

2019-20

Local Control Accountability Plan and Annual Update

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

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

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

LEA Name	Contact Name and Title	Email and Phone
River Oak Charter School	Lisa Strom – Business Manager	lstrom@riveroakcharterschool.org

2017-20 Plan Summary

The Story

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

ROCS is currently chartered under Ukiah Unified School District (UUSD) of Mendocino County and has been operating since 1999. Our school is a community of families and teachers using Steiner-inspired teaching methods to nourish and educate our children.

ROCS enrolls a maximum of 246 students in K-8th grade. At present we have ten (10) classroom teachers, one (1) administrator, and thirty-three (33) auxiliary staff.

ROCS student population strives to reflect the diversity of families inhabiting Ukiah Valley. The goal of ROCS is to serve a cross section of the children/families from the community, reflecting its socioeconomic and ethnic mix in our enrollment.

The governance of the school is based on a successful collaboration between the faculty, administration, charter council, and parent council.

ROCS has demonstrated sound fiscal management by producing and executing a balanced budget every year, while supplementing state funding with a modest fundraising program. This additional funding supports a wide range of specialty classes including handwork, band, circus, painting, strings, woodwork, foreign language, and movement.

LCAP Highlights

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

Improve student academic performance; improve school climate; continue to implement NGSS

Review of Performance

Based on a review of performance on the state indicators and local performance indicators included in the California School Dashboard, 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

Improved CAASPP test scores for our youngest test takers (third grade students); despite budget cuts, offering a broad course of study for all students; fostering a feeling of safety for all students.

Referring to the California School Dashboard, 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

Academic performance in ELA and Mathematics; School Climate - absenteeism/suspensions; parent communication via bringing back the ROCS quarterly newsletter. Funding for implementation of AB1871, and support for high quality education.

Referring to the California School Dashboard, 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

No student groups were two or more performance levels below the “all student” performance in any category. Hispanic and socioeconomically disadvantaged students were one performance level below “all students” for Chronic Absenteeism.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts.

Schools Identified

Identify the schools within the LEA that have been identified for CSI.

N/A

Support for Identified Schools

Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

N/A

Monitoring and Evaluating Effectiveness

Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

N/A

Annual Update

LCAP Year Reviewed: 2016-17

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

Our Music program shall be enriched to better engage the students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic; Priority 2: State Standards; Priority 3: Parental Involvement; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 6: School Climate; Priority 7: Course Access; Priority 8: Other Pupil Outcomes

Local Priorities:

Annual Measurable Outcomes

Expected

Increase practice time for students to enhance music skills and improve the quality of the music concerts. High school band and strings ensembles came to ROCS to play for our students. ROCS band students went to the high school to play with H.S. band classes. Band and strings students will perform a program for a school sponsored community event, "Pastels on the Plaza."

Actual

We did not have the space to set up a practice room on campus where extra practicing could be held. We did host the high school band and glee club for a concert for our students.

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>Increase practice time for students to enhance music skills and improve the quality of the music concerts. High school band and strings ensembles came to ROCS to play for our students. ROCS band students went to the high school to play with H.S. band classes. Band and strings students will perform a program for a school sponsored community event, "Pastels on the Plaza."</p>	<p>We did not have the space to set up a practice room on campus where extra practicing could be held. We did host the high school band and glee club for a concert for our students.</p>	<p>N/A</p>	<p>N/A</p>

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

Our Music program shall be enriched to better engage the students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic; Priority 2: State Standards; Priority 3: Parental Involvement; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 6: School Climate; Priority 7: Course Access; Priority 8: Other Pupil Outcomes

Local Priorities:

Annual Measurable Outcomes

Expected

We will again ask stakeholders their opinion of the success of the program in our 2016-17 survey and adjust our LCAP and goals accordingly.

Actual

Band and strings programs will provide updated music, including some contemporary pieces. Band and strings students will attend at least one off-campus performance every school year.

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
	Band and strings programs will provide updated music, including some contemporary pieces. Band and strings students will attend at least one off-campus performance every school year.	\$2,700	\$2,032

LCAP Year Reviewed: 2018-19

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

Our Music program shall be enriched to better engage the students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic; Priority 2: State Standards; Priority 3: Parental Involvement; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 6: School Climate; Priority 7: Course Access; Priority 8: Other Pupil Outcomes
Local Priorities:

Annual Measurable Outcomes

Expected

Actual

The teachers in the Music Program will implement new strategies for engaging the students in Strings and Band. They will be creative and bring a variety of interesting lessons to the students - which will be reflected in their syllabi. They will also arrange for the students to observe other middle school bands and the local high school band. The Music teachers will observe a middle school Music teacher to find different ways to teach and reach our students. We will also hire a Choir teacher to offer singing as an elective class for 6th-8th grade students.

Band and strings programs have provided updated music, including some contemporary pieces. Band and strings students attended at least one off-campus performance during the school year.

Maintain extra practice time and extracurricular activities as mentioned in 2016-17.

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>The teachers in the Music Program will implement new strategies for engaging the students in Strings and Band. They will be creative and bring a variety of interesting lessons to the students - which will be reflected in their syllabi. They will also arrange for the students to observe other middle school bands and the local high school band. The Music teachers will observe a middle school Music teacher to find different ways to teach and reach our students. We will also hire a Choir teacher to offer singing as an elective class for 6th-8th grade students.</p> <p>Maintain extra practice time and extracurricular activities as mentioned in 2016-17.</p>	<p>Some contemporary music was ordered for both Band and Strings. Several students attended a concert at the Green Music Center on the Sonoma State University campus.</p> <p>Students performed at our annual public event, "Pastels on the Plaza"</p>	<p>\$2,500</p>	<p>\$1,300</p>

LCAP Year Reviewed: 2018-19

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

To improve communication from ROCS to our stakeholders.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic; Priority 2: State Standards; Priority 3: Parental Involvement; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 6: School Climate; Priority 7: Course Access; Priority 8: Other Pupil Outcomes

Local Priorities: Using our annual parent survey data, we identified a need for improved monthly communication with parents. Currently, teachers provide weekly communication through their class newsletters, which includes updated school information. We will modernize our communication by creating a monthly Blog linked to our website. We will also provide a bi-annual all-school newsletter that will be sent electronically to all parents with hard copies provided in the Front Office.

Annual Measurable Outcomes

Expected

Actual

Create the ROCS Blog -- each month a teacher will submit information. Continue weekly teacher created classroom newsletters to parents. Teachers hold quarterly parent nights. Send out a bi-annual Oak Leaf newsletter online and some hard copies in the office. Improvement in communication will be measured by positive comments on annual schoolwide parent survey. Back to School Night held each fall.

Blog was added to the ROCS website. Parents have requested the return of ROCS quarterly newsletter. Teachers sent weekly newsletter to parents and held parent nights at least 4 times per year. Back to School Night was paired with an ice cream social, sponsored by the Parent Council.

We will incorporate some existing information into our website so that it's easily accessible for our stakeholders.

Some policies have been updated. More updates will be incorporated in the 2019-20 school year.

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
Create the ROCS Blog	We created the blog on our website.	\$500	\$0

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

Using Next Generation Science Standards (NGSS) to design and implement science curriculum in grades 1-8.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic; Priority 2: State Standards; Priority 3: Parental Involvement; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 6: School Climate; Priority 7: Course Access; Priority 8: Other Pupil Outcomes

Local Priorities: Using our annual parent survey data, we identified a need for improved monthly communication with parents. Currently, teachers provide weekly communication through their class newsletters, which includes updated school information. We will modernize our communication by creating a monthly Blog linked to our website. We will also provide a bi-annual all-school newsletter that will be sent electronically to all parents with hard copies provided in the Front Office.

Annual Measurable Outcomes

Expected

Actual

Expected

Actual

Results from the CAST (California Science Test) in grades 3-8

N/A – No official results

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
Implementation of NGSS Science Standards in grades 1-8 Year 1 Physical Science	In the 2017-18 school year, 1st/2nd used STEM activities for evidence based observations; 3rd grade shelter unit emphasized human use of resources and their effect on the environment; 5th - all students participated in the Science Fair with projects representing Physical Science; 6th-8th we are developing Climate Science curriculum.	\$500	\$567

LCAP Year Reviewed: 2018-19

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

Using Next Generation Science Standards (NGSS) to design and implement science curriculum in grades 1-8.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic; Priority 2: State Standards; Priority 3: Parental Involvement; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 6: School Climate; Priority 7: Course Access; Priority 8: Other Pupil Outcomes

Annual Measurable Outcomes

Expected

Actual

Results from the CAST (California Science Test) in grades 3-8

Test still in preliminary stages – no official results

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
Implementation of NGSS Science Standards in grades 1-8 Year 2 – Life Science	In the 2018-19 school year, 1st/2nd used STEM activities for evidence based observations; 3rd grade shelter unit emphasized human use of resources and their effect on the environment; 5th - all students participated in Botany classes; 6th-8th we are developing Climate Science curriculum.	\$500	\$123

LCAP Year Reviewed: 2019-20

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

Using Next Generation Science Standards (NGSS) to design and implement science curriculum in grades 1-8.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic; Priority 2: State Standards; Priority 3: Parental Involvement; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 6: School Climate; Priority 7: Course Access; Priority 8: Other Pupil Outcomes

Annual Measurable Outcomes

Expected	Actual
All students, including all student subgroups, unduplicated students, and students with exceptional needs, will demonstrate grade level skills and content knowledge in life, earth and space, and physical science.	TBD - Results from the CAST (California Science Test) in grades 3-8
Lead teachers will oversee the use of NGSS in grades 1-3, 4-6, 7-8	TBD – Collaborative grade level trainings; supplemental materials; NGSS workshops

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
Implementation of NGSS Science Standards in grades 1-8 using an inquiry based approach. Students will develop an understanding of science and engineering practices, disciplinary core ideas and crosscutting practices. CA NGSS will be used to guide instruction. Instructional		N/A	

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
strategies utilized include: hands-on learning, gathering and analyzing data, and integrating skills and concepts as they apply to different subjects. Year 3 – Earth Science			

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

Implement a scope and sequence for foundational reading skills in grades 2-4

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic; Priority 2: State Standards; Priority 3: Parental Involvement; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 6: School Climate; Priority 7: Course Access; Priority 8: Other Pupil Outcomes
 Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Expected

Actual

Improved reading scores on teacher designed reading assessments

Results varied per grade level.

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
Provide scaffolding materials for grade 2	In 2017-18, we developed an assessment/scope and sequence for 1st-4th grade, with scaffolding materials included. We have a daily Title I intervention program for 3rd grade, and our Curriculum Coordinator provides reading support 3 days/week in 3rd grade.	\$100	\$100

LCAP Year Reviewed: 2018-19

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

Implement a scope and sequence for foundational reading skills in grades 2-4

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Basic; Priority 2: State Standards; Priority 3: Parental Involvement; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 6: School Climate; Priority 7: Course Access; Priority 8: Other Pupil Outcomes

Local Priorities:

Annual Measurable Outcomes

Expected

Actual

Improved reading scores on teacher designed reading assessment; CAASPP results; parent surveys

CAASPP ELA scores declined by -4.7 points. Per 2018-19 parent survey, 66% of parents say they would be willing to sign a class contract to limit media on school nights. 70% of third grade students are at or above grade level in reading. During ROCS Literacy Month in April 2019, our students K-8, read over 2,742 hours.

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

Provide scaffolding materials for grade 3; Title I Reading Intervention Teacher will provide support to 3rd and 4th grade.

In 2017-18, we developed an assessment/scope and sequence for 1st-4th grade, with scaffolding materials included. We have a daily Title I intervention program for 3rd and 4th grade. We started an after school book club with the Title 1 teacher and Class 1 teacher. Class 4 started a Literacy Circle program 3 days per week.

\$100

\$100

Stakeholder Engagement

LCAP Year: 2019-20

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?

ROCS has a Parent Council that meets monthly during the school year.

ROCS has a Charter Council (School Board) that meets monthly.

ROCS has a Faculty Council that meets weekly.

All three bodies report to each other monthly.

This year, ROCS facilitated a stakeholder survey. The data collected from this survey, was communicated to the various stakeholder groups and is being used for reporting, planning and decision making. All of this information drives this year's LCAP.

Parent evenings led by teachers.

Impact on LCAP and Annual Update

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

Stakeholder groups participated in online, anonymous surveys which allowed them to prioritize needs. They were also invited to provide input through open ended text response areas and to provide feedback on topics including; specialty classes, communication method preference as well as school climate. The resulting data was analyzed and provided a big picture of stake holder perspective on their desires for parents, staff and board at ROCS. The resulting information drove the development of the goals and actions/services in our Local Control Accountability Plan. Since many of the trends were aligned with last year's data, we maintained/modified the goals and activities as documented last year.

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 1

To improve communication from ROCS to our stakeholders by continuing the River Oak Charter School (ROCS) blog, and bringing back the quarterly ROCS Oak Leaf parent newsletter.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 3: Parental Involvement; Priority 6: School Climate

Identified Need:

Using our annual parent survey data, we identified a need for improved monthly communication with parents. Currently, teachers provide weekly communication through their class newsletters, which includes updated school information. We will modernize our communication by creating a monthly Blog linked to our website. We will also provide a quarterly all-school newsletter that will be sent electronically to all parents with hard copies provided in the Front Office.

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2018-19	2019-20	2020-21
LCAP Survey	73% approval rating	N/A	3% improvement	3% improvement

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):

River Oak Charter School

Actions/Services

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

Unchanged

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

Modified

Select from New, Modified, or Unchanged for 2020-21

Modified

Budgeted Expenditures

Year	2018-19	2019-20	2020-21
Amount	\$500	\$500	\$500
Source	General Fund	General Fund	General Fund
Budget Reference	01-0000-0-5800-000-0000-7200-0000	01-0000-0-5800-000-0000-7200-0000	01-0000-0-5800-000-0000-7200-0000

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 1

To improve reading scores on teacher designed reading assessments; improve CAASPP Language Arts results; increase parent satisfaction with ROCS reading program.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Conditions of Learning; Priority 2: State Standards; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 7: Course Access; Priority 8: Pupil Outcomes

Identified Need:

Using our annual parent survey data, CAASPP scores, and teacher assessments

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
LCAP Survey	N/A	N/A	N/A	Stakeholders will respond with at least a 70% approval rating for ROCS language arts program
CAASPP; Students writing	40% standard met or exceeded	N/A	1.Grades 4-7: These students will achieve at	1.Grades 4-7: These students will achieve at

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
journals; Completed writing and oral presentation rubrics.			least a 2% growth annually in the number of students who meet or exceed standards on the CAASPP in ELA 2. Grade 8: At least 50% of each graduating 8 th grade class will meet or exceed standards on the CAASPP in ELA.	least a 2% growth annually in the number of students who meet or exceed standards on the CAASPP in ELA 2. Grade 8: At least 50% of each graduating 8 th grade class will meet or exceed standards on the CAASPP in ELA.
Grade 3 end of year teacher assessment	[Add baseline here]	N/A	At least 70% of all students will be at or above grade standard for reading.	At least 70% of all students will be at or above grade standard for reading.

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: School-wide

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):

River Oak Charter School

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

<p>Unchanged</p>	<p>Modified</p>	<p>Modified – ROCS will increase Title 1 reading support from 1 hour 5 days per week, to 2 hours 5 days per week. ROCS will provide an after school book club once each trimester.</p>
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Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	N/A	N/A	\$24,200
Source	N/A	N/A	Title I, LPSBG & General Fund
Budget Reference	N/A	N/A	01-3010-0-(1)(2)xxx-000-1110-1000-0000 01-0000-0-(1)(2)xxx-000-1110-1000-0000 01-7510-0-(1)(2)xxx-000-1110-1000-0000

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)

New Goal

Goal 1

To improve student achievement for all students in mathematics - Grades 4-8

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Conditions of Learning; Priority 2: State Standards; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 7: Course Access; Priority 8: Pupil Outcomes
 Local Indicator: Academic standards in mathematics

Identified Need:

Using our annual parent survey data, CAASPP scores, and teacher assessments

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
CAASPP	26% standard met or exceeded	Grades 4-7: These grades will achieve at least a 2% growth annually in the number of students who meet or	Grades 4-7: These grades will achieve at least a 2% growth annually in the number of students who meet or	I Grades 4-7: These grades will achieve at least a 2% growth annually in the number of students who meet or

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
		exceed standards on the CAASPP in Mathematics. Grade 8: At least 40% of each graduating class will meet or exceed standards on the CAASPP statewide assessment in math.	exceed standards on the CAASPP in Mathematics. Grade 8: At least 40% of each graduating class will meet or exceed standards on the CAASPP statewide assessment in math.	exceed standards on the CAASPP in Mathematics. Grade 8: At least 40% of each graduating class will meet or exceed standards on the CAASPP statewide assessment in math.

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: School-wide

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):

River Oak Charter School

Actions/Services

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

New - All math classes will be taught by a certificated teacher. Grades 6-8 will have at least 30 minutes of Title 1 support daily during math. ROCS will offer tutoring

Select from New, Modified, or Unchanged for 2020-21

New - All math classes will be taught by a certificated teacher. Grades 6-8 will have at least 30 minutes of Title 1 support daily during math. ROCS will offer tutoring

Select from New, Modified, or Unchanged for 2021-22

New - All math classes will be taught by a certificated teacher. Grades 6-8 will have at least 30 minutes of Title 1 support daily during math. ROCS will offer tutoring

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

support for one hour, four days per week after school.

Select from New, Modified, or Unchanged for 2020-21

support for one hour, four days per week after school.

Select from New, Modified, or Unchanged for 2021-22

support for one hour, four days per week after school.

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$0	\$0	\$0
Source	Fulfilled by existing contracted employees.	Fulfilled by existing contracted employees.	Fulfilled by existing contracted employees.
Budget Reference	N/A	N/A	N/A

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)

New Goal

Goal 1

To improve school climate. We will work toward a decline in chronic absenteeism, and improve the suspension rate for all students, especially unduplicated students.

State and/or Local Priorities addressed by this goal:

State Priorities: Priority 1: Conditions of Learning; Priority 2: State Standards; Priority 3: Parental Involvement; Priority 4: Pupil Achievement; Priority 5: Pupil Engagement; Priority 6: School Climate; Priority 7: Course Access; Priority 8: Pupil Outcomes

Local Indicator: Chronic Absenteeism; Suspension Rate

Identified Need:

Using our annual parent survey data, CAASPP scores, and teacher assessments

Expected Annual Measurable Outcomes

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
California School Dashboard and System of Support (CSDSS)	9.7% chronically absent 2% suspended at least once – 1.6% increase	CSDSS will reflect a decrease in ROCS chronically absent students, especially for the Hispanic and socioeconomically disadvantaged subgroups. CSDSS will reflect a decrease in suspended students, especially for the Hispanic and socioeconomically	CSDSS will reflect a decrease in ROCS chronically absent students, especially for the Hispanic and socioeconomically disadvantaged subgroups. CSDSS will reflect a decrease in suspended students, especially for the Hispanic and socioeconomically	CSDSS will reflect a decrease in ROCS chronically absent students, especially for the Hispanic and socioeconomically disadvantaged subgroups. CSDSS will reflect a decrease in suspended students, especially for the Hispanic and socioeconomically disadvantaged subgroups.

Metrics/Indicators	Baseline	2019-20	2020-21	2021-22
		disadvantaged subgroups.	disadvantaged subgroups.	

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):

River Oak Charter School

Actions/Services

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

New – ROCS will implement free/reduced priced meals as per AB 1871
 Classroom teachers will offer whole class incentives for perfect attendance.
 Home/School communication – weekly teacher newsletters; quarterly schoolwide newsletter; home visits
 Increased engaging activities at recess

Select from New, Modified, or Unchanged for 2020-21

New – ROCS will implement free/reduced priced meals as per AB 1871
 Classroom teachers will offer whole class incentives for perfect attendance.
 Home/School communication – weekly teacher newsletters; quarterly schoolwide newsletter; home visits
 Increased engaging activities at recess

Select from New, Modified, or Unchanged for 2021-22

New – ROCS will implement free/reduced priced meals as per AB 1871
 Classroom teachers will offer whole class incentives for perfect attendance.
 Home/School communication – weekly teacher newsletters; quarterly schoolwide newsletter; home visits
 Increased engaging activities at recess

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

Select from New, Modified, or Unchanged for 2020-21

Select from New, Modified, or Unchanged for 2021-22

SARB Process

SARB Process

SARB Process

Budgeted Expenditures

Year	2019-20	2020-21	2021-22
Amount	\$30,000	\$30,000	\$30,000
Source	General Fund	General Fund	General Fund
Budget Reference	01-0000-0-7616-000-0000-0000-0000	01-0000-0-7616-000-0000-0000-0000	01-0000-0-7616-000-0000-0000-0000

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2019-20**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

\$200,670

% 9

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).

ROCS English Learners and Foster Youth pupil count do not constitute a numerically significant subgroup pursuant to Section 52052; we are therefore electing to provide all of our pupils the same opportunities.

2019-20 LCAP Addendum

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

River Oak Charter School (ROCS) actively works to provide all the necessary support to our homeless population, to ensure academic success and a feeling of comfort at our school.

We ensure enrollment, when needed, by immediately enrolling identified students, even without the normally required records or deadlines. We assist with immunizations, when necessary, and contact the last school attended for relevant records.

River Oak encourages regular attendance by providing bus passes when needed, assisting with ride-shares, and offering free aftercare with snacks and homework support. Students are provided with school supplies and clothing vouchers when needed.

Title I, Part A reservation funds are used to provide push-in support for all main academic subjects. Free homework support is offered after school in our aftercare program, Acorn Hut. Lunches and snacks are also provided, as needed. For those families who wish to have extra meal support on the weekend, the Mendocino County Office of Education, through their Snack Pack Club, drops off food every Thursday or Friday.

In the 2019-20 school year, ROCS will be implementing a free/reduced priced meals program, as per AB1871.

Approved by Charter Council: May 2019

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 California School Dashboard 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 California School Dashboard means the California School Dashboard adopted by the State Board of Education under *EC* Section 52064.5.

Comprehensive Support and Improvement

An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified:** Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools:** Describe how the LEA supported the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness:** Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

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 California School Dashboard, 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 California School Dashboard, 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 California School Dashboard, 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 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;
- C. The percentage of English learner pupils who make progress toward English proficiency as measured by the English Language Proficiency Assessments for California (ELPAC);
- D. The English learner reclassification rate;
- E. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- F. 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. A 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 K-8 students who were absent 10 percent or more of the school days excluding students who were:

(A) enrolled less than 31 days

(B) enrolled at least 31 days but did not attend at least one day

(C) flagged as exempt in the district attendance submission. K-8 students are considered to be exempt if they:

(i) are enrolled in a Non-Public School

(ii) receive instruction through a home or hospital instructional setting

(iii) are attending a community college full-time.

(2) The number of students who meet the enrollment requirements.

(3) Divide (1) by (2).

(b) “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).

(c) “High school graduation rate” shall be calculated as follows:

(1) For a 4-Year Cohort Graduation Rate:

(A) The number of students in the cohort who earned a regular high school diploma by the end of year 4 in the cohort.

(B) The total number of students in the cohort.

(C) Divide (1) by (2).

(2) For a Dashboard Alternative Schools Status (DASS) Graduation Rate:

(A) The number of students who either graduated as grade 11 students or who earned any of the following:

(i) a regular high school diploma

(ii) a High School Equivalency Certificate

(iii) an adult education diploma

(iv) a Certificate of Completion and was eligible for the California Alternative Assessment if under the age of 20.

(B) The number of students in the DASS graduation cohort.

(C) Divide (1) by (2).

(d) "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).

(e) "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?