.	Actual Annual Measurable Outcomes:	Student portfolios, EXPO products, final projects, and CAASPP Assessment DATA at Spring 2015 measurable rate of 30%.
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LCAP Year: 2016-2017

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
	See Appendix A		See Appendix A
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	

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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)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Decrease from 40% to 32% to match sponsoring districts overall CAASSP from 2015-2016 data.
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Original GOAL from prior year LCAP:	Goal #4: Grade Level Proficiency in Mathematics	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : Specify _____
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Goal Applies to:	Schools: All	Applicable Pupil Subgroups: All
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Expected Annual Measurable Outcomes:	52% of students will meet grade level targets.	Actual Annual Measurable Outcomes:	Student portfolios, EXPO products, final projects, and CAASPP Assessment DATA at a Spring 2015 measurement of 18%.
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LCAP Year: 2016-2017			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
			See Appendix A
Scope of		Scope of	

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service:			service:		
<input checked="" type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Scope of service:			Scope of service:		
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Decrease from 52% to 22% to match sponsoring districts 2015-2016 CAASSP data.
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Original GOAL from prior year LCAP:	Goal #5: Family and Community Collaboration	Related State and/or Local Priorities: 1_X 2__ 3__ 4_X 5__ 6_X 7_X 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools: All		
	Applicable Pupil Subgroups: All		
Expected	Increase in overall family and community participation.	Actual	Parent volunteer log book and teacher sign in

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Annual Measurable Outcomes:	Increase in student field studies. Increase in experts working and/or volunteering in the school.	Annual Measurable Outcomes:	sheets.
LCAP Year: 2016-2017			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
			See Appendix A
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Scope of service:		Scope of service:	
<input type="checkbox"/> ALL		<input type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Combined goal #5 with goal #2.		

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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:	\$_183,635.00
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- 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.

54.75	%
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LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX
Section 3 Analysis
Use of Supplemental and Concentration Funds on a Schoolwide Basis

QUESTION #1

Section 3A

Is the proposed use of funds “principally directed” toward meeting the goals that your district has set in its LCAP for unduplicated students (e.g., low-income, English learners, foster your and/or homeless students)?

Rating

- Yes**
- No**
- N/A**

Question #1 Evidence to Support Response:

High Quality Instruction: High quality instruction followed by on-going assessments to serve unduplicated students to track their academic achievement. All students in TK/K – 8 grades will be assessed on academic performance through either local assessments or CAASP. Students struggling academically will be offered and provided academic support in language arts and math through intervention support and after school tutoring. A specific focus will be on our unduplicated students which is the largest majority of students that exhibit the need for additional academic support.

Consideration for future LCAP:

Intervention Specialist Teacher to continue to closely monitor student assessment process and progress. Intervention teacher to work with staff on best teaching strategies through small group instruction, leveled group instruction and project-based instruction to meet unduplicated student population needs. Progress will be tracked and measured through local assessments and CAASP results.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX
Section 3 Analysis
Use of Supplemental and Concentration Funds on a Schoolwide Basis

QUESTION #2

Section 3A

Can the proposed use of funds be demonstrated as an “effective” use of funds (by past experience, research or theory) for serving the district’s goals for unduplicated students (e.g. low-income, English learners, foster youth and/or homeless students)?

Rating

- Yes**
- No**
- N/A**

Question #2 Evidence to Support Response: The intervention teacher/specialist will work with staff to support and provide training to teachers on research based techniques and strategies that are proven to both engage students and lend to higher levels of learning. Intervention aides will also provide additional support to the total population with a specific focus on the unduplicated population.

Consideration for Future LCAP: The intervention teacher/specialist will review assessments, assessment strategies, curriculum and intervention software in the areas of language arts and math to find the best, most qualified interventions for our total population with a specific focus on the unduplicated student population..

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX
Section 3 Analysis
Use of Supplemental and Concentration Funds on a Schoolwide Basis

QUESTION #3

Section 3A

If the district's population of unduplicated students is <55%, or in the school is <40%, is the decision to provide the district or school wide serve the most effective use of the funds, including compared to more targeted programs?

Rating

- Yes**
- No**
- N/A**

Question #3 Evidence to Support Response: Feedback from stake holders indicate that focus on the support of students with the highest needs will support the overall growth in academic performance in our population. Specific focus on sound effective teaching strategies with a strong research base followed up with proper assessments to measure and direct instruction in the areas of language arts and math will provide the most accurate assessment of student learning and progress. Interventions provided through direct instruction, aide support and after school tutoring will best support our unduplicated student population.

Considerations for future LCAP: Through the direction of the intervention teacher, use of research based intervention programs provided through teacher instruction, small group intervention, aide support and software programs in the areas of language arts and math will be reviewed and monitored on an on-going basis for the best student performance results.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX
Section 3 Analysis
Use of Supplemental and Concentration Funds on a Schoolwide Basis

QUESTION #4

Section 3B

Does the proposed use of funds increase or improve services for unduplicated students over the level of services provided to all pupil for the LCAP year?

Rating

- Yes**
- No**
- N/A**

Question #4 Evidence to Support Response: From 2014-15 to 2015-16 we increased services to unduplicated students through direct intervention tutoring in language arts and math. Students in the population of highest need was provided language arts support through the Fast Forward reading program, direct instruction with teacher or an aide and after school tutoring. An RSTEM teacher was hired for additional support for grades 3 – 8. RSTEM elective was included in the elective wheel. Chrome books were purchased for all students in grades 3 – 8 for more access to practice skill base in order to support testing.

Consideration for future LCAP: Intervention teacher to closely monitor curriculum, assessments, and progress of all students that are provided intervention tutoring with a specific focus on the unduplicated population. Additional staff training to learn instructional strategies to support the needs of the unduplicated student population. Additional intervention programs will be reviewed for a strong research base and effectiveness and offered through direct instruction, electives and afterschool to the school population with a focus on the unduplicated students.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX
Section 3 Analysis
Use of Supplemental and Concentration Funds on a Schoolwide Basis

QUESTION #5

Further Analysis

For annual updates and future LCAP adoptions, after a reasonable time for implementation:

- a) Did the investment *result in an increase or improvement in services in terms of program quantity or quality as promised?*
- b) Was it *effective* (or, for low-concentration schools/district's , the most effective use) in improving outcomes in the intended area?

Rating

- Yes
- No
- N/A

Question #5 Evidence to Support Response: 2015-16 test scores and local assessments will determine effectiveness of support for student academic performance.

Considerations for future LCAP: Director and intervention teacher will evaluate the increase in student learning based on local assessments and CAASP results to analyze each intervention provided for qualitative or quantitative effectiveness to support language arts and math in our student population with a specific focus on unduplicated students,