Local Control Accountability Plan and Annual Update (LCAP) Template

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2017-20 Plan Summary

The Story

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

Rocklin Independent Charter Academy (RICA) is a WASC accredited K-12 school that strives to meet the needs of students by offering a 3-Tier blended school model that taps into students' individual passions for learning. RICA operates three programs: college-preparatory, a traditional independent study and a K-8 at-school/home-school model. Teachers use a combination of direct-classroom instruction, project-based learning, intervention, online courses and independent study to build an educational plan to meet the individual needs of every student. All student work is monitored by highly qualified, credentialed teachers who meet weekly with students to review, correct, proctor and instruct in person. If students find they need more help, tutoring is provided. The unique design of RICA gives students a voice in their own educational goals. This leads to ownership in academic achievement and a more positive learning experience, which in turn, helps them find success in their future college and career choices.

Community is what makes our school a remarkable place, so whether you are a prospective family, current family, staff member, board member, community partner, neighbor or friend, your interest and enthusiasm are greatly appreciated.

Our WASC accredited school has four distinct strengths:

-A small and personalized learning environment where every student is known, seen and valued

-A Work Experience Program in which high school students gain on-the-job, real-world work experience

-A deep commitment to professional development and continuous growth by all

-An emphasis on real world project-based learning that provides depth over breadth, engages students' interests and motivates them to learn

These strengths translate into taking great pride in our promise that every RICA student will graduate college-ready, career-prepared and community-minded.

The School's founders believe that a well-educated person in the 21st century possesses the knowledge and skills to succeed as effective citizens, workers, and leaders. They should be able to see connections so as to be able to make sense of the world and act within it in creative ways to purposely communicate, problem solve and disseminate information.

There are currently 179 K-12 students enrolled in RICA representing a steady increase since 2013-14 when enrollment was 94. In 2017-18, 64.9% of students were White, 14.6% Hispanic, 11.9% Two or More Races, 4.6% Asian, 2% American Indian or Alaska Native, and 0.7% Filipino. 95.4% of students were English Only, 0.7% were Initial Fluent English Proficient, and 0.7% were English Learner. The percentage of RICA socioeconomically disadvantaged students in 2017-18 was 30%. RICA did not have any students in foster care.

LCAP Highlights

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

There are three goals in the RICA LCAP for the 2018-2019 school year in alignment with the RICA Strategic Plan planned to meet all eight State Priorities. Goal 1 focuses on student academic achievement and college/career readiness by providing standards aligned instructional materials, college and career counseling, technology support at home for targeted students, administrative and operational services, and structures for clear communication. Goal 2 focuses on support for all students academically, behaviorally, socially, and emotionally by providing instructional support, intervention, family engagement, activities to build school culture and healthy relationships, safe and maintained facilities and environment, and digital citizenship/literacy curricula. Finally, Goal 3 focuses on building adult capacity through a comprehensive program of professional development, support and compensation.

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

RICA students performed in the very high or "Blue" category overall, including all student groups, for the Suspension Rate Indicator (K-12). The white student group significantly increased by +64.6 points in Math compared to the previous year. No other student group information was reported due to low numbers of students. The English Language Arts and Mathematics assessment results for Grade 11 increased significantly compared to the previous year.

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 Graduation Rate (9-12) Indicator performance level was "Orange" overall and "Red" for the White student group. The English Language Arts Assessment indicator for grades 3-8 was low and declined slightly.

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

No student groups were two or more performance levels below the "all student" performance.

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

RICA will improve services for low-income students, English learners, and foster youth by providing academic support through targeted counseling and instructional assistant services to increase successful transitioning to college and career. In addition, RICA provides interventions/supports including social-emotional intervention training for staff and support for basic student needs and technology through the Care Closet.

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	$1,372,375
Total Funds Budgeted for Planned Actions/Services to Meet The Goals in the LCAP for LCAP Year	$1,219,893

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.

Our comprehensive educational program is dedicated to meeting the needs of all students and is encompassed in our LCAP goals and actions. The General Fund also includes costs for Education Protection Account (offsets salaries and benefits) ($26,388, 2%), STRS on-behalf contribution ($52,270, 3.8%), and indirect costs not including those for the supplemental grant ($50,507, 3.7%). These expenses are not included in the LCAP.

DESCRIPTION	AMOUNT
Total Projected LCFF Revenues for LCAP Year	$1,237,801

Annual Update

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

RICA will ensure all students will achieve to their highest potential and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7, 8

Local Priorities: RICA Strategic Plan:

Strategy 1: We will provide a variety of learning opportunities to promote work completion and academic growth through authentic, differentiated, and guided inquiry-based learning experiences.

Strategy 3: We will actively promote our unique program throughout the community and surrounding counties.

Annual Measureable Outcomes

Expected	Actual
Implementation of Academic Standards Indicator	
Show growth by increasing points away from level 3 according to the California Dashboard for ELA and Math for all students by 7 or more points	3.2 points above level 3 for ELA (grades 3-8), an increase of 25.9 points, and 37.5 points below level 3 for Math (grades 3-8), an increase of 26.1 points, according to the Fall 2017 California Dashboard
22.7 points below level 3 for ELA (grades 3-8) and 63.7 points below level 3 for Math (grades 3-8) according to the Spring 2017 California Dashboard	
59.6 points above level 3 for ELA (grade 11) and 82.5 points below level 3 for Math (grade 11) according to the Spring 2017 California Dashboard	75.2 points above level 3 for ELA (grade 11), and increase of 15.6 points, and 81.8 points below level 3 for Math (grade 11), and increase of 1.3 points, according to the Fall 2017 California Dashboard
Graduates Meeting A-G UC/CSU Requirements	0% of students were A-G ready in 2016-2017

Expected	Actual
Increase the percentage of students meeting UC/CSU A-G requirements by subgroup. 4.5% of students were A-G ready in 2015-2016	
College and Career Indicator Establish a baseline for status and change determining performance level on the College and Career Indicator in the California Dashboard The following data was available on the Spring 2017 California Dashboard: 59.6 points above level 3 for ELA (grade 11) and 82.5 points below level 3 for Math (grade 11) according to the Spring 2017 California Dashboard	According to the Fall 2017 California School Dashboard, **10.4%** of the class of 2016 were "Prepared" in the College/Career Indicator
Graduation Rates Increase the graduation rates for all student groups by 3% 79.7% Graduation Rate according to the Spring 2017 California Dashboard	**Graduation Rate according to the Fall 2017 California School Dashboard:** All Students = 87.5% (+7.1%) Socioeconomically Disadvantaged = 83.3% (+5.7%) White = 88.9% (+4.1%)
English Learner Indicator Reduce the number of LTEL students to 0. According to CDE Dataquest, RICA had 1 eleventh grade Long Term English Learner student in 2016-2017	According to CDE Dataquest, there were no Long Term English Learner students in 2016-2017
Basics: Instructional Materials Maintain 100% access to standards-aligned instructional materials. 100% access to standards-aligned instructional materials	100% access to standards-aligned instructional materials (according to the 2016-2017 School Accountability Report Card)

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 1.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement California State Standards by providing new and replacement instructional materials and supports with a focus on provided Math and Science instruction at school and English Language Arts and Social Studies at home	Implemented as planned. The material variance is a result of having fewer elementary students than expected and curriculum needs were not as high as originally planned.	$18,000 Base $62,000 2015-2016 Mandated Costs Grant Books and Supplies	$8,725 Base $62,000 2015-2016 Mandated Costs Grant Books and Supplies

Action 1.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide College and Career Counseling as well as establish a College and Career Center to increase successful transitioning for other specific college/career related outcomes	Implemented as planned.	$46,229 Supplemental $42,825 Base $10,118 College Readiness Block Grant Certificated Salaries Benefits	$46,112 Supplemental $42,761 Base $9,572 College Readiness Block Grant Certificated Salaries Benefits

Action 1.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide technology and additional materials/supplies for targeted students in need.	Implemented as planned. RICA identified a greater need for technology support and was able to purchase 16 more Chromebooks to loan students with one time Mandated Block Grant funds.	$4,415 Supplemental Materials Services	$3,510 Supplemental Materials

Action 1.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support implementation of LCAP goals through provision of administrative and operational services focusing on social emotional support of all students	Implemented as planned.	$112,566 Base Classified Salaries Benefits	$96,010 Base Classified Salaries Benefits

Action 1.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure structures are in place to communicate a clear vision of success to parents and students through orientation, parent meetings including but not limited to 9-12 graduation plans	Implemented as planned including weekly college and career meetings in the College/Career Center and financial aid application workshop.	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1

Analysis-Goal 1

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.

All actions and services for Goal 1 were implemented as planned.

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

The effectiveness of the academic actions and services as implemented to achieve Goal 1 is demonstrated through the California School Dashboard, which is high or Green for Graduation Rate overall and for all student groups. In addition, CAASPP assessment performance results for grades 3-8 and grade 11 in ELA and Math have increased since 2015. An area of focus is continuing to increase the percentage of students "Prepared" according to the College/Career Indicator when possible.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Goal 1, material differences in the amount of $5000 and 20% occurred in the following Actions with explanations:

Action 1.1: The material variance is a result of having fewer elementary students than expected and curriculum needs were not as high as originally planned. Otherwise this action was implemented as planned.

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.

As a result of outcome analysis, in order to achieve Goal 1, Action 1.1 will include 6th grade Common Core for Math and the new Social Studies adoption materials. Action 1.3 will be combined with Action 2.5 starting in the 2018-2019 school year. In addition, indirect costs for Supplemental Grant Funds were added to Action 1.4.

Goal 2

Rocklin Unified School District will provide support systems for learning (during both the school day and after school) and provide safe schools with healthy climates where all students have the opportunity to achieve at high levels.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: RICA Strategic Plan:

Strategy 2: We will create a safe and supportive environment where students build healthy relationships and explore future opportunities.

Annual Measureable Outcomes

Expected	Actual
Local Climate Survey-Student Maintain above 95% and increase the % of students indicating they feel safe at school Decrease the % of students indicating they were bullied and cyber bullied at school within the last year by 3% Baseline Data: 100% of students indicated they felt safe at least some of the time. 50% of students indicated they had been made fun of, insulted, or called names 1 or more times during the past 12 months on school property. 30% of students indicated they had been pushed, shoved, slapped, hit, or kicked by someone who wasn't kidding around 1 time in the past 12 months on school property. 100% of students indicted they have never had mean rumors of lies spread about them at school in the past 12 months. 10% indicated they had mean rumors or lies spread about them on the internet 1 time in the past 12 months.	**According to the California Healthy Kids Survey administered to 11th grade students in the Fall of 2017:** 69% of students agree and strongly agree "I feel safe at school." 31% of students indicated they had been made fun of, insulted, or called names 1 or more times during the past 12 months on school property. 0% of students indicated they had been pushed, shoved, slapped, hit, or kicked by someone who wasn't kidding around 1 time in the past 12 months on school property. 31% of students indicted they have had mean rumors of lies spread about them at least one time at school in the past 12 months. 25% indicated they had sexual jokes, comments, or gestures made to them in the past 12 months at school.

Expected	Actual
20% indicated they had sexual jokes, comments, or gestures made to them in the past 12 months at school.	
Local Climate Survey-Parents Increase the % of parent/guardians agreeing and strongly agreeing "my student feels safe at school" on the LCAP Survey with the goal of reaching 100% Baseline Data: 95.45% of parents strongly agreed and agreed "my student feels safe at school" on the 2017 LCAP Parent Survey	100% of parents strongly agreed and agreed "my student feels safe at school" on the 2018 LCAP Parent Survey
Dropout Data Decrease the Annual Adjusted Grade 9-12 Dropout Rate by 1% Decrease the Adjusted Grade 7 Dropouts to 0 Baseline Data: Annual Adjusted Grade 9-12 Dropout Rate was 8.0% in 2015-2016 The Adjusted Grade 7 Dropouts were 1 in 2015-2016	Annual Adjusted Grade 9-12 Dropout Rate was 2.8% in 2016-2017 The Adjusted Grade 7 Dropouts were 0 in 2016-2017
Suspension/Expulsion Data Maintain a 0% Suspension/Expulsion Rate Baseline Data: 0% Suspension and Expulsion Rate on the Spring 2017 California Dashboard and Dataquest	0.4% Suspension and 0% Expulsion Rate on the Fall 2017 California Dashboard and Dataquest for 2016-2017
Attendance Rates Increase the attendance rate based on work completion by 3% Baseline Data: 81.69% Attendance Rate based on work completion for 2016-2017	Chronic Absenteeism Rate 2016-2017 = 50.9% 82.75% Attendance Rate based on work completion for 2017-2018
Parent Engagement Increase the % of parents who strongly agree or agree to the statement, "I attend events at my school including but not limited to Back to School Night, performances, informational events, conferences, athletics, and activities" by	77.78% of parents strongly agree or agree they attend events at school on the 2018 LCAP Parent/Guardian Survey

Expected	Actual
3%. Baseline Data: 72.73% of parents strongly agree or agree they attend events at school on the 2017 LCAP Parent/Guardian Survey	
Basics: Conditions of Learning Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool Baseline Data: RICA facilities are in Good repair according to the 2016 Facilities Inspection Tool	RICA facilities are in Good repair according to the 2017 Facilities Inspection Tool
Student Engagement Increase the % of parents/guardians who agree and strongly agree "My student is engaged at school as evidenced by participation in extracurricular activities" on the LCAP parent/guardian survey by 2% Baseline Data: 45% of parents agree and strongly agree "My student is engaged at school…" on the 2017 LCAP Parent/Guardian Survey	50% of parents agree and strongly agree "My student is engaged at school…" on the 2018 LCAP Parent/Guardian Survey

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 2.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support student achievement through instructional support, including Instructional Aides and services for students with exceptional needs	Implemented as planned.	$9,654.07 Supplemental (Instructional Aides) $10,753 Base (Instructional Aides)	$11,004 Supplemental (Instructional Aides) $10,128 Base (Instructional Aides)

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
		$116,729 Base (Special Education) Certificated Salaries Classified Salaries Benefits Materials	$116,721 Base (Special Education) Certificated Salaries Classified Salaries Benefits Materials

Action 2.2

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide intervention opportunities including, not limited to, a reading skill elective for students with an identified need.	Implemented as planned.	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1

Action 2.3

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Provide family engagement/education through monthly parent meetings with various topics of focus	Implemented as planned. Parent meetings were offered and modestly attended. Topics included growth mindset, social-emotional intelligence, and substance awareness.	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1

Action 2.4

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Implement Multi-Tiered System of Supports (MTSS) to support students academically, socially, emotionally, and behaviorally.	Implemented as planned with Tier I, II, and III supports and interventions maintained and increased in some areas.	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1

Action 2.5

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Support targeted student groups with support through a Care Closet based upon individual need	Implemented as planned.	$1,686 Supplemental Certificated Salaries Classified Salaries Benefits Materials	$1,169 Supplemental Materials

Action 2.6

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue to build school culture through student bonding activities and support for the social-emotional well-being of students	Implemented as planned with a focus on social emotional intelligence for all new students in flight school.	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1

Action 2.7

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue providing safe, well maintained , and adequate facilities and infrastructure for student use and success	Implemented as planned with enhancement of facility infrastructure including student hub and student quad area.	$37,152 Base Classified Salaries Benefits Services	$37,152 Base Services

Action 2.8

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue partnerships with Rocklin Police, Rocklin Fire to provide a safe school environment	Implemented as planned.	Cost included in RUSD Base	Cost included in RUSD Base

Action 2.9

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Continue implementation of Digital Citizenship Curricula across all grade levels	Implemented as planned.	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1

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.

Overall, the actions and services to achieve Goal 2 were implemented as planned.

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

These actions and services have been effective as indicated in the California School Dashboard and expected annual outcomes. Specifically, RICA maintained a very low suspension rate, increased attendance rate and increased student and parent engagement. Continuing to increase student performance in ELA and Math is a focus as well as increasing student perception of safety on campus.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Goal 2, no material differences in the amount of $5000 and 20% occurred.

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.

As a result of outcome analysis, in order to achieve Goal 2, no changes were made to the goal, expected outcomes and metrics. The inclusion and use of positive behavioral interventions and supports was added to Action 2.4 and Action 2.6 was modified to include enhancing a culture of inclusion and a celebration of diversity.

Goal 3

Rocklin Independent Charter Academy will ensure that staff continually build capacity through professional learning and growth opportunities to support student achievement and success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities: RICA Strategic Plan:

Strategy 1: We will provide a variety of learning opportunities to promote work completion and academic growth through authentic, differentiated, and guided inquiry-based learning experiences.

Strategy 2: We will create a safe and supportive environment where students build healthy relationships and explore future opportunities.

Annual Measureable Outcomes

Expected	Actual
Ensure staff participate in relevant district and site learning opportunities and indicate growth on self-assessments after attending each workshop.	**Learning opportunities provided during the 2017-2018 school year included:** - Excellence in Writing - 14 teachers x 2 days - Learning Fest (Fall) - 14 teachers - iReady Diagnostic Assessment - 14 teachers - Site Professional Development Day (April 2) - 14 teachers - Kognito Training - Wellness Together - Recognizing Depression in Teens - Schoology - 12 teachers Baseline data for staff perception of growth will be gathered during the 2018-2019 school year
Maintain 100% Highly Qualified Staff Baseline Data: 100% of RICA teachers were Highly Qualified in 2015-2016	Under the ESSA, states are not required to implement Section 1119 of the NCLB. Thus the requirements for Highly Qualified Teachers have been eliminated.

Expected	Actual
Maintain 100% fully credentialed teachers placed in the appropriately assignments Baseline Data: 100% of teachers were placed in the appropriate assignments in 2015-2016	100% of teachers were placed in the appropriate assignments in 2016-2017 according to the School Accountability Report Card

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 3.1

Planned Actions/Services	Actual Actions/Services	Budgeted Expenditures	Estimated Actual Expenditures
Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support and compensation. Professional development opportunities include and are not limited to CCSA conferences, other conferences, and RUSD PD opportunities in support of RICA LCAP Goals.	Implemented as planned with carryover funds from Educator Effectiveness used for increased professional learning opportunities.	$743,854 Base $7,836 Educator Effectiveness Certificated Salaries Classified Salaries Benefits Materials	$717,271 Base $9,646 Educator Effectiveness Certificated Salaries Benefits Services

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.

The overall actions and services to achieve Goal 3 were implemented as planned.

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

The effectiveness of professional learning is demonstrated in the California School Dashboard and other local indicators as outlined in all three LCAP Goals.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

For Goal 3, no material differences in the amount of $20 and $5,000 occurred.

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.

Based on the expected outcomes and other local indicators, Action 3.2 has been added in 2018-2019 providing staff training in support of MTSS implementation for students socially and emotionally.

Stakeholder Engagement

LCAP Year: **2017-18**

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?

RICA consulted with the following stakeholder groups as part of the planning process for the 2018-2019 LCAP:

RICA Site Council (October 25, 2017 and April 4, 2018): Present and gather input via survey

Site Faculty (November 27, 2017): Present at faculty meetings and gather input via survey

Student Survey (October 2-13, 2017): Grade 11 completed the California Healthy Kids Survey

Student Forum (December 6, 2017): LCAP Program Specialist meets with students to discuss and gather input via survey at select school sites

Parent/Guardian Survey (January 2-19, 2018): District survey via email

Board of Trustees (June 13, and June 27, 2018): Presentation, discussion, and presentation for approval

The LCAP will be presented for Public Hearing at the regularly scheduled Board of Trustees meeting on June 13, 2018. Superintendent Roger Stock will respond to public comments and questions in writing before the LCAP is presented to the Board of Trustees for approval on June 27, 2018.

Impact on LCAP and Annual Update

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

Stakeholder Input focused on the following:

- Explore additional science offerings including Anatomy and Advanced Placement Biology

- Increase parent and student awareness of math resources

- Leverage students in the development of video lessons

- Improving culture toward tolerance and acceptance of all

- Increasing extracurricular opportunities for students and means for parents to be included

- Expand math intervention options to Secondary

- Increase Social Emotional Intelligence programs and support for those affected

Stakeholder input impacted the development of the LCAP in the following ways:

Action 2.6 was modified to include enhancing a culture of inclusion and a celebration of diversity. Other key findings will be addressed through the continued implementation of current actions for each goal.

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 1

Rocklin Independent Charter Academy will ensure that all students will achieve to their highest potential and make continuous progress toward increasingly challenging academic goals consistent with college and career readiness standards and expectations.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 4, 7, 8

Local Priorities: RICA Strategic Plan

Strategy 1: We will provide a variety of learning opportunities to promote work completion and academic growth through authentic, differentiated, and guided inquiry-based learning experiences.

Strategy 3: We will actively promote our unique program throughout the community and surrounding counties.

Identified Need:

Based on the analysis of student achievement outcomes in the California School Dashboard and other local metrics, there is a need to continue the actions and services outlined in order the achieve Goal 1. Through the implementation of California State Standards, counseling services, and clear two way communication pathways students at RICA are continually making progress toward academic goals and college/career readiness. The need for the efforts continues with the adoption of new History/Social Studies curriculum in the coming year.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Implementation of Academic Standards Indicator	22,7 points below level 3 for ELA (grades 3-8) and 63.7 points below level 3 for Math (grades 3-8) according to the Spring 2017 California Dashboard 59.6 points above level 3 for ELA (grade 11) and 82.5 points below level 3 for Math (grade 11) according to the Spring 2017 California Dashboard	Show growth by increasing points away from level 3 according to the California Dashboard for ELA and Math for all students by 7 or more points	Show growth by increasing points away from level 3 according to the California Dashboard for ELA and Math for all students by 7 or more points	Show growth by increasing points away from level 3 according to the California Dashboard for ELA and Math for all students by 7 or more points
Graduates Meeting A-G UC/CSU Requirements	4.5% of students were A-G ready in 2015-2016	Increase the percentage of students meeting UC/CSU A-G requirements by subgroup.	Increase the percentage of students meeting UC/CSU A-G requirements by subgroup.	Increase the percentage of students meeting UC/CSU A-G requirements by subgroup.
College and Career Indicator	The following data was available on the Spring 2017 California Dashboard: 59.6 points above level 3 for ELA (grade 11) and 82.5 points below level 3 for Math (grade 11) according to the Spring 2017 California Dashboard	Establish a baseline for status and change determining performance level on the College and Career Indicator in the California Dashboard	Show growth by increasing the status on the College and Career Indicator	Show growth by increasing the status on the College and Career Indicator
Graduation Rates	79.7% Graduation Rate according to the Spring 2017 California Dashboard	Increase the graduation rates for all student groups by 3%	Increase the graduation rates for all student groups by 3%	Increase the graduation rates for all student groups by 3%
English Learner Indicator	According to CDE Dataquest, RICA had 1 eleventh grade Long Term English Learner student in 2016-2017	Reduce the number of LTEL students to 0.	Maintain the number of LTEL students at 0	Maintain the number of LTEL students at 0

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basics: Instructional Materials	100% access to standards-aligned instructional materials	Maintain 100% access to standards-aligned instructional materials	Maintain 100% access to standards-aligned instructional materials	Maintain 100% access to standards-aligned instructional materials

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   1.1

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)

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

All	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)

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

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

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
Modified	Modified	Modified

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement California State Standards by providing new and replacement instructional materials and supports with a focus on provided Math and Science instruction at school and English Language Arts and Social Studies at home	Implement California State Standards by providing new and replacement instructional materials and supports including 6th grade Common Core for Math and the new Social Studies adoption materials	Implement California State Standards by providing new and replacement instructional materials and supports

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$18,000 $62,000	$13,000	$13,000
Source	Base 2015-2016 Mandated Costs Grant	Base	Base
Budget Reference	Books and Supplies	Books and Supplies	Books and Supplies

Action   **1.2**

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)

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

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)

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

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

English Learners, Foster Youth, and Low Income	Schoolwide	RICA

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide College and Career Counseling as well as establish a College and Career Center to increase successful transitioning for other specific college/career related outcomes	Provide College and Career Counseling as well as establish a College and Career Center to increase successful transitioning for other specific college/career related outcomes	Provide College and Career Counseling as well as establish a College and Career Center to increase successful transitioning for other specific college/career related outcomes

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$46,229 $42,825 $10,118	$49,041 $44,041 $58,869	$50,022 $45,886
Source	Supplemental Base College Readiness Block Grant	Supplemental Base College Readiness Block Grant	Supplemental Base
Budget Reference	Certificated Salaries/ Benefits	Certificated Salaries/ Benefits	Certificated Salaries/ Benefits

Action 1.3

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)

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

OR

Students to be Served: (Select from English Learners, Foster Youth, and/or Low Income)	**Scope of Services:** (Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	**Location(s):** (Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	Limited to Unduplicated Student Groups	Specific Schools: RICA

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	Combined with Action 2.5	

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide technology and additional materials/supplies for targeted students in need.		

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$4,415		
Source	Supplemental		

Year	2017-18	2018-19	2019-20
Budget Reference	Materials Services		

Action 1.4

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)

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

Students to be Served	Location(s)
All	Specific Schools: RICA

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)

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

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

Students to be Served	Scope of Services	Location(s)

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	Modified	Unchanged

	2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Support implementation of LCAP goals through provision of administrative and operational services focusing on social emotional support of all students	Support implementation of LCAP goals through provision of administrative and operational services focusing on social emotional support of all students, including Supplemental Grant Fund Indirect Costs.	Support implementation of LCAP goals through provision of administrative and operational services focusing on social emotional support of all students, including Supplemental Grant Fund Indirect Costs.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$112,566	$108,195 $3,557	$110,359 $3,838
Source	Base	Base Supplemental	Base Supplemental
Budget Reference	Classified Salaries Benefits	Classified Salaries Benefits Indirect Costs	Classified Salaries Benefits Indirect Costs

Action   1.5

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)

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

All	Specific Schools: RICA

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)

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

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

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Ensure structures are in place to communicate a clear vision of success to parents and students through orientation, parent meetings including but not limited to 9-12 graduation plans	Ensure structures are in place to communicate a clear vision of success to parents and students through orientation, parent meetings including but not limited to 9-12 graduation plans	Ensure structures are in place to communicate a clear vision of success to parents and students through orientation, parent meetings including but not limited to 9-12 graduation plans

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1
Source			

Year	2017-18	2018-19	2019-20
Budget Reference			

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

Unchanged Goal

Goal 2

RICA will provide support systems for learning (during both the school day and after school) and provide safe schools with healthy climates where all students have the opportunity to achieve at high levels.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 3, 5, 6

Local Priorities: RICA Strategic Plan

Strategy 2: We will create a safe and supportive environment where students build healthy relationships and explore future opportunities.

Identified Need:

Base on the results of the California Healthy Kids Survey and other local metrics, there is a need to continue providing multi-tiered supports and interventions academically, socially, emotionally, and behaviorally for RICA students. In addition, as a result of the district Strategic Planning process RICA will focus on enhancing a culture of inclusion where diversity is celebrated.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Local Climate Survey-Student	100% of students indicated they felt safe at least some of the time. 50% of students indicated they had been made fun of, insulted, or called names 1 or more times during the past 12 months on school property. 30% of students indicated they had been pushed, shoved, slapped, hit, or kicked by someone who wasn't kidding around 1 time in the past 12 months on school property. 100% of students indicted they have never had mean rumors of lies spread about them at school in the past 12 months. 10% indicated they had mean rumors or lies spread about them on the internet 1 time in the past 12 months. 20% indicated they had sexual jokes, comments, or	Maintain above 95% and increase the % of students indicating they feel safe at school Decrease the % of students indicating they were bullied and cyber bullied at school within the last year by 3%	Maintain above 95% and increase the % of students indicating they feel safe at school Decrease the % of students indicating they were bullied and cyber bullied at school within the last year by 3%	Maintain above 95% and increase the % of students indicating they feel safe at school Decrease the % of students indicating they were bullied and cyber bullied at school within the last year by 3%

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	gestures made to them in the past 12 months at school.			
Local Climate Survey-Parents	95.45% of parents strongly agreed and agreed "my student feels safe at school" on the 2017 LCAP Parent Survey	Increase the % of parent/guardians agreeing and strongly agreeing "my student feels safe at school" on the LCAP Survey with the goal of reaching 100%	Increase the % of parent/guardians agreeing and strongly agreeing "my student feels safe at school" on the LCAP Survey with the goal of reaching 100%	Increase the % of parent/guardians agreeing and strongly agreeing "my student feels safe at school" on the LCAP Survey with the goal of reaching 100%
Dropout Data	Annual Adjusted Grade 9-12 Dropout Rate was 8.0% in 2015-2016 The Adjusted Grade 7 Dropouts were 1 in 2015-2016	Decrease the Annual Adjusted Grade 9-12 Dropout Rate by 1% Decrease the Adjusted Grade 7 Dropouts to 0	Decrease the Annual Adjusted Grade 9-12 Dropout Rate by 1% Maintain the Adjusted Grade 7 Dropouts at 0	Decrease the Annual Adjusted Grade 9-12 Dropout Rate by 1% Maintain the Adjusted Grade 7 Dropouts at 0
Suspension/ Expulsion Data	0% Suspension and Expulsion Rate on the Spring 2017 California Dashboard and Dataquest	Maintain a 0% Suspension/Expulsion Rate	Maintain a 0% Suspension and Expulsion Rate	Maintain a 0% Suspension and Expulsion Rate
Attendance Rates	81.69% Attendance Rate based on work completion for 2016-2017	Increase the attendance rate based on work completion by 3%	Increase the attendance rate based on work completion by 3%	Increase the attendance rate based on work completion by 3%
Parent Engagement	72.73% of parents strongly agree or agree they attend events at school on the 2017 LCAP Parent/Guardian Survey	Increase the % of parents who strongly agree or agree to the statement, "I attend events at my school including but not limited to Back to School Night, performances, informational events, conferences, athletics, and activities" by 3%.	Increase the % of parents who strongly agree or agree to the statement, "I attend events at my school including but not limited to Back to School Night, performances, informational events, conferences, athletics, and activities" by 3%.	Increase the % of parents who strongly agree or agree to the statement, "I attend events at my school including but not limited to Back to School Night, performances, informational events, conferences, athletics, and activities" by 3%.

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Basics **School Accountability Report Card (SARC) Conditions of Learning**	RICA facilities are in Good repair according to the 2016 Facilities Inspection Tool	Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool	Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool	Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool
Student Engagement	45% of parents agree and strongly agree "My student is engaged at school…" on the 2017 LCAP Parent/Guardian Survey	Increase the % of parents/guardians who agree and strongly agree "My student is engaged at school as evidenced by participation in extracurricular activities" on the LCAP parent/guardian survey by 2%	Increase the % of parents/guardians who agree and strongly agree "My student is engaged at school as evidenced by participation in extracurricular activities" on the LCAP parent/guardian survey by 2%	Increase the % of parents/guardians who agree and strongly agree "My student is engaged at school as evidenced by participation in extracurricular activities" on the LCAP parent/guardian survey by 2%

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   2.1

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)

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

OR

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

Students to be Served:	Scope of Services:	Location(s):
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, and Low Income	LEA-wide	Specific Schools: RICA

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support student achievement through instructional support, including Instructional Aides and services for students with exceptional needs	Support student achievement through instructional support, including Instructional Aides and services for students with exceptional needs	Support student achievement through instructional support, including Instructional Aides and services for students with exceptional needs

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$9,654.07 $10,753 $116,729	$12,173 $12,017 $126,987	$12,416 $12,259 $126,987

Year	2017-18	2018-19	2019-20
Source	Supplemental (Instructional Aides) Base (Instructional Aides) Base (Special Education)	Supplemental (Instructional Aides) Base (Instructional Aides) Base (Special Education)	Supplemental (Instructional Aides) Base (Instructional Aides) Base (Special Education)
Budget Reference	Certificated Salaries Classified Salaries Benefits Materials	Classified Salaries Benefits Materials Services	Classified Salaries Benefits Materials Services

Action 2.2

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)

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

All	Specific Schools: RICA

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)

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

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

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
Modified	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide intervention opportunities including, not limited to, a reading skill elective for students with an identified need.	Provide intervention opportunities based on student performance data.	Provide intervention opportunities based on student performance data.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1
Source			
Budget Reference			

Action   2.3

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)

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

All	Specific Schools: RICA

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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
Modified	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Provide family engagement/education through monthly parent meetings with various topics of focus	Provide family engagement/education through monthly parent meetings with various topics of focus	Provide family engagement/education through monthly parent meetings with various topics of focus

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1

Year	2017-18	2018-19	2019-20
Source			
Budget Reference			

Action 2.4

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	Specific Schools: RICA

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Implement Multi-Tiered System of Supports (MTSS) to support students academically, socially, emotionally, and behaviorally.	Implement Multi-Tiered System of Supports (MTSS) to support students academically, socially, emotionally, and behaviorally, including positive behavioral interventions and supports.	Implement Multi-Tiered System of Supports (MTSS) to support students academically, socially, emotionally, and behaviorally.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1
Source			
Budget Reference			

Action 2.5

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)

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

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)
English Learners, Foster Youth, Low Income	Limited to Unduplicated Student Groups	Specific Schools: RICA

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
New	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Support targeted student groups with support through a Care Closet based upon individual need	Support targeted student groups with support through a Care Closet and technology based upon individual need	Support targeted student groups with support through a Care Closet and technology based upon individual need

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$1,686	$800	$2,000
Source	Supplemental	Supplemental	Supplemental

Year	2017-18	2018-19	2019-20
Budget Reference	Certificated Salaries Classified Salaries Benefits Materials	Supplies	Supplies

Action   2.6

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)

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

Students to be Served	Location(s)
All	Specific Schools: RICA

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)

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

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

Students to be Served	Scope of Services	Location(s)

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	Modified	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue to build school culture through student bonding activities and support for the social-emotional well-being of students	Continue to build a school culture of inclusion and celebration of differences through student bonding activities and support for the social-emotional well-being of students	Continue to build a school culture of inclusion and celebration of differences through student bonding activities and support for the social-emotional well-being of students

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1
Source			
Budget Reference			

Action 2.7

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)

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

All	Specific Schools: RICA

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue providing safe, well maintained , and adequate facilities and infrastructure for student use and success	Continue providing safe, well maintained , and adequate facilities and infrastructure for student use and success	Continue providing safe, well maintained , and adequate facilities and infrastructure for student use and success

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$37,152	$38,460	$39,229
Source	Base	Base	Base
Budget Reference	Classified Salaries Benefits Services	Services	Services

45

Action   2.8

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

Students to be Served:	**Location(s):**
(Select from All, Students with Disabilities, or Specific Student Groups)	(Select from All Schools, Specific Schools, and/or Specific Grade Spans):
All	Specific Schools: RICA

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue partnerships with Rocklin Police, Rocklin Fire to provide a safe school environment	Continue partnerships with Rocklin Police, Rocklin Fire to provide a safe school environment	Continue partnerships with Rocklin Police, Rocklin Fire to provide a safe school environment

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Cost included in RUSD Base	Cost included in RUSD Base	Cost included in RUSD Base
Source			
Budget Reference			

Action   2.9

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)

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

All	Specific Schools: RICA

OR

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

Students to be Served:	**Scope of Services:**	**Location(s):**
(Select from English Learners, Foster Youth, and/or Low Income)	(Select from LEA-wide, Schoolwide, or Limited to Unduplicated Student Group(s))	(Select from All Schools, Specific Schools, and/or Specific Grade Spans)

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Continue implementation of Digital Citizenship Curricula across all grade levels	Continue implementation of Digital Citizenship Curricula across all grade levels	Continue implementation of Digital Citizenship Curricula across all grade levels

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1	Cost included in Goal 3, Action 1
Source			
Budget Reference			

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

Goal 3

RICA will ensure that staff continually build capacity through professional learning and growth opportunities to support student achievement and success.

State and/or Local Priorities addressed by this goal:

State Priorities: 1, 2

Local Priorities: RICA Strategic Plan

Strategy 1: We will provide a variety of learning opportunities to promote work completion and academic growth through authentic, differentiated, and guided inquiry-based learning experiences.

Strategy 2: We will create a safe and supportive environment where students build healthy relationships and explore future opportunities.

Identified Need:

In order to meet all state priorities and LCAP Goals 1 and 2 above, building capacity through Goal 3 continues to be a vital priority.

Expected Annual Measureable Outcomes

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Professional Learning	Learning opportunities provided during the 2016-2017 school year included:	Ensure staff participate in relevant district and site learning opportunities and indicate growth on self-	Ensure staff participate in relevant district and site learning opportunities and indicate growth on self-	Ensure staff participate in relevant district and site learning opportunities and indicate growth on self-

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
	Excellence in Writing - 4 teachers x 2 days Learning Fest (Fall) - 15 teachers Learning Fest (Spring) - 14 teachers Schoology - 15 teachers Drive 101 - 15 teachers California Charter Schools Association Conference - 4 teachers x 3 days General & Special Ed Teaching Conference - 3 teachers x 3 days Baseline data for growth will be gathered during the 2017-2018 school year	assessments after attending each workshop.	assessments after attending each workshop.	assessments after attending each workshop.
Basics Indicator **Highly Qualified Teacher Data**	100% of RICA teachers were Highly Qualified in 2015-2016	Maintain 100% Highly Qualified Staff	Maintain 100% Highly Qualified Staff	Maintain 100% Highly Qualified Staff
Basics Indicator **School Accountability Report Card (SARC) Conditions of Learning**	100% of teachers were placed in the appropriate assignments in 2015-2016 and 2016-2017	Maintain 100% fully credentialed teachers placed in the appropriately assignments	Maintain 100% fully credentialed teachers placed in the appropriately assignments	Maintain 100% fully credentialed teachers placed in the appropriately assignments

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   **3.1**

Students to be Served:
(Select from All, Students with Disabilities, or Specific Student Groups)

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

All	Specific Schools: RICA

OR

Students to be Served:
(Select from English Learners, Foster Youth, and/or Low Income)

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

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

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	Unchanged	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support and compensation. Professional development opportunities include and are not limited to CCSA conferences, other conferences, and RUSD PD opportunities in support of RICA LCAP Goals.	Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support and compensation. Professional development opportunities include and are not limited to CCSA conferences, other conferences, and RUSD PD opportunities in support of RICA LCAP Goals.	Ensure the development, effectiveness and retention of highly qualified staff, through a comprehensive program of professional development, support and compensation. Professional development opportunities include and are not limited to CCSA conferences, other conferences, and RUSD PD opportunities in support of RICA LCAP Goals.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount	$743,854 $7,836	$758,731	$773,905
Source	Base Educator Effectiveness	Base	Base
Budget Reference	Certificated Salaries Classified Salaries Benefits Materials	Certificated Salaries Classified Salaries Benefits Materials	Certificated Salaries Classified Salaries Benefits Materials

Action 3.2

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):

Specific Schools: RICA

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)

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

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

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
	New	Unchanged

2017-18 Actions/Services	2018-19 Actions/Services	2019-20 Actions/Services
	Provide social-emotional intervention training for staff to support targeted student groups.	Provide social-emotional intervention training for staff to support targeted student groups.

Budgeted Expenditures

Year	2017-18	2018-19	2019-20
Amount		$1,040	$3,598

Year	2017-18	2018-19	2019-20
Source		Supplemental	Supplemental
Budget Reference		Services	Services

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year: **2018-19**

Estimated Supplemental and Concentration Grant Funds

Percentage to Increase or Improve Services

$66,611

5.28%

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).

RICA has created a system to support academic achievement and social emotional well-being, including multiple tiers of intervention focusing on literacy, numeracy and social emotional support. Well taught, systematic, differentiated instruction for all underperforming students improves student achievement (Tomlinson, 2001). In addition, early academic intervention has led to improved learning outcomes as measured on state assessments (Brennan, 2015). RICA's plan for both academic and socio- emotional interventions leads to student gains in social-emotional skills, improved attitudes about self, others, and school, positive classroom behavior, and increased performance standardized achievement tests (Elias, 2014). Therefore, Supplemental LCAP funds were allocated school wide for all students in the following actions and services, which were identified among the alternatives available as the most effective use of funds to meet RICA goals for unduplicated pupils in the state and local priority areas: Goal 1, Action 2 Counseling Services, Goal 2, Action 1 Instructional Aide Support, and Goal 3, Action 2 training for social-emotional support.

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

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.

  o 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?