



Local Control Accountability Plan and Annual Update (LCAP) Template

[Addendum](#): General instructions & regulatory requirements.

[Appendix A](#): Priorities 5 and 6 Rate Calculations

[Appendix B](#): Guiding Questions: Use as prompts (not limits)

[LCFF Evaluation Rubrics](#): Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name	Contact Name and Title	Email and Phone
Rocky Point Charter	Shawna Norris Director	snorris@rockypointcharter.com 530-225-0456

2017-20 Plan Summary

The Story

Describe the students and community and how the LEA serves them.

The mission of Rocky Point Charter School (RPCS) is to equip K-8 students with the ability to read, write, speak and calculate with clarity and precision and the ability to participate passionately and ethically in the life of the community. RPCS will encourage students to become self-motivated lifelong learners by educating the whole child and providing a standards-based, hands-on educational experience emphasizing high expectations, learning by doing, character growth, teamwork and literacy.

To be fully educated and prepared for the 21st century, we believe every child must maintain a natural curiosity about the world, relentlessly pursue their goals, construct and communicate knowledge, display personal and social responsibility, work collaboratively with others and reflect consistently on their growth as a learner. Student learning will be further enriched through the incorporation of technology, adventure, service and character development.

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

As a charter school, RPCS relies on parent and community involvement. 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 the model Expeditionary Learning research-based teaching strategies that are proven to be rigorous and highly effective.

We serve approximately 185 students, Transitional Kindergarten through 8th grade. For our student population 59% are classified as Low Income. The majority of our students: American Indian or Alaska Native 3.7 %, Asian 0.5 %, Hispanic or Latino 16.8 %, White 65.3 %, Two or More Races 12.1 %, Other 1.6 % .

LCAP Highlights

Identify and briefly summarize the key features of this year's LCAP.

Through analysis of our state and local data and input from staff and stakeholders we identified focus areas to be addressed to achieve our vision: "Today We Learn, Tomorrow We Lead". Based on the process, the actions and services in the LCAP fell into the following areas of influence:

1. Improve connections and achievement in the classroom.
2. RPCS will ensure students, staff, parents and the community are satisfied and engaged in our school and program.
3. Provide opportunities to increase parent involvement.

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

Greatest Progress

Our 2016-2017 CAASPP results identifies that our students are maintaining growth in English Language Arts and in Math.

Language Arts performance and Math performance indicates all students are achieving and maintaining their scores. The ELA portion of the Smarter Balanced Assessment indicates an increase from 36% to 38%. The Math portion of the Smarter Balanced Assessment indicates an increase from 26% to 30%.

The scores have been maintained by smaller class sizes, paraprofessionals in the kindergarten through third grade classrooms, and a trained paraprofessional for reading and math intervention needs.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the “Red” or “Orange” performance category or where the LEA received a “Not Met” or “Not Met for Two or More Years” rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

Greatest Needs

The Smarter Balance Assessment indicates that in Science our 5th and 8th grade scores decreased. The CA School Dashboard does not indicate red or Orange in the subject of Science but it is a need. In 2015-2016, 42% of our students scored proficient or advanced. In 2016-2017, 36% of our students scored proficient or advanced. This is a decrease of 6%. Classroom Science thematic units based on Next Generation Science Standards is a need that will be fulfilled as well as teachers trained in the Next Generation Science Standards

LCAP Goal 1 We are continuing to invest in professional development for teachers regarding implementation of common core curricula and pedagogy.

LCAP Goal 1 We also continue to invest in targeted support and intervention programs to meet the instructional needs of at-risk students at all grade levels.

LCAP Goal 2: Chronic absenteeism is a need for improvement. We will continue to have student study team meetings with parents, and the the school director will continue to offer transportation to and from school if needed. Baseline rate of 8.38% to 11.73%.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the “all student” performance. What steps is the LEA planning to take to address these performance gaps?

Performance Gaps

Even with improvements the Socioeconomically Disadvantaged subgroup on CAASPP Mathematics and ELA continue to fall below the "all student" performance. To address the gap, RPCS LCAP includes the following actions and services.

- -Continued Math Professional development to improve math content.
- -Continued Math intervention programs for grades K-8
- -Literacy and Writing Professional development to improve ELA content.
- -Implement Reading and Writing intervention programs for grades K-8.

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increased or Improved services

Increased or improved service needs are behavior support training for our teachers and paraprofessionals. We are actively seeking ways to train all teachers, paraprofessionals and office staff in trauma-informed practices updates, behavioral support programs, and universal design for learning strategies that are effective for all students, but particularly our low income students, students with disabilities, English learners and foster youth.

RPCS has blocks of time for intervention needs for K-3rd grade students. RPCS will increase the intervention services to 4th grade through 8th grade students.



Budget Summary

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures For LCAP Year	\$1,428,861.00
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	\$1,215,653.81

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

We have a team of Paraprofessionals who help support our teaching staff with student needs. We also have a part time Resource Teacher and a Special Education Coordinator to help fulfill the students with special needs. This also includes operating expenses, transportation costs, facilities, and salaries.

DESCRIPTION

Total Projected LCFF Revenues for LCAP Year

AMOUNT

\$1,719,336.00

Annual Update

LCAP Year Reviewed: **2017-18**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1

All students will receive high quality Common Core classroom instruction, curriculum, and assessment practices, promoting college and career readiness and the closing of the achievement gap, as measured by a 10% increase of students scoring proficient from 36% in English language arts and 26% in math on the SBAC assessments by 2018.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Annual Measurable Outcomes

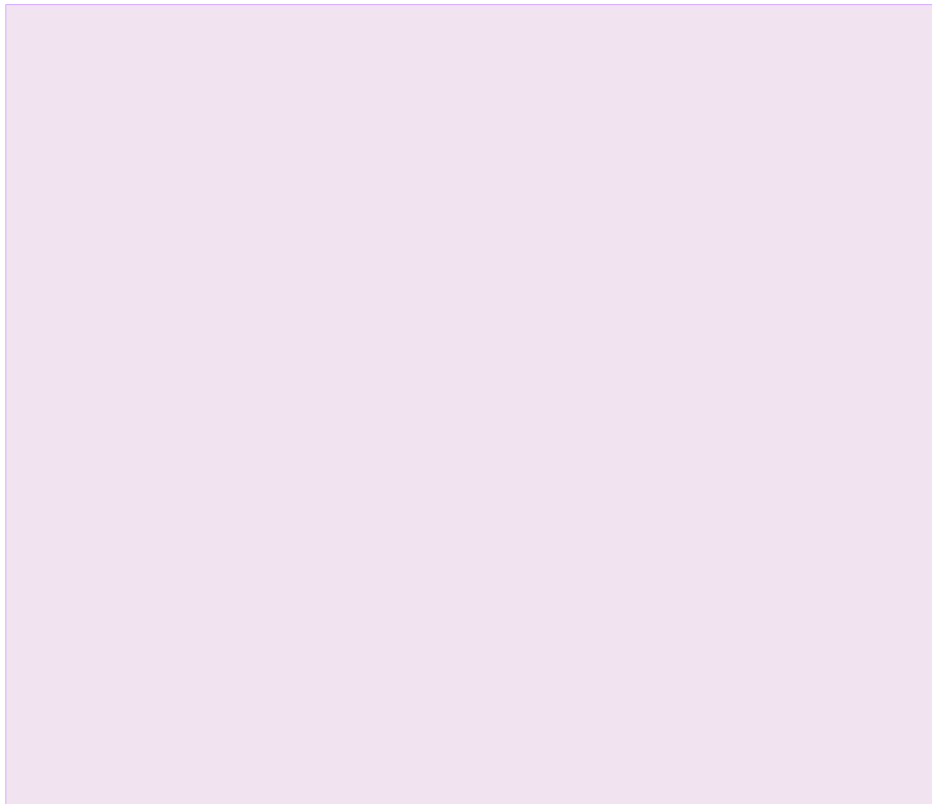
Expected

17-18
District 46% LI 29%

Actual

ELA measurable outcome from 36% to 38% of all students proficient or exceeds proficient. Low income students or economically disadvantaged group 26%

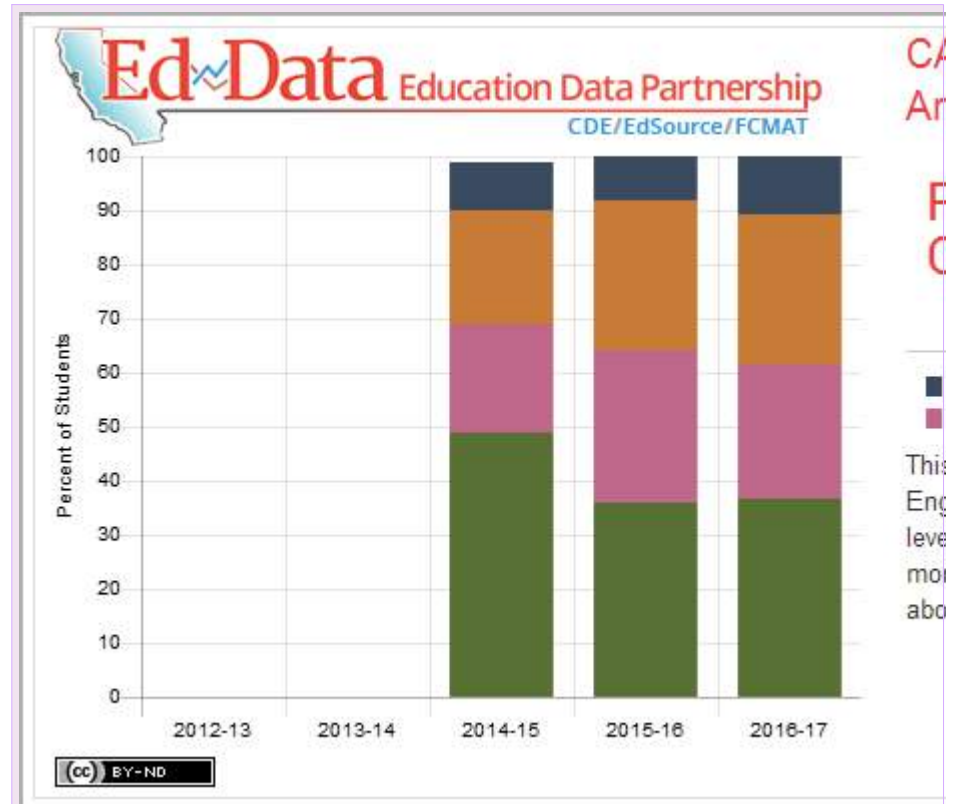
Expected



17-18
 District 56% LI 41%

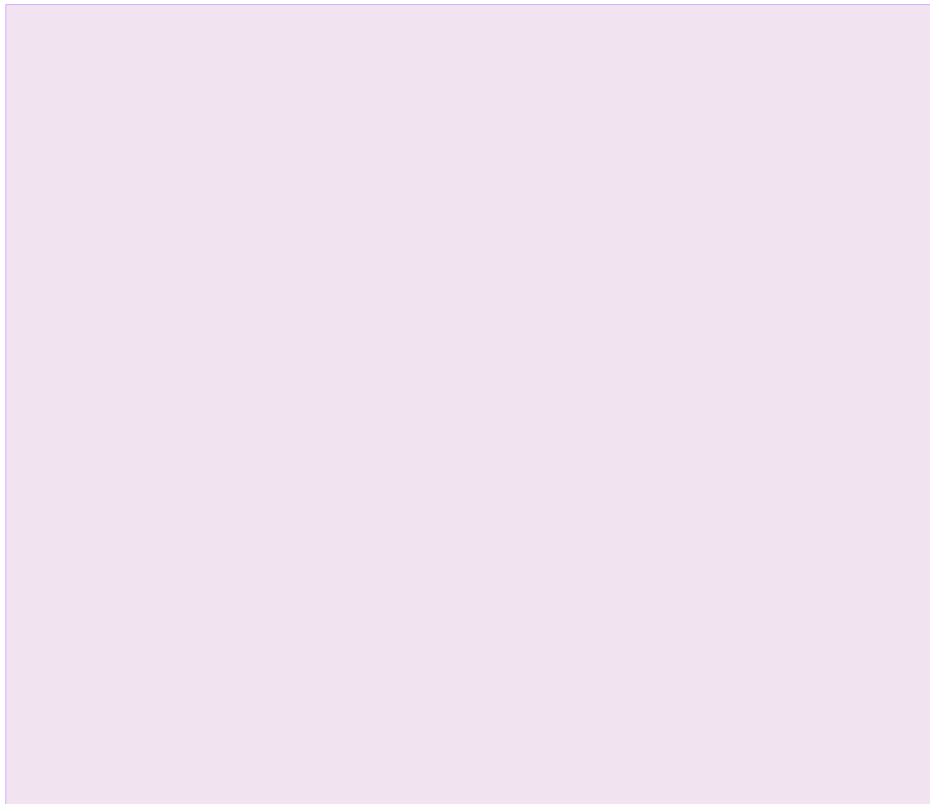
Baseline
 District 36% LI 31%

Actual

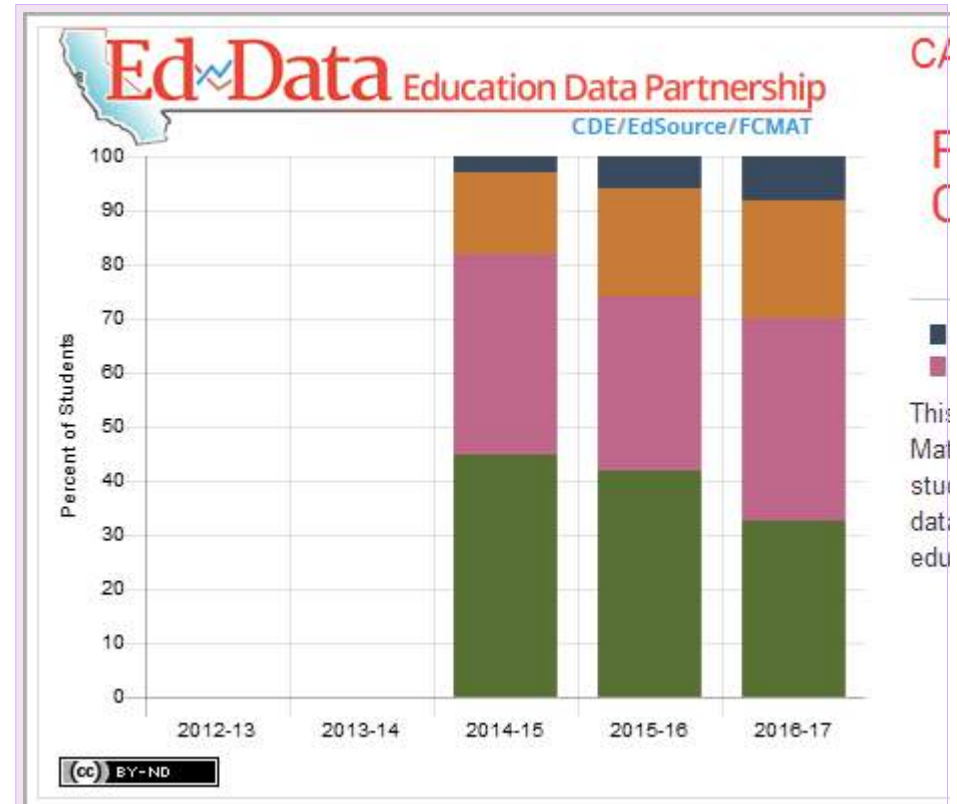


Math measurable outcome from 26% to 30% of all students proficient or exceeds proficient. Low income students or economically disadvantaged group students 24%

Expected



Actual



Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
RPCS will hire and retain a high quality staff.	100% of our teachers are highly qualified and are appropriately assigned as measured by our school Director, peer observations, and School Accountability Report Card.	1000-1999: Certificated Personnel Salaries Base \$655,265.88 3000-3999: Employee Benefits Base \$297,891.19	1000-1999: Certificated Personnel Salaries Base \$655,265.88 3000-3999: Employee Benefits Base \$297,891.19

5000-5999: Services And Other Operating Expenditures Base \$8,500

5000-5999: Services And Other Operating Expenditures Base \$8,500.00

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>	<p>Project Based Learning: Students 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. K-8 students attended several field studies through out the year that added to what was being taught in the classroom. Field Studies are meant to be a study that relates to the curriculum that is being taught in the classroom. This year our field studies included Whiskeytown Environmental School field lab, Schreder Planetarium, Shasta College Geography Department, Turtle Bay, Cascade Theater, Shasta College Ag. Department, Winco Foods, Simpson College College Bound, Gaumers Rock and Mineral Museum, City of Redding Waste Transfer Station, KRCR News Weather & Station, Redding Yatch Club at Whiskeytown Lake, Veteran's home, Shasta Dam, Sacramento National Wildlife Refuge, NorCal Coral, Shasta Historic Park, Coleman National Fish Hatchery, All Animal , Redding Reptiles, Mt. Lassen/ Loomis Museum, Lucero</p>	<p>field study entrance fees 5000-5999: Services And Other Operating Expenditures Base \$1000</p>	<p>Field Study Entrance Fees 5000-5999: Services And Other Operating Expenditures Base \$2100.00</p>
		<p>transportation reimbursement to parents 5000-5999: Services And Other Operating Expenditures Base 2,200</p>	<p>Fuel cost for transportation to travel students to and from field studies. 5000-5999: Services And Other Operating Expenditures Base \$1000.00</p>

Olive Oil Company, Nash Ranch, and 6th graders attended WES Camp (Whiskeytown Environmental School).

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>	<p>Differentiated Instruction: To meet the needs of mixed-ability classrooms, RPCS teachers were 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 all student needs. Professional Development training included Math Content, ELA Series, Trauma Informed Practices, What's That Behavior, Mt. Lassen Math Conference, Equity Summit, Help for Billy, Learning Walks and teacher peer observations.</p>	<p>Cost is listed under Professional Development Action below \$0</p>	<p>Cost is listed under Professional Development Action below \$0.00</p>

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<p>Continue the increase of Literacy support with paraprofessional support during daily interventions to meet the needs of our disadvantaged students. Continue the use of existing paraprofessionals to help support reading intervention and to support classroom teachers with small</p>	<p>Continued the increase of Literacy support with paraprofessional support during daily interventions to meet the needs of our disadvantaged students. Continued the use of existing paraprofessionals to help support reading intervention and to support classroom teachers with small</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$6,968.50</p> <p>3000-3999: Employee Benefits Supplemental 2,200</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$56,430.78</p>	<p>2000-2999: Classified Personnel Salaries Supplemental \$6,968.50</p> <p>3000-3999: Employee Benefits Supplemental \$2,200.00</p> <p>2000-2999: Classified Personnel Salaries Supplemental \$56,430.78</p>

groups to provide differentiated instructions.

groups to provide differentiated instructions.

Action 5

Planned Actions/Services

Professional development will focus on Common Core literacy and math skills. Reading intervention and small group instruction training for teachers and paraprofessionals to reach the needs of disadvantaged students.

Actual Actions/Services

Professional development with the focus on Common Core literacy and math skills. Reading intervention and small group instruction training for teachers and paraprofessionals to reach the needs of disadvantaged students. Professional development training included Math Content, ELA Series, Trauma Informed Practices, What's That Behavior, Mt. Lassen Math Conference, Equity Summit, Help for Billy. Learning Walks and teacher peer observations.

Budgeted Expenditures

5800: Professional/Consulting Services And Operating Expenditures Concentration \$8,000.00

Estimated Actual Expenditures

5800: Professional/Consulting Services And Operating Expenditures Concentration \$8,000.00

Action 6

Planned Actions/Services

Maintain Chrome books. i-Ready Software will be purchased to support intervention needs.

Actual Actions/Services

IT services, Chrome books were maintained. Screens were replaced. Chrome Book carts were purchased to help keep Chrome Books in a safe place. i-Ready Software subscription was continued to help support intervention needs.

Budgeted Expenditures

Chrome books as needed to replace broken computers 5800: Professional/Consulting Services And Operating Expenditures Base \$6,000

licence for supplemental & intervention software 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,000

Estimated Actual Expenditures

Chrome book repairs and replacements. 5800: Professional/Consulting Services And Operating Expenditures Base \$15,000.00

Licence for supplemental & intervention software 5800: Professional/Consulting Services And Operating Expenditures Supplemental \$4,000.00

Action 7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Common Core Curriculum and Materials	Common Core Curriculum and Materials was purchased for ELA and Math.	4000-4999: Books And Supplies Base \$48,000	4000-4999: Books And Supplies Base \$6,000.00

Action 8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
After school tutoring will be made available to support student achievement in the areas of ELA and Math	After school tutoring was available to support student achievement in the areas of ELA and Math.	No additional cost \$0	No additional cost \$0

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

RPCS continued to implement our newly purchased ELA curriculum from Houghton Mifflin, Journeys, K-8 program.

RPCS continued and carried over the same schedule that allows for 5th grade math to be broke up into two separate periods for differentiating purposes. The 6th through 8th grade ELA and Math continued to be departmentalized. We have intervention time built into the schedule throughout the afternoon each day.

Professional Development training with the focus on Common Core literacy and math skills. Reading intervention and small group instruction. Training for teachers and paraprofessionals to reach the needs of disadvantaged students. Professional development training included Math Content, ELA Series, Trauma Informed Practices, What's That Behavior, Mt. Lassen Math Conference, Equity Summit, Help for Billy, Learning Walks and peer teacher observations.

PLC meetings each week for the time to collaborate in order to improve teaching skills, to plan lessons, to plan filed studies, to compare data, and to discuss academic performance. PLC meetings also help target students for identified needs, students are then grouped based on their needs. After the PLC meetings teachers take the time for self reflection with the focus of data in mind and move to change their practice as needed.

After school tutoring is offered for students who are at a low performance rate in Math and/or ELA.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The new ELA curriculum provided rigor and seeks for a deeper understanding. The students are being challenged at a higher academic standard. With the continued use of i-Ready the impact has made a positive affect on the students and teachers. The teachers' benefits are the information that it provides to the students, ongoing progress monitoring, helps to identify student needs and provides effective targeted materials. The students' benefits of i-Ready is they make academic gains, it's a computer adaptive based program this similar to the Smarter Balance testing. They students feel successful with the adaptive leveling system.

The 5th grade math class is scheduled to meet the needs of the high and at grade level performing students and the below grade level performing students during two separate periods. This strategy is effective as the lessons can be taught as at faster pace and ti offer challenging and more rigorous math lessons for the higher performing students and the at grade level math students, math lessons offered at grade level.

The 6-8 graders are departmentalized for Math and ELA. This has been effective for the students in ways of having a different teacher for the focused core subjects. The has allowed the teachers to focus on and master a subject that provides a greater level of expertise and deeper understanding. Because of this, teachers have a greater ability to differentiate their instruction to meet the needs of all learners.

Professional Development for teachers and extended staff has made a greater impact on the school culture especially with the Trauma Informed Practices and Help for Billy training. The ELA and math training have made a significant impact on teachers as they feel more confident within their teaching practices and the students profit the benefits.

PLC meetings continue to make an impact for the teachers as they collaborate and learn from each other. Teachers reflect and make changes to their teaching practices to reach all students. Students' targeted needs are identified and instructional groups are created.

Intervention times that are embedded in the schedule and the after school tutoring program help the low performing students to understand academic concepts and skills.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Action 2. the budget for field study entrance fees was set at \$1000.00 but we actually spent \$2,100.00. There was an increase in field studies and less students paid the entrance fee. For the cost of fuel, the parents were reimbursed \$360.00 and fuel cost for the RPCS van was \$607.00.

Action 7, the budget increased to pay for technology services and needs.

For Action 9, RPCS set a high budget for the cost of Common Core Curriculum and Materials. We only spent \$6,000.00 on ELA and Math Common Core Curriculum and materials.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Modifications made to Goal 1

For the LCAP year 2018-2019 a modification was made to the actual goal for the expected outcome. All students will receive high quality Common Core classroom instruction, curriculum, and assessment practices, promoting college and career readiness and the closing of the achievement gap, as measured by a 3% (was 10%) increase of students scoring proficient from 38% to 41% in English Language Arts and 30% to 33% in math on the SBAC assessments by 2019. The 3% increase is a more reachable goal than 10%.

Modification was made in action/services for Professional Development plans for 2018-2019 and 2019-2020. Teachers with a preliminary credential will need to enter into the ATE, Alliance for Teaching Excellence program in order to clear their credential. The PD cost will increase due to this factor.

Action 2 has been modified to the cost of reimbursing parents plus the cost of fuel for the RPCS van.

Annual Update

LCAP Year Reviewed: 2017-18

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2

RPCS will ensure the shared responsibility of families, schools and communities for student learning and achievement; continuous from kindergarten through grade eight; and occurring across multiple settings where children learn.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Annual Measurable Outcomes

Expected	Actual
17-18 .69 % discipline referral	5.55% that is 10 students out of 180 were suspended during the school year of 2017-2018
17-18 70 % parent participation Baseline 60% parent participation	70% parent participation
17-18 70% parent attendance at school events Baseline 60% parent attendance	70% parent participation

Actions / Services

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual 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>	<p>Kept the low Student to Teacher Ratio: RPCS strives 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. We encourage that fact that students who attend school regularly increase their success in learning.</p>	<p>Cost listed in goal #1 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Cost listed in goal #1 3000-3999: Employee Benefits Base \$0</p> <p>Cost listed in goal #1 5000-5999: Services And Other Operating Expenditures Base \$0</p>	<p>Cost listed in goal #1 1000-1999: Certificated Personnel Salaries Base \$0</p> <p>Cost listed in goal #1 3000-3999: Employee Benefits Base \$0</p> <p>Cost listed in goal #1 5000-5999: Services And Other Operating Expenditures Base \$0</p>

Action 2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
<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>	<p>Mixed-ability, "looped" classrooms were utilized: 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>	<p>Cost included in Goal 1 1000-1999: Certificated Personnel Salaries Base 0</p>	<p>Cost listed in goal #1 1000-1999: Certificated Personnel Salaries Base \$0</p>

Action 3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
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Intervention Programs and Materials: RPCS provide intervention programs to students in need. Our Programs allow students the extra time needed to learn the skills and knowledge necessary to meet the rigorous standards set forth by RPCS.

Intervention Programs and Materials: RPCS provided intervention programs to students in need. Our programs allowed students the extra time needed to learn the skills and knowledge that is necessary to meet the rigorous standards set forth by RPCS.

i-Ready intervention cost is listed in Goal 1

4000-4999: Books And Supplies Base \$0

i-Ready intervention cost is listed in Goal 1 4000-4999: Books And Supplies Base \$0

Action 4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Student Attendance: Students who attend school regularly increase their success in learning.	Student Attendance: We encourage students to attend school regularly increase their success in learning. RPCS acknowledges students who attend regularly with monthly perfect attendance incentives, trimester perfect attendance incentives and end of the year perfect attendance incentives.	incentives 4000-4999: Books And Supplies Base \$600	Incentives 4000-4999: Books And Supplies Base \$1230.00

Analysis

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed. Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.

Our K-8 class sizes continue to stay at a low student to teacher ratio. We have a paraprofessional in each Kindergarten through third grade classroom to assist with student achievement.

Mixed Ability, "Looped" classrooms continue to be a success. 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. RPCS levels up students who need to be academically challenged.

Intervention Programs and Materials: RPCS provides intervention programs to students in need. The programs allow students the extra time needed to learn the skills and knowledge necessary to meet the rigorous standards set forth by RPCS. The i-Ready program was implemented March, 2017. We purchased the program for all students.

Student Attendance: Students who attend school regularly increase their success in learning. RPCS acknowledges students who attend regularly with monthly perfect attendance incentives, trimester perfect attendance incentives and end of the year perfect attendance incentives. The parties are an incentive for the class as they strive to be in school everyday.

Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

The overall effectiveness of the actions/services helped achieve our goals by building solidarity in our program at RPCS. Our program is built on the foundation of a close knit community built through relationships with our students and families. These relationships help build academic achievement.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Incentive budget increased due to an increased from the budget of \$600.00 to \$1230,00 in student success and celebrations.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

The suspension rate increased due to new leadership at RPCS. 10 students out of 180 were suspended due to violating CA Ed code 48915(a)(1), Caused Physical injury. As an update 5 out of the 10 students moved to a school within their district residence and are in an Community Day Class setting.

18-19 our suspension rate will reduce back down to our baseline number. The PD training on Trauma and Help for Billy will play a positive effect on the students with behavior issues.

Stakeholder Engagement

LCAP Year: 2018-19

Involvement Process for LCAP and Annual Update

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?

RPCS is committed to the idea that meaningful stakeholder engagement is an integral part of developing an effective strategic plan. RPCS used a variety of meetings and activities to involve stakeholders in the LCAP process including the discussion and review of goals, district data, as well as proposed actions and services.

Community Engagement- The following groups were actively involved in the LCAP development process described below.

The School Board is an integral part of the governance team providing local accountability, the School Board has been involved in the LCAP development and approval process throughout the process.

RPCS Board Meetings are held on the second Tuesday of each month. At the Board meetings, teachers, staff, parents & community members meet for the planning process for the LCAP. We do not have a bargaining unit.

RPCS Staff PLC Meetings are typically held every Monday of each week. At the PLC meetings teachers and staff meet for planning, data analysis, curriculum guidance and collaboration.

RPCS Parent Teacher Organization (PTO) Meetings are held on the second Wednesday of each month. At the PTO meeting parents, teachers, staff meet for planning school functions, extracurricular activities, fundraising and to support parents, teachers and students.

Survey Results

Parents responding--54 digital input

Teachers responding--9 digital input

Students responding--107 digital input

Total Survey Responses-- 173

Impact on LCAP and Annual Update

How did these consultations impact the LCAP for the upcoming year?

The input received during the process detailed above demonstrated the public's deep concern for the education of the community's children. Discussions and feedback were held based on (1) what is already in place but needs improvement, (2) what is already in place but can be eliminated, and (3) ideas for supporting student learning via the eight state priorities that should be considered but aren't already in the LCAP. Thematically, the stakeholder feedback demonstrated that the district should prioritize its efforts as follows:

Improve or increase Parental involvement - State Priority 3, Improve academic achievement – State Priority 4, Improve Pupil Engagement --State Priority 5,
Recommendations include the following:

Continue with small class sizes & meeting students needs through one on one or small group intervention time. This will provide additional academic support opportunities for students during class time and after school. – Incorporated into Goals 1 and 2
Continue on with professional development for teachers and supporting staff. Focus on PD in Math, ELA , NGSS and writing for the upcoming year. -- Incorporated into Goal 1& 2
This will provide teachers professional learning that support lessons that require critical thinking and problem solving - Incorporated into Goal 1 and 2

Continue to reach out to parents for their involvement. Provide opportunities for parents to be more involved in their child's education through different types of involvement such as chaperone a field study, volunteer in the classroom, be a part of the Parent Teacher Organization, attend an RPCS Board Meeting, help maintain the campus, attend parent teacher conferences, etc.
Continue to increase student attendance by making connections with families and offer incentives for attendance. Incorporated into Goal 2.

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Modified Goal

Goal 1

All students will receive high quality Common Core classroom instruction, curriculum, and assessment practices, promoting college and career readiness and closing of the achievement gap, as measured by a 3% increase of students scoring proficient. in ELA, Math. Results will improve from 38% in 2017 to 41% in English Language Arts and 30% in 2017 to 33% in math on the SBAC assessments by 2018. Our Science goal is to improve by 3%.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 4: Pupil Achievement (Pupil Outcomes)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Local Priorities:

Identified Need:

Statewide summative (CAASPP) student achievement data, teacher survey data, observational walk-through data all indicate the need for continued professional development in California Math, English Language Arts, and NGSS curriculum and pedagogy.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/Grades 3-8 mathematics SBAC results	District 26% LI 19%	District 30% LI 24%	District 33% LI 27%	District 36% LI 30%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 4: State Indicator/Academic Indicator/Grades 3-8 ELA SBAC results	District 36% LI 31 %	District 38% LI 26%	District 41% LI 29%	District 44% LI 32%

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

RPCS will hire and retain a high quality staff.

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

RPCS will hire and retain a high quality staff.

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

RPCS will hire and retain a high quality staff.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$655,265.88	\$670,972.88	\$689,625.88
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries	1000-1999: Certificated Personnel Salaries
Amount	\$297,891.19	\$324,706.56	\$345,354.86
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$8,500	\$8500	\$8,500
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures	5000-5999: Services And Other Operating Expenditures

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Select from New, Modified, or Unchanged for 2018-19

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

Unchanged Action

Unchanged Action

2017-18 Actions/Services

2018-19 Actions/Services

2019-20 Actions/Services

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.

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.

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$1000.00	\$2200.00	\$2200.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures field study entrance fees	5000-5999: Services And Other Operating Expenditures field study entrance fees	5000-5999: Services And Other Operating Expenditures field study entrance fees
Amount	2,200	\$1200.00	\$1200.00
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures transportation reimbursement to parents	5000-5999: Services And Other Operating Expenditures Fuel cost for transportation to travel students to field studies and reimburse parents for traveling additional students.	5000-5999: Services And Other Operating Expenditures transportation

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	Cost is listed under Professional Development Action below	Cost is listed under Professional Development Action below	Cost is listed under Professional Development Action below

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Continue the increase of Literacy support with paraprofessional support during daily interventions to meet the needs of our disadvantaged students. Continue the use of existing paraprofessionals to help support reading intervention and to support classroom teachers with small groups to provide differentiated instructions.

2018-19 Actions/Services

Continue the increase of Literacy support with paraprofessional support during daily interventions to meet the needs of our disadvantaged students. Continue the use of existing paraprofessionals to help support reading intervention and to support classroom teachers with small groups to provide differentiated instructions. Professional development with the focus on Common Core literacy and math will be implemented.

2019-20 Actions/Services

Continue the increase of Literacy support with paraprofessional support during daily interventions to meet the needs of our disadvantaged students. Continue the use of existing paraprofessionals to help support reading intervention and to support classroom teachers with small groups to provide differentiated instructions. Professional development with the focus on Common Core literacy and math will be implemented.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,968.50	\$8,235.50	\$8,869.00
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries
Amount	2,200	2,200	2,200
Source	Supplemental	Supplemental	Supplemental
Budget Reference	3000-3999: Employee Benefits	3000-3999: Employee Benefits	3000-3999: Employee Benefits
Amount	\$56,430.78	\$64,538.87	\$72,095.87
Source	Supplemental	Supplemental	Supplemental
Budget Reference	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries	2000-2999: Classified Personnel Salaries

Action 5

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Limited to Unduplicated Student Group(s)

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Professional development will focus on Common Core literacy and math skills. Reading intervention and small group instruction training for teachers and paraprofessionals to reach the needs of disadvantaged students.

2018-19 Actions/Services

Professional development will focus on Common Core literacy and math skills. Reading intervention and small group instruction training for teachers and paraprofessionals to reach the needs of disadvantaged students. Three teachers with preliminary credentials will need to receive ATE, Alliance for Teachers Excellence in order clear their teaching credentials. New professional development of Project Lead the Way to increase our Science curriculum needs.

2019-20 Actions/Services

Professional development will focus on Common Core literacy and math skills. Reading intervention and small group instruction training for teachers and paraprofessionals to reach the needs of disadvantaged students. Three teachers with preliminary credentials will need to continue to receive ATE, Alliance for Teachers Excellence in order clear their teaching credentials. Continued PD in PLTW.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$8,000.00	\$41,600.00	\$40,000.00
Source	Concentration	Concentration	Concentration
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures	5800: Professional/Consulting Services And Operating Expenditures

Action 6

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Maintain Chrome books. i-Ready Software will be purchased to support intervention needs.

2018-19 Actions/Services

Maintain Chrome books. I-Ready Software will be purchased to support intervention needs.

2019-20 Actions/Services

Maintain Chrome books. i-Ready Software will be purchased to support intervention needs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$6,000	\$15,000.00	\$15,000.00
Source	Base	Base	Base
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures Chrome books as needed to replace broken computers	5800: Professional/Consulting Services And Operating Expenditures Repair and or replace Chrome books as needed. Technology services and consultations.	5800: Professional/Consulting Services And Operating Expenditures Repair and or replace Chrome books as needed. Technology services and consultations.

Amount	\$4,000	\$25,000	\$4,000
Source	Supplemental	Supplemental	Supplemental
Budget Reference	5800: Professional/Consulting Services And Operating Expenditures licence for supplemental & intervention software	5800: Professional/Consulting Services And Operating Expenditures licence for supplemental & intervention software i-Ready 2 year renewal contract cost will be due in March 2019.	5800: Professional/Consulting Services And Operating Expenditures licence for supplemental and intervention software

Action 7

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

2017-18 Actions/Services

Common Core Curriculum and Materials

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

2018-19 Actions/Services

Common Core Curriculum, NGGS Curriculum and Materials

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2019-20 Actions/Services

Common Core Curriculum, NGGS and Materials

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$48,000	\$50,000	\$10,000.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies	4000-4999: Books And Supplies New NGGS Curriculum and materials	4000-4999: Books And Supplies

Action 8

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

English Learners
Foster Youth
Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

After school tutoring will be made available to support student achievement in the areas of ELA and Math

2018-19 Actions/Services

After school tutoring will be made available to support student achievement in the areas of ELA and Math

2019-20 Actions/Services

After school tutoring will be made available to support student achievement in the areas of ELA and Math

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Budget Reference	No additional cost	No additional cost	No additional cost

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

(Select from New Goal, Modified Goal, or Unchanged Goal)

Unchanged Goal

Goal 2

RPCS will ensure the shared responsibility of families, schools and communities for student learning and achievement; continuous from kindergarten through grade eight; and occurring across multiple settings where children learn.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic (Conditions of Learning)
 Priority 3: Parental Involvement (Engagement)
 Priority 5: Pupil Engagement (Engagement)
 Priority 6: School Climate (Engagement)

Local Priorities:

Identified Need:

Stakeholder input from school parent teacher organization and safety committee to drive the need to improve student safety. Staff identified the need for up to date technology and training on the technology for both students and teachers. The Board prioritizes parent involvement/ engagement for all students.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6: State Indicator/Student Suspension Indicator	.74% Suspension rate	5.5 % Suspension rate	.64% Suspension rate	.59 % Suspension rate
Priority 6: Local Metric/Expulsion rate	0% Expulsion rate	0% Expulsion rate	0% Expulsion rate	0% Expulsion rate

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Priority 6: Local Indicator/Local tool for school climate	60% parent attendance	70% parent attendance at school events	80% parent attendance at school events	90% parent attendance at school events
Priority 5: State Indicator/Student Engagement/Chronic absenteeism rates	8.38% Chronic Absenteeism Rate	11.73% Chronic Absenteeism Rate	8.38% Chronic Absenteeism Rate	8 % Chronic Absenteeism Rate
Priority 5: Local Metric/Student Engagement/School attendance rates	95% Student Attendance Rate	95% Student Attendance Rate	95% Student Attendance Rate	95% Student Attendance Rate

Planned Actions / Services

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action 1

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Cost listed in goal #1	1000-1999: Certificated Personnel Salaries Cost listed in goal #1	1000-1999: Certificated Personnel Salaries Cost listed in goal #1
Amount	\$0	\$0	\$0
Source	Base	Base	Base
Budget Reference	3000-3999: Employee Benefits Cost listed in goal #1	3000-3999: Employee Benefits Cost listed in goal #1	3000-3999: Employee Benefits Cost listed in goal #1
Amount	\$0	\$0	\$0
Source	Base	Base	Base
Budget Reference	5000-5999: Services And Other Operating Expenditures Cost listed in goal #1	5000-5999: Services And Other Operating Expenditures Cost listed in goal #1	5000-5999: Services And Other Operating Expenditures Cost listed in goal #1

Action 2

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

All
[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools
[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income
[Add Students to be Served selection here]

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

[Add Scope of Services selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

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.

2018-19 Actions/Services

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.

2019-20 Actions/Services

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.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	0	0	0
Source	Base	Base	Base
Budget Reference	1000-1999: Certificated Personnel Salaries Cost included in Goal 1	1000-1999: Certificated Personnel Salaries Cost included in Goal #1	0001-0999: Unrestricted: Locally Defined Cost included in Goal #1

Action 3

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

Intervention Programs and Materials: RPCS provide intervention programs to students in need. Our Programs allow students the extra time needed to learn the skills and knowledge necessary to meet the rigorous standards set forth by RPCS.

2018-19 Actions/Services

Intervention Programs and Materials: RPCS provide intervention programs to students in need. Our Programs allow students the extra time needed to learn the skills and knowledge necessary to meet the rigorous standards set forth by RPCS.

2019-20 Actions/Services

Intervention Programs and Materials: RPCS provide intervention programs to students in need. Our Programs allow students the extra time needed to learn the skills and knowledge necessary to meet the rigorous standards set forth by RPCS.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$0	\$0	\$0
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies i-Ready intervention cost is listed in Goal 1	4000-4999: Books And Supplies i-Ready intervention cost is listed in Goal 1 new 2 year contract with i-Ready	4000-4999: Books And Supplies i-Ready intervention cost is listed in Goal 1 continued 2 year contract

Action 4

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from All, Students with Disabilities, or Specific Student Groups)

[Add Students to be Served selection here]

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

[Add Location(s) selection here]

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served:

(Select from English Learners, Foster Youth, and/or Low Income)

Low Income

Scope of Services:

(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))

Schoolwide

Location(s):

(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

All Schools

Actions/Services

Select from New, Modified, or Unchanged for 2017-18

Unchanged Action

Select from New, Modified, or Unchanged for 2018-19

Unchanged Action

Select from New, Modified, or Unchanged for 2019-20

Unchanged Action

2017-18 Actions/Services

To help with Chronic Absenteeism and Student Attendance: Students who attend school regularly increase their success in learning.

2018-19 Actions/Services

To help with Chronic Absenteeism and Student Attendance: Students who attend school regularly increase their success in learning.

2019-20 Actions/Services

To help with Chronic Absenteeism and Student Attendance: Students who attend school regularly increase their success in learning.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	\$600	\$1500.00	\$1500.00
Source	Base	Base	Base
Budget Reference	4000-4999: Books And Supplies incentives	4000-4999: Books And Supplies incentives	4000-4999: Books And Supplies incentives

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

\$159,580.00

Percentage to Increase or Improve Services

12.61%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Students in 5th through 8th grade will begin to receive intervention time by their classroom teacher for those who need the extra help in order to improve to meet grade level standards. In order to allow this, the Elective classes will be taught by community members in order to allow for the classroom teacher the time to pull specific students for invention needs.

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2017-18**

Estimated Supplemental and Concentration Grant Funds

\$156,631.00

Percentage to Increase or Improve Services

7.63%

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Math CAASPP assessments show an increase in students that are performing at Standard Met and Standard Exceeded. From 26% to 30% compared to last year.

ELA CAASPP assessments show an increase in students that are performing at Standard Met and Standard Exceeded. From 36% to 38% compared to last year.

The scores have been maintained by smaller class sizes, paraprofessionals in the kindergarten through third grade classrooms and a trained paraprofessional for reading intervention needs.

Addendum

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. The LCAP is a three-year plan, which is reviewed and updated annually, as required. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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 EC. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

Plan Summary

Annual Update

Stakeholder Engagement

Goals, Actions, and Services

Planned Actions/Services

Demonstration of Increased or Improved Services for Unduplicated Students

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year. When developing the LCAP, enter the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP. In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with

the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)
- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP; in addition, list the state and/or local priorities addressed by the planned goals. Minor typographical errors may be corrected.

* For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.
- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.
- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.
- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided

in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. *EC* identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. *EC* requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, *EC* Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

Instructions: The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, enter the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, enter the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.

School districts and county offices of education: Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Charter schools: Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.

Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

School districts and county offices of education: The LCAP is a three-year plan, which is reviewed and updated annually, as required.

Charter schools: The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

Related State and/or Local Priorities

List the state and/or local priorities addressed by the goal. The LCAP must include goals that address each of the state priorities, as applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the [LCAP Template Appendix, sections \(a\) through \(d\)](#).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not included as contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by entering "All", "Students with Disabilities", or "Specific Student

Group(s)". If "Specific Student Group(s)" is entered, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must identify "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering "Specific Schools" and identifying the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify the scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must identify one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, enter "LEA-wide."
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, enter "schoolwide".
- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", enter "Limited to Unduplicated Student Group(s)".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by entering “Specific Schools” and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, “All Schools” and “Specific Schools” may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the “Action #” box for ease of reference.

New/Modified/Unchanged:

- Enter “New Action” if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.
- Enter “Modified Action” if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.
- Enter “Unchanged Action” if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
 - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may enter “Unchanged Action” and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school’s budget that is submitted to the school’s authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the “Goals, Actions, and Services” section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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 *EC* sections 52061, 52067, and 47606.5.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity’s budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the “Demonstration of Increased or Improved Services for Unduplicated Students” table and enter the appropriate LCAP year. Using the copy of the section, complete the section as required for the current year LCAP. Retain all prior year sections for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to *California Code of Regulations, Title 5 (5 CCR) Section 15496(a)(5)*.

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 CCR Section 15496(a)(7).

Consistent with the requirements of 5 CCR Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.
- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:

- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:

- A. The implementation of state board adopted academic content and performance standards for all students, which are:
 - a. English Language Arts – Common Core State Standards (CCSS) for English Language Arts
 - b. Mathematics – CCSS for Mathematics
 - c. English Language Development (ELD)
 - d. Career Technical Education
 - e. Health Education Content Standards
 - f. History-Social Science
 - g. Model School Library Standards
 - h. Physical Education Model Content Standards
 - i. Next Generation Science Standards
 - j. Visual and Performing Arts
 - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:

- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:

- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy University of California (UC) or California State University (CSU) entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the California English Language Development Test (CELDT);
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:

- A. School attendance rates;
- B. Chronic absenteeism rates;
- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:

- A. Pupil suspension rates;
- B. Pupil expulsion rates; and
- C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:

- A. S broad course of study including courses described under *EC* sections 51210 and 51220(a)-(i), as applicable;
- B. Programs and services developed and provided to unduplicated pupils; and
- C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under *EC* sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils.

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:

- A. Working with the county child welfare agency to minimize changes in school placement
- B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
- C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
- D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:

- A. Local priority goals; and
- B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *EC* sections 52060 and 52066, as applicable to type of LEA, 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 5 *CCR* 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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

Guiding Questions: Stakeholder Engagement

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *EC* 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 *EC* sections 52062, 52068, or 47606.5, as applicable, including engagement with representatives of parents and guardians of pupils identified in *EC* Section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 *CCR* Section 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?

Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 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 school site 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 *EC* Section 42238.01 and groups as defined in *EC* 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 *EC* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *EC* 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?

Prepared by the California Department of Education, October 2016

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	1,097,056.35	1,064,586.35	1,097,056.35	1,215,653.81	1,200,545.61	3,513,255.77
	0.00	0.00	0.00	0.00	0.00	0.00
Base	1,019,457.07	986,987.07	1,019,457.07	1,074,079.44	1,073,380.74	3,166,917.25
Concentration	8,000.00	8,000.00	8,000.00	41,600.00	40,000.00	89,600.00
Supplemental	69,599.28	69,599.28	69,599.28	99,974.37	87,164.87	256,738.52

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	1,097,056.35	1,064,586.35	1,097,056.35	1,215,653.81	1,200,545.61	3,513,255.77
	0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	655,265.88	655,265.88	655,265.88	670,972.88	689,625.88	2,015,864.64
2000-2999: Classified Personnel Salaries	63,399.28	63,399.28	63,399.28	72,774.37	80,964.87	217,138.52
3000-3999: Employee Benefits	300,091.19	300,091.19	300,091.19	326,906.56	347,554.86	974,552.61
4000-4999: Books And Supplies	48,600.00	7,230.00	48,600.00	51,500.00	11,500.00	111,600.00
5000-5999: Services And Other Operating Expenditures	11,700.00	11,600.00	11,700.00	11,900.00	11,900.00	35,500.00
5800: Professional/Consulting Services And Operating Expenditures	18,000.00	27,000.00	18,000.00	81,600.00	59,000.00	158,600.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	1,097,056.35	1,064,586.35	1,097,056.35	1,215,653.81	1,200,545.61	3,513,255.77
		0.00	0.00	0.00	0.00	0.00	0.00
0001-0999: Unrestricted: Locally Defined	Base	0.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Base	655,265.88	655,265.88	655,265.88	670,972.88	689,625.88	2,015,864.64
2000-2999: Classified Personnel Salaries	Supplemental	63,399.28	63,399.28	63,399.28	72,774.37	80,964.87	217,138.52
3000-3999: Employee Benefits	Base	297,891.19	297,891.19	297,891.19	324,706.56	345,354.86	967,952.61
3000-3999: Employee Benefits	Supplemental	2,200.00	2,200.00	2,200.00	2,200.00	2,200.00	6,600.00
4000-4999: Books And Supplies	Base	48,600.00	7,230.00	48,600.00	51,500.00	11,500.00	111,600.00
5000-5999: Services And Other Operating Expenditures	Base	11,700.00	11,600.00	11,700.00	11,900.00	11,900.00	35,500.00
5800: Professional/Consulting Services And Operating Expenditures	Base	6,000.00	15,000.00	6,000.00	15,000.00	15,000.00	36,000.00
5800: Professional/Consulting Services And Operating Expenditures	Concentration	8,000.00	8,000.00	8,000.00	41,600.00	40,000.00	89,600.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental	4,000.00	4,000.00	4,000.00	25,000.00	4,000.00	33,000.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal						
Goal	2017-18 Annual Update Budgeted	2017-18 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	1,096,456.35	1,063,356.35	1,096,456.35	1,214,153.81	1,199,045.61	3,509,655.77
Goal 2	600.00	1,230.00	600.00	1,500.00	1,500.00	3,600.00

* Totals based on expenditure amounts in goal and annual update sections.