

**Introduction:**

Rocklin Independent Charter Academy operates three programs: college-preparatory, a traditional independent study and a K-8 at-school/home-school model. RICA's programs offer a blended model school with the support of tutoring, intensive intervention, direct instruction, technology, electives, and in 9-12 college preparation coursework. Our schools are located on two of the Rocklin Unified school campuses in the City of Rocklin. The RICA curriculum and instruction is tailored to meet the individual needs of its students, providing choice, variety and flexibility. Student assessment and performance is instructed and supervised by fully credentialed teachers.

**LEA:** Rocklin Independent Charter Academy

**Contact:** Skott Hutton, RICA Assistant Principal, kshutton@rocklin.k12.ca.us, (916)632-8630

**LCAP Year:** 2016-17

***Local Control and Accountability plan and Annual Update Template***

*The Local Control and Accountability Plan (LCAP) and Annual Update Template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5. The LCAP and Annual Update Template must be completed by all LEAs each year.*

*For school districts, pursuant to Education Code section 52060, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities and any locally identified priorities.*

*For county offices of education, pursuant to Education Code section 52066, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, who are funded through the county office of education Local Control Funding Formula as identified in Education Code section 2574 (pupils attending juvenile court schools, on probation or parole, or mandatorily expelled) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services provided to pupils funded by a school district but attending county-operated schools and programs, including special education programs.*

*Charter schools, pursuant to Education Code sections 47605, 47605.5, and 47606.5, must describe goals and specific actions to achieve those goals for all pupils and each subgroup of pupils identified in Education Code section 52052, including pupils with disabilities, for each of the state priorities as applicable and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code.*

*The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.*

*For each section of the template, LEAs shall comply with instructions and should use the guiding questions as prompts (but not limits) for completing the information as required by statute. Guiding questions do not require separate narrative responses. However, the narrative response and goals and actions should demonstrate each guiding question was considered during the development of the plan. Data referenced in the LCAP must be consistent with the school accountability report card where appropriate. LEAs may resize pages or attach additional pages as necessary to facilitate completion of the LCAP.*

### **State Priorities**

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

#### **A. Conditions of Learning:**

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

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

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

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

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

**B. Pupil Outcomes:**

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

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

**C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in Education Code section 42238.01; community members; local bargaining units; LEA personnel; county child welfare agencies; county office of education foster youth services programs, court-appointed special advocates, and other foster youth stakeholders; community organizations representing English learners; and others as appropriate) been engaged and involved in developing, reviewing, and supporting implementation of the LCAP?
- 2) How have stakeholders been included in the LEA's process in a timely manner to allow for engagement in the development of the LCAP?
- 3) What information (e.g., quantitative and qualitative data/metrics) was made available to stakeholders related to the state priorities and used by the LEA to inform the LCAP goal setting process? How was the information made available?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representatives of parents and guardians of pupils identified in Education Code section 42238.01?
- 6) What specific actions were taken to consult with pupils to meet the requirements 5 CCR 15495(a)?
- 7) How has stakeholder involvement been continued and supported? How has the involvement of these stakeholders supported improved outcomes for pupils, including unduplicated pupils, related to the state priorities?

Involvement Process	Impact on LCAP

The consultation of all stakeholders in Rocklin Independent Charter Academy regarding the development of the 2016-2019 LCAP goals, actions/services, and metrics involved the following:

### **Parent/Guardians**

During the month of January 2016, RICA parents/guardians were given the opportunity to provide input via an online survey. 32 responses were received representing approximately 26% of the student population. In addition, RICA parents were surveyed during the month of April to provide valuable input for the educational decision making regarding the educational experience of RICA students.

### **Students**

A representative sampling of students were consulted with on February 17, 2016. After reviewing the three LCAP goals, outcomes, and actions/services, students were asked to complete an online survey consisting of the following four questions:

1. What aspects of school make it easier to learn and achieve at the highest level?
2. What actions or services do you think could be added to help you learn and achieve at the highest level?
3. What makes you feel safe at school?
4. What actions or services do you think could be added to help you feel safer at school?

In addition, RICA students were surveyed during the month of April to provide valuable input for the educational decision making regarding the educational experience of RICA students.

### **Staff**

Six RICA staff members were consulted with during a special meeting on January 11, 2016. After an elaborate discussion of the goals, members worked in groups of three to provide input utilizing an online survey.

In addition, RICA staff were surveyed during the month of April to provide valuable input for the educational decision making regarding the educational experience of RICA students.

### **Impact on Goal 1**

The following is a summary of the stakeholder input that had an impact on the development of actions/services for Goal 1, ensuring students achieve at their highest potential.

Students indicated they would like to see more time for collaboration and efficient use of the learning management system to provide course resources.

Parents indicated a need for extra academic support to keep students motivated, support for students to be career ready, and free tutoring opportunities.

Staff indicated a need to reduce the levels of anxiety students have around academics.

### **Impact on Goal 2**

The following is a summary of the stakeholder input that had an impact on the development of actions/services for Goal 2, building staff capacity in support of student achievement.

Students indicated teachers were highly qualified.

Parents indicated a need for professional learning around differentiated instructional strategies and technology.

Staff indicated a desire to have a PD calendar available for planning as well as follow up trainings to support learning.

### **Impact on Goal 3**

The following is a summary of the stakeholder input that had an impact on the development of actions/services for Goal 3, providing a supportive, safe school environment.

Students indicated some ideas to increase campus safety would be the addition of cameras and staff walking the campus.

Parents indicated a need for bully prevention and signage for the school.

Staff indicated a need for digital citizenship curricula.

During a staff meeting in May, staff reviewed the 2016-2019 recommended goals, actions/services, outcomes, and budget providing valuable feedback.

### **RICA Advisory Board**

On May 25, 2016 the RICA Advisory Board reviewed the 2016-2019 recommended goals, actions/services, outcomes, and budget providing valuable feedback before the Public Hearing and Board approval process mentioned below.

### **Board of Trustees**

The RICA LCAP was presented for Public Hearing during the June 8, 2016 Board meeting and for Board approval on June 22, 2016.

### **Additional Staff, Student, Parent Survey Results:**

Results from the Parent and Student Surveys conducted in April 2016 demonstrate very common beliefs in the strengths and areas of growth of the Rocklin Independent Charter Academy. Many of the results reinforce what the RICA staff continues to discuss as future goals for RICA and its students. As seen in both surveys, first and foremost, there is significant satisfaction with the RICA program from both students and Parents. A resounding 95% of students have a sense of pride for being a part of RICA while a strong majority of both parents and students feel that there is a strong need for additional 92% are somewhat or Very Satisfied at RICA (with only 6% being Unsatisfied or Very Unsatisfied). When taking into consideration that many students come to RICA for a variety of reasons including dissatisfaction with their previous school site for issues revolving around (need for smaller individualized class sizes, anxiety with their son/daughter, a desire for something different, etc.. this percent of satisfied students/parents is a testament to the RICA program. In addition, there is tremendous respect among all stakeholders of RICA. Student respect towards other students, staff, in addition to their view of staff respect towards students is a testament to the focus on relationships and partnerships between students and staff of RICA and how this reflects with the students. This focus on respect for the student (demonstrated with over 90% of students feeling RICA staff respects and cares for students without judgment) leads to an overall 90.7% of students feeling RICA is a safe place most or all of the time. This is reinforced with the survey results of parents indicating over 90% of parents feeling Respect as a major emphasis on campus with an overall satisfaction level among parents of RICA being above 92%.

The Student/Parent surveys do indicate areas of growth already identified by the staff (but reinforced by the survey results). An emphasis needs to be placed on assisting students not only with graduating but also in planning for their future. Over 26% of students are unsure of plans after high school with 19% unsure of plans after college yet a resounding 56% want to pursue a 4 year college. This difference in numbers indicates that further exploration of career options (including colleges, trade schools, etc...) need to be emphasized while the students are at RICA. In addition, while the results indicate that significant technology is available to students (with close to 90% indicating the most used strategy by teachers involves the use of technology (Chromebooks/IPads, etc...), reading

strategies was indicated to only be used 42% of the time (with only 67% of students indicating writing is emphasized most or all of the time). With the emphasis of Common Core focusing on reading and writing, a further push for reading/writing strategies implemented within the classroom is an area of growth for RICA moving forward. Other areas of growth can be seen with a need to increase the rigor of the class work while also working to improve the avenues for communication among the parents. While both student and parent results indicate a very strong sense of communication from the school (admin and teachers) to the parents, only 48% of students say they reach out when struggling on work with teacher yet 80% answered teachers offer individual help when needed. This combined with still over 25% of students saying they only check grades monthly or never. The same can be said with parents with both access to Schoology and the website as the access to both is not at the desired level of the RICA staff. Combining this lack of access to the RICA communication tools combined with the introduction of the graduation plan for students (in which still 20% of students don't understand completely what is necessary to graduate (yet Unlike students, parents have good understanding of what is needed for student to be successful (93% of parents), an emphasis needs to be pushed on allowing the tools currently in place to get to parents in an easier fashion. Lastly, while the overall view of RICA is significantly strong, there is without a doubt a very strong desire from both parents and students to increase the level of extra-curricular activities to students both inside and outside the school day. The results were overwhelming in regards to both sets of stakeholders having a need for stronger communication, organization and creation of school based activities to engage students in the entire learning process.

<p><b>Annual Update:</b></p> <p>In the overall engagement process of all stakeholders described above the 2015-2016 LCAP was reviewed focusing on the actions/services that have the most impact on goal accomplishment. In addition, suggestions for further development of current actions and services were discussed and recorded in a Google form by each stakeholder group.</p> <p>During the October 28, 2015 RICA Advisory Board meeting the 2015-2016 goals, including progress and estimated actuals, were reviewed. On March 25, 2016 the Advisory Council reviewed the survey questions that were to be given to Parents, Students, and Staff (3 separate Surveys). The parent survey was reviewed with the Council who provided immediate feedback and input. In addition, the student/staff surveys were provided to the Council that same evening. Members were asked to provide feedback (if needed) via email or phone call to either AP Skott Hutton or Principal Mark Williams.</p> <p>Lastly, during staff and Advisory Council meetings throughout the year, staff and members reviewed the following:</p> <ul style="list-style-type: none"> <li>• CAASPP scores from previous year</li> <li>• Current ADA and enrollment numbers</li> <li>• Referral data in regards to number of referrals to the School Based Therapist</li> </ul>	<p><b>Annual Update:</b></p> <p>RICA Advisory Board members provided input into the development of important survey questions to gather feedback from stakeholders. Utilizing data, staff and Advisory Board members provided input regarding the continued implementation of the LCAP Actions, including the effectiveness of student involvement and engagement in extracurricular activities and elective courses.</p>
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer



pursuant to Education Code section 47604.33.

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

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

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

**Goal:** Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

#### **Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?

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

<b>GOAL:</b>	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.	Related State and/or Local Priorities: X 1 _2 _3 X 4 _5 _6 X 7 X 8 Local: N/A
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<b>Identified Need:</b>	<p>As related to Goal #1, a review of the current data was conducted to determine focus needs and metrics. In order for students to achieve at their highest potential we identified the need to continue the provision of instructional materials/supports to implement CCCSS, counseling services, increased access to technology and materials/supplies, and effective communication pathways based upon the following student achievement data:</p> <ol style="list-style-type: none"> <li>2015 CAASPP Summative Assessment Results:             <ul style="list-style-type: none"> <li>44% of all students met or exceeded standards in ELA                 <ul style="list-style-type: none"> <li>35% of Economically Disadvantaged Students met or exceeded standards in ELA</li> <li>45% of White met or exceeded standards in ELA</li> <li>38% of Hispanic or Latino Students met or exceeded standards in ELA</li> </ul> </li> <li>13% of all students district-wide met or exceeded standards in Math                 <ul style="list-style-type: none"> <li>12% of Economically Disadvantaged Students met or exceeded standards in Math</li> <li>14% of White met or exceeded standards in Math</li> <li>8% of Hispanic or Latino Students met or exceeded standards in Math</li> </ul> </li> </ul> </li> <li>A-G Completion Rates: 2013-2014 2.4%</li> <li>Graduation Rates             <ul style="list-style-type: none"> <li>2013-14: 81.6%</li> </ul> </li> <li>SARC Conditions of Learning: Instructional Materials: There are sufficient standards-aligned textbooks and other materials for each pupil at all sites. In order to continue with this provision there is a need to continually purchase new and replacement instructional material including text books.</li> </ol>						
<b>Goal Applies to:</b>	<table border="1"> <tr> <td data-bbox="428 797 554 920"><b>Schools:</b></td><td data-bbox="554 797 1887 920">RICA</td></tr> <tr> <td data-bbox="428 920 554 967"></td><td data-bbox="554 920 1887 967">Grades: All</td></tr> <tr> <td data-bbox="428 920 821 967"><b>Applicable Pupil Subgroups:</b></td><td data-bbox="821 920 1887 967">All</td></tr> </table>	<b>Schools:</b>	RICA		Grades: All	<b>Applicable Pupil Subgroups:</b>	All
<b>Schools:</b>	RICA						
	Grades: All						
<b>Applicable Pupil Subgroups:</b>	All						
<b>LCAP Year 1</b>							
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>Increase by 5% the students meeting and exceeding ELA and Math standards on CAASPP Summative Assessment for each Subgroup</li> <li>Establish the percent of students who demonstrated 1+ years of growth on ELA/Math standards as measured by CAASPP growth indicators.</li> <li>Increase by 3% students meeting and exceeding 8th Grade Math standards on CAASPP</li> <li>Establish a baseline of students meeting and exceeding standards on the SBAC Interim Performance Tasks for ELA/Math</li> <li>Identify a district interim assessment for ELA/Math and establish a baseline of students meeting and exceeding standards</li> <li>Increase percentage of students meeting UC/CSU A-G requirements</li> <li>Increase the graduation rates by 5%</li> <li>Maintain 100% access to standards-aligned instructional materials</li> </ol>						

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
1.1 Implement California State Standards by providing new and replacement instructional materials and supports	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$106,500 Base \$5,876 Lottery
1.2 Provide College and Career Counseling and training to increase successful transitioning for targeted students and other specific college/career related outcomes	RICA-schoolwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$36,614 Supplemental
1.3 Provide technology and additional materials/supplies for targeted students in need	RICA Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	\$10,379 Supplemental

1.4 Support implementation of LCAP goals through provision of administrative and operational services including community engagement	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$48,198 Base
1.5 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	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
<b>LCAP Year 2</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Increase the percentage of students meeting and exceeding ELA and Math standards on CAASPP Summative Assessment for each Subgroup based on previous year data</li> <li>2. Increase the percentage of students who demonstrated 1+ years of growth on ELA/Math standards as measured by CAASPP growth indicators based on previous year data</li> <li>3. Increase the percentage of students meeting and exceeding 3rd Grade ELA standards on CAASPP based on previous year data</li> <li>4. Increase the percentage of students meeting and exceeding 8th Grade Math standards on CAASPP on previous year data</li> <li>5. Increase the percentage of students meeting and exceeding standards on the SBAC Interim Performance Tasks for ELA/Math</li> <li>6. Increase the percentage of students meeting and exceeding standards</li> <li>7. Increase percentage of students meeting UC/CSU A-G requirements</li> <li>8. Increase the graduation rates for students by subgroup based upon the previous year data</li> <li>9. Maintain 100% access to standards-aligned instructional materials</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

1.1 Implement California State Standards by providing new and replacement instructional materials and supports	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$106,500 Base \$5,876 Lottery
1.2 Continue to provide College and Career Counseling and training to increase successful transitioning for targeted students and other specific college/career related outcomes	RICA- schoolwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$37,712 Supplemental
1.3 Increase provision of technology and additional materials/supplies for targeted students based upon need	RICA Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	\$8,500 Supplemental
1.4 Continue to support implementation of LCAP goals through provision of administrative and operational services including community engagement	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$49,642 Base

1.5 Use data to re-evaluate and refine structures to communicate a clear vision of success to parents and students through orientation, parent meetings including but not limited to 9-12 graduation plans	RICA  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
<b>LCAP Year 3</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Increase the percentage of students meeting and exceeding ELA and Math standards on CAASPP Summative Assessment for each Subgroup based on previous year data</li> <li>2. Increase the percentage of students who demonstrated 1+ years of growth on ELA/Math standards as measured by CAASPP growth indicators based on previous year data</li> <li>3. Increase the percentage of students meeting and exceeding 3rd Grade ELA standards on CAASPP on previous year data</li> <li>4. Increase the percentage of students meeting and exceeding 8th Grade Math standards on CAASPP based on previous year data</li> <li>5. Increase the percentage of students meeting and exceeding standards on the SBAC Interim Performance Tasks for ELA/Math</li> <li>6. Increase the percentage of students meeting and exceeding standards</li> <li>7. Increase percentage of students meeting UC/CSU A-G requirements</li> <li>8. Increase the graduation rates for students by subgroup based upon the previous year data</li> <li>9. Maintain 100% access to standards-aligned instructional materials</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
1.1 Implement California State Standards by providing new and replacement instructional materials and supports, including new Science adoption	RICA  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$106,500 Base  \$5,876 Lottery



1.2 Continue to provide College and Career Counseling and use student data to revise practice to increase successful transitioning for targeted students and other specific college/career related outcomes	RICA-schoolwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$38,843 Supplemental
1.3 Continue to maintain provision of technology and additional supplies/materials for targeted students	RICA Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities X Homeless _ Other	\$8,500 Supplemental
1.4 Continue to support implementation of LCAP goals through provision of administrative and operational services including community engagement	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$51,131 Base
1.5 Continue to use data to re-evaluate and refine structures to communicate a clear vision of success to parents and students through orientation, parent meetings including but not limited to 9-12 graduation plans	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base

<b>GOAL:</b>	Goal 2: RICA will ensure staff continually build capacity through professional learning and growth opportunities that support student achievement and success.		Related State and/or Local Priorities: X 1 X 2 _3 _4 _5 _6 _7 _8 Local: N/A	
<b>Identified Need:</b>	<p>As related to Goal #2, a review of the current data was conducted to determine focus needs and metrics. In order to build staff capacity we identified the need to continue the provision of focused, prioritized adult learning opportunities based upon the following data:</p> <ol style="list-style-type: none"> <li>1. Highly Qualified Teacher Data: 2014-2015 95.2%</li> <li>2. Summary of PD survey results from March 28, 2016 <ul style="list-style-type: none"> <li>◦ There was an increase in understanding regarding digital citizenship due to the training provided.</li> <li>◦ All teachers indicated a high level of confidence to begin learning about embedded technology.</li> <li>◦ 66% of teachers indicated a high level of confidence to begin learning about Universal Design for Learning</li> </ul> </li> <li>3. School Accountability Report Card: Conditions of Learning <ul style="list-style-type: none"> <li>◦ Fully Credentialed Teacher Data: 2014-2015 100%, 2013-2014 100%</li> </ul> </li> </ol>			
<b>Goal Applies to:</b>	<b>Schools:</b>	RICA		
		Grades: All		
	<b>Applicable Pupil Subgroups:</b>	All		
<b>LCAP Year 1</b>				
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Increase participants' perception of growth in knowledge/skills as reflected in all PD evaluations, and maintain ratings of 4-5 (using a 5 point scale) in participant's confidence to implement new learning</li> <li>2. Establish a baseline number of classrooms visited and next levels of work established as a result of learning walks targeting site/district instructional "problems of practice".</li> <li>3. Maintain 95% or higher Highly Qualified Staff</li> <li>4. Maintain 100% fully credentialed teachers placed in the appropriately assignments</li> </ol>			
<b>Actions/Services</b>		<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>

2.1 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 conference, Special Education conference, AVID conference, and other RUSD PD opportunities in support of RICA LCAP Goals	RICA  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$464,000 Base  \$11,196 Educator Effectiveness
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### LCAP Year 2

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Increase participants' perception of growth in knowledge/skills as reflected in all PD evaluations, and maintain ratings of 4-5 (using a 5 point scale) in participant's confidence to implement new learning</li> <li>2. Increase the number of classrooms visited and next levels of work established as a result of learning walks targeting site/district instructional "problems of practice"</li> <li>3. Maintain 95% or higher Highly Qualified Staff</li> <li>4. Maintain 100% fully credentialed teachers placed in the appropriately assignments</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
2.1 Continue to 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	RICA  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$477,920 Base

### LCAP Year 3

<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Increase/maintain participants' perception of growth in knowledge/skills as reflected in all PD evaluations, and maintain ratings of 4-5 (using a 5 point scale) in participant's confidence to implement new learning</li> <li>2. Maintain/Increase the number of classrooms visited and next levels of work established as a result of learning walks targeting site/district instructional "problems of practice"</li> <li>3. Maintain 95% or higher Highly Qualified Staff</li> <li>4. Maintain 100% fully credentialed teachers placed in the appropriately assignments</li> </ol>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
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<p>2.1 Continue to 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</p>	<p>RICA Grades: All</p>	<p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p>	<p>\$500,000 Base</p>
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<b>GOAL:</b>	Goal 3: 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 opportunities to achieve at high levels.		Related State and/or Local Priorities: X 1 _2 X 3 _4 X 5 X 6 _7 _8 Local: N/A
<b>Identified Need:</b>	As related to Goal #3, a review of the current data was conducted to determine focus needs and metrics. In order to provide a supportive, healthy, and safe school climate that promotes student achievement we identified the need to increase our focus on tutoring and support provided by instructional aides base on a comprehensive analysis of the following data:  <div><div>1.</div><div>Suspension/Expulsion Rates: 2013-2014: 0%</div></div> <div><div>2.</div><div>Dropout Rates: 2013-2014: 10.5%</div></div> <div><div>3.</div><div>Attendance Rates: 2016 86.16%</div></div> <div><div>4.</div><div>SARC: Facilities Inspection Tool: Exemplary status in 2014 and 2015</div></div> <div><div>5.</div><div>Coalition of Placer Youth Survey Results:<div><div>◦</div><div>100% of students indicated feeling safe at school (most of the time/always)</div></div><div><div>◦</div><div>33% of students indicated being Bullied during the last year at school</div></div><div><div>◦</div><div>2.33% of students indicated being Cyber-Bullied during the last year at school</div></div><div><div>◦</div><div>14.29% of students indicated being Cyber-Bullied during the last year at home</div></div><div><div>◦</div><div>17.95% of students indicated they talked with an adult at school if bullied or harassed at school</div></div><div><div>◦</div><div>22.22 % of students indicated that if they talked with someone indicated it was helpful</div></div></div></div>		
<b>Goal Applies to:</b>	<b>Schools:</b>	RICA	
		Grades: All	
	<b>Applicable Pupil Subgroups:</b>	All	
<b>LCAP Year 1</b>			
<b>Expected Annual Measurable Outcomes:</b>	<div><div>1.</div><div>Maintain above 95% of students indicating they feel safe at school and increase</div></div> <div><div>2.</div><div>Decrease % of students indicating they were bullied and cyber bullied at school within the last year</div></div> <div><div>3.</div><div>Maintain above 90% of parent/guardians agreeing and strongly agreeing “my student feels safe at school” on the LCAP Survey and increase</div></div> <div><div>4.</div><div>Decrease the dropout rate by 2%</div></div> <div><div>5.</div><div>Maintain the suspension rate below .5%</div></div> <div><div>6.</div><div>Maintain the expulsion rate at 0</div></div> <div><div>7.</div><div>Maintain overall attendance rate above 85%</div></div> <div><div>8.</div><div>Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool</div></div> <div><div>9.</div><div>Increase the percentage of parents strongly agreeing and agreeing their student is engaged at school as evidenced by participation in extracurricular activities</div></div>		

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
3.1 Support student achievement through instructional support, including Instructional Aides and services for students with exceptional needs	RICA-Schoolwide  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$17,808 Supplemental  \$102,418 Base
3.2 Provide intervention/tutoring opportunities for all students giving priority to targeted students	RICA  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
3.3 Provide family engagement/education in math, digital citizenship, college and career readiness, bully prevention (including cyber-bully prevention), Love & Logic, Youth Mental Health First Aid	RICA  Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base

3.4 Implement Phase 1 of Multi-Tiered System of Supports (MTSS)	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
3.5 Support English Learners and Foster Youth based upon individual need	RICA Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$1,000 Supplemental
3.6 Continue to build school culture through student bonding activities and support for the social-emotional well-being of students	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
3.7 Continue providing safe, well maintained, and adequate facilities and transportation	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$36,090 Base

3.8 Continue partnerships with Rocklin Police, Rocklin Fire and other EMS personnel to review and revise emergency evacuation procedures	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
3.9 Implement Digital Citizenship Curricula across all grade levels	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Action 2.1
<b>LCAP Year 2</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Maintain above 95% of students indicating they feel safe at school and increase</li> <li>2. Decrease % of students indicating they were bullied and cyber bullied at school within the last year</li> <li>3. Maintain above 90% of parent/guardians agreeing and strongly agreeing "my student feels safe at school" on the LCAP Survey and increase</li> <li>4. Decrease the dropout rate by 2%</li> <li>5. Maintain the suspension rate below .5%</li> <li>6. Maintain the expulsion rate at 0</li> <li>7. Maintain overall attendance rate above 87%</li> <li>8. Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool</li> <li>9. Increase the percentage of parents strongly agreeing and agreeing their student is engaged at school as evidenced by participation in extracurricular activities</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>



3.1 Support student achievement through instructional support, including Instructional Aides and services for students with exceptional needs	RICA-Schoolwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$18,342 Supplemental  \$105,491 Base
3.2 Evaluate data on student progress and refine delivery of intervention/tutoring opportunities for all students giving priority to targeted students	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
3.3 Evaluate feedback and provide family engagement/education on topics of based on identified need, including but not limited to college and career readiness, Love & Logic and Youth Mental Health First Aide	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
3.4 Implement Phase 2 of Multi-Tiered System of Supports (MTSS)	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base

3.5 Evaluate data on student progress and refine delivery of support for English Learners and Foster Youth	RICA Grades: All	<input type="checkbox"/> All <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$500 Supplemental
3.6 Continue to build school culture through the evaluation and refinement of student bonding activities and support for the social-emotional well-being of students	RICA Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Cost included in Base
3.7 Continue providing safe, well maintained, and adequate facilities and transportation	RICA Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	\$36,500 Base
3.8 Evaluate model through surveys and data on safety procedures and refine, continuing to strengthen partnerships with Rocklin Police, Rocklin Fire and other EMS personnel	RICA Grades: All	<input checked="" type="checkbox"/> All <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other	Cost included in Base

3.9 Evaluate effectiveness of Digital Citizenship Curricula Implementation	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Action 2.1
<b>LCAP Year 3</b>			
<b>Expected Annual Measurable Outcomes:</b>	<ol style="list-style-type: none"> <li>1. Maintain above 95% of students indicating they feel safe at school and increase</li> <li>2. Decrease % of students indicating they were bullied and cyber bullied at school within the last year</li> <li>3. Maintain above 90% of parent/guardians agreeing and strongly agreeing "my student feels safe at school" on the LCAP Survey and increase with the goal of reaching 100%</li> <li>4. Maintain the dropout rate below 6% and decrease</li> <li>5. Maintain the suspension rate below .5%</li> <li>6. Maintain the expulsion rate at 0</li> <li>7. Maintain overall attendance rate above 90%</li> <li>8. Maintain all facilities in good or exemplary repair according to the Facilities Inspection Tool</li> <li>9. Increase the percentage of parents strongly agreeing and agreeing their student is engaged at school as evidenced by participation in extracurricular activities</li> </ol>		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
3.1 Support student achievement through instructional support, including Instructional Aides and services for students with exceptional needs	RICA-Schoolwide Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$18,892 Supplemental \$108,656 Base

3.2 Evaluate data on student progress and refine delivery of intervention/tutoring opportunities for all students giving priority to targeted students	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
3.3 Evaluate feedback and provide family engagement/education on topics of based on identified need, including but not limited to college and career readiness, Love & Logic and Youth Mental Health First Aide	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
3.4 Implement Phase 3 of Multi-Tiered System of Supports (MTSS)	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
3.5 Continue to evaluate data on student progress and refine delivery of support for English Learners and Foster Youth	RICA Grades: All	_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$500 Supplemental

3.6 Continue to build school culture through the evaluation and refinement of student bonding activities and support for the social-emotional well-being of students	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
3.7 Continue providing safe, well maintained, and adequate facilities and transportation	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	\$37,000 Base
3.8 Evaluate model through surveys and data on safety procedures and refine, continuing to strengthen partnerships with Rocklin Police, Rocklin Fire and other EMS personnel	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Base
3.9 Refine effectiveness of Digital Citizenship Curricula Implementation	RICA Grades: All	X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	Cost included in Action 2.1

## Annual Update

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

### Guiding Questions:

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

<b>Original Goal from prior year LCAP:</b>	RICA will ensure that all students engage in meaningful and increasingly challenging learning experiences so that all students will find his or her passion as a learner, purpose in college and career goals, and proficiency in state standards		Related State and/or Local Priorities: _1 X 2 X 3 X 4 X 5 _6 X 7 X 8 Local:
Goal Applies to:	Schools:	RICA	
		Grades: All	
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p>Gap between subgroups (LI, EL, and Foster) and general student population decreased 6% on each metric. Students will increase participation and completion of elective courses. RICA will have a 90% retention rate of students from year to year.</p>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. 2015 CAASPP Summative Assessment Results: <ul style="list-style-type: none"> <li>◦ 44% of all students met or exceeded standards in ELA <ul style="list-style-type: none"> <li>▪ 35% of Economically Disadvantaged Students met or exceeded standards in ELA</li> <li>▪ 45% of White met or exceeded standards in ELA</li> <li>▪ 38% of Hispanic or Latino Students met or exceeded standards in ELA</li> </ul> </li> <li>◦ 13% of all students district-wide met or exceeded standards in Math <ul style="list-style-type: none"> <li>▪ 12% of Economically Disadvantaged Students met or exceeded standards in Math</li> <li>▪ 14% of White met or exceeded standards in Math</li> <li>▪ 8% of Hispanic or Latino Students met or exceeded standards in Math</li> </ul> </li> </ul> </li> <li>2. A-G Completion Rates: 2013-2014 2.4%</li> <li>3. Graduation Rates <ul style="list-style-type: none"> <li>◦ 2013-14: 81.6%</li> </ul> </li> <li>4. SARC Conditions of Learning: Instructional Materials: There are sufficient standards-aligned textbooks and other materials for each pupil at all sites. In order to continue with this provision there is a need to continually purchase new and replacement instructional material including text books.</li> <li>5. Elective Participation: 108 students (approximately 51% of all students) enrolled in one or more elective course</li> </ol>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Provide students the opportunity to connect their passions/interests to their curriculum.		1. \$3,500 Base	1. A total of two students participated in the Design Your Own Elective course. No cost for materials was required.		1. \$0 Base
1. Design your own elective course per student material costs		2. \$5,000 Base	2. Spanish A-G only offered through Odysseyware (online curriculum) which was coordinated by the Recovery/Elective teacher.		2. \$1900 Base
2. Spanish 1 &2 A-G course teacher salary		3. \$5,000 Base	3. Implemented a stand alone Art class on Fridays (Block 1). Strongly attended and strong enrollment. Plan to increase the Art class offerings moving forward with another section in 2016-2017		3. \$3800 Base
3. Art 1 as a non A-G elective option, teacher salary					
Scope of service:	RICA		Scope of service:	RICA	
	Grades: 9th, 10th, 11th, 12th			Grades: 9th, 10th, 11th, 12th	
X All			X All		
-----			-----		
_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			_ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		



Provide funding for materials and resources that support the implementation of CCCSS  1. Curriculum: 9th grade Geography/Cultures, Integrated Math 2, Great Books/ELA Journey's, K-8 Singapore Math, K-12 writing program (Excellence in Writing), Spanish 1 and 2, Econ "Foundations" workbooks  2. Books and Supplies  3. Art 1 Supplies  4. Services for students with disabilities		1. \$45,000 Base  2. \$29,400 Base  3. \$3,000 Base  4. \$83,000 Base	1. Purchased curriculum K-8 that met Common Core standards. Variance is due to the increase in RICA enrollment.  2. Variance is due to a decreased need for K-8 books and supplies  3. Art supplies were purchased as needed.  4. Variance is due to an increase in enrollment and students with disabilities	1. \$72,472 Base  2. \$16,668 Base  3. \$1,451 Base  4. \$98,085 Base
<b>Scope of service:</b>	RICA  Grades: All		Scope of service:  RICA  Grades: All	
X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All  ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other	

<p>Create layers of support to meet the identified needs of students including increased counselor time to support Naviance Implementation, research an dconnect students with community resources and mentors. 9-12 students will meet quarterly with counselor to plan pathway to college or career, and evaluate struggles in completing courses of study. In addition, parents as primary educators will receive added support in the form of workshops to increase effective teacher skills. Students will participate in class activities off campus that supports learning and connects them to social awareness, real life problem solving skills, and future college and career planning. Resource libraries will provide at risk students with needed materials required at home for completion of courses and additional intervention supports at both the high school and elementary levels.</p> <p>1. Intervention personnel costs</p> <p>2. Parents as Educators Workshops</p> <p>3. Materials and transportation for off campus enrichment</p> <p>4. K-8 parent resource library</p> <p>5. High school student resource library</p>		<p>1. \$30,000 Supplemental</p> <p>2. \$1,500 Supplemental</p> <p>3. \$5,000 Supplemental</p> <p>4. \$6,500 Supplemental</p> <p>5. \$5,000 Supplemental</p>	<p>1. Added a .4 FTE Counselor specifically designated for RICA. Variance is due to actual placement on the salary schedule</p> <p>2. Cost for Parents as Educators Workshops was included in Base</p> <p>3. Created a "Flight School" class in which students were selected that would benefit from a class focused on addressing real life problem solving skills, future college and career planning and coping skills, in addition to other enrichment offerings as planned. Costs were included in Base</p> <p>4 and 5. This action was postponed due to constraints on time and a focus on other priorities</p>	<p>1. \$44,014 Supplemental</p> <p>2. \$0 Supplemental</p> <p>3. \$0 Supplemental</p> <p>4. \$0 Supplemental</p> <p>5. \$0 Supplemental</p>
<b>Scope of service:</b>	<p>RICA</p> <p>Grades: All</p>		<p>Scope of service:</p> <p>RICA</p> <p>Grades: All</p>	
<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>			<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>	

RICA will provide built in structural support to address student needs in order to maximize achievement in the classroom/Independent Study and planning for future goals. Students will attend an orientation course prior to starting other courses. Course will be designed to assess student strengths and barriers to success. In addition, it will teach study and organizational skills needed in a blended delivery school. Course will utilize Expected School Wide Learning Results (ESLR) to help students set goals.		\$10,000 Base	Two Orientation classes were created for all incoming students in the 2015-2016 school year. At the completion of the intake meeting, students were assigned to attend an Orientation class in which the following topics were addressed: * Signatures on all Independent Study Paperwork requirements * Review of the RICA program * Teaching of study and organizational skills needed to be successful in RICA * Review of Philosophy and School Goals of RICA.		\$11,400 Base
Scope of service:	RICA  Grades: All		Scope of service:	All  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
What changes in actions, services, and expenditures		The terminology of Goal 1 was revised in alignment with RUSD Goal 1. Counseling services and the Orientation course will continue to support student needs in future years. The plan will include additional field trips to community colleges in addition to further inclusion of all Junior/Senior RICA students in the annual Career Fair.			
Original Goal from prior year LCAP:	Goal 2: RICA will ensure that staff engage in professional learning that supports student achievement and success.			Related State and/or Local Priorities: X 1 _2 _3 X 4 X 5 _6 X 7 X 8 Local:	

Goal Applies to:	Schools:	RICa		
	Grades:	All		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	The gap between at risk students and general population on benchmarks and SBAC scores will decrease by 3%. Graduation rate will increase by 3%.		Actual Annual Measurable Outcomes:	<ol style="list-style-type: none"><li>See goal 1 for outcomes on SBAC and Graduation rate</li><li>Highly Qualified Teacher Data: 2014-2015 95.2%</li><li>Summary of PD survey results from March 28, 2016<ul style="list-style-type: none"><li>There was an increase in understanding regarding digital citizenship due to the training provided.</li><li>All teachers indicated a high level of confidence to begin learning about embedded technology.</li><li>66% of teachers indicated a high level of confidence to begin learning about Universal Design for Learning</li></ul></li><li>School Accountability Report Card: Conditions of Learning<ul style="list-style-type: none"><li>Fully Credentialed Teacher Data: 2014-2015 100%, 2013-2014 100%</li></ul></li></ol>
LCAP Year: 2015-16				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Provide funding for professional learning that supports the implementation of CCCSS for all students  1. training all staff in Excellence in Writing and on going coaching to support reluctant and struggling writers	1. \$6,000 Supplemental	1. Staff participated in numerous Professional Development opportunities throughout the year including all RUSD Staff Development days. Opportunities revolved around learning a variety of strategies and skills to better address the CCCSS for all students (including Excellence in Writing, Technology based programs, etc...). Additional costs to pay teachers to participate in learning opportunities was included in Base	1. \$1,224 Supplemental	

<b>Scope of service:</b>	RICA Grades: All		<b>Scope of service:</b>	RICA Grades: All	
_ All ----- X Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander X English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Professional Development for certificated and classified staff to include: <ul style="list-style-type: none"> <li>• ELA/Math</li> <li>• Technology integration (Schoology, Odysseyware, Naviance, myHRW, Pearson Math)</li> <li>• Project based learning training</li> <li>• Close Reading</li> <li>• Inquiry and research skills</li> </ul> 1. Professional Development 2. Teacher Salaries 3. Admin Salaries 4. Classified Salaries		1. \$5000 Base 2. \$496,000 Base 3. \$94,000 Base 4. \$68,000 Base	1. Professional development was implemented as planned 2. The retention of highly qualified teachers with appropriated compensation was conducted as planned. 3. The variance in administrative salaries was higher due to placement on the salary schedule of new personnel 4. Classified salaries were lower than originally planned.		1. \$4,600 Base 2. \$479,024 Base 3. \$117,971 Base 4. \$48,024 Base
<b>Scope of service:</b>	RICA Grades: All		<b>Scope of service:</b>	RICA Grades: All	

X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other
<b>What changes in actions, services, and expenditures</b>	The terminology in Goal 2 will be updated to be consistent with RUSD Goal 2 and efforts to build capacity will continue in order to support student achievement.	

<b>Original Goal from prior year LCAP:</b>	Goal 3: RICA in cooperation with RUSD will maintain and support positive learning environment and provide a safe school where students have the chance to become healthy, self-aware, resilient, and high-functioning adults		Related State and/or Local Priorities: _1 _2 _3 _4 X 5 X 6 _7 X 8 Local:
Goal Applies to:	Schools:	RICA	
	Grades: All		
	Applicable Pupil Subgroups:	All	

<p>Expected Annual Measurable Outcomes:</p>	<p>Increased enrollment and class participation at the middle school level based on teh individualized middle school classroom created (in addition to the extended time on campus for middle school students)</p> <p>Stronger participation rate in school activities due to increased school culture among student body</p>	<p>Actual Annual Measurable Outcomes:</p>	<ol style="list-style-type: none"> <li>1. Middle school enrollment: 2014-2015-19 students, 2015-2016-24 students</li> <li>2. Participation in school activities: over 90% participation in K-8 grade field trips</li> <li>3. Suspension/Expulsion Rates: 2013-2014: 0%</li> <li>4. Dropout Rates: 2013-2014: 10.5%</li> <li>5. Attendance Rates: 2016 86.16%</li> <li>6. SARC: Facilities Inspection Tool: Exemplary status in 2014 and 2015</li> <li>7. Coalition of Placer Youth Survey Results:               <ul style="list-style-type: none"> <li>◦ 100% of students indicated feeling safe at school (most of the time/always)</li> <li>◦ 33% of students indicated being Bullied during the last year at school</li> <li>◦ 2.33% of students indicated being Cyber-Bullied during the last year at school</li> <li>◦ 14.29% of students indicated being Cyber-Bullied during the last year at home</li> <li>◦ 17.95% of students indicated they talked with an adult at school if bullied or harassed at school</li> <li>◦ 22.22 % of students indicated that if they talked with someone indicated it was helpful</li> </ul> </li> </ol>
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LCAP Year: 2015-16					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Ensuring facility is hte most supportive for students engagement achievement.		1. \$55,000 Base	1. Indirect costs were paid to RUSD as planned.		1. \$60,966 Base
1. School site and district office support (Indirect costs paid RUSD)		2. \$29,000 Base	2. Maintenance, facilities, and transportation costs increased due to an increase in course offerings and thus an increase in energy and maintenace costs		2. \$35,736 Base
2. Maintenance, facilities, and transportation cost paid to RUSD					
Scope of service:	RICA  Grades: All		Scope of service:	RICA  Grades: All	
X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		



Establish a classroom for 7th and 8th grade students that is separate from high school classes		1. \$3,000 Base	1. Room 50 in the "Annex" was created specifically for the 7th/8th RICA class. Purchasing of desks, projector, and all other classroom supplies were done in order to make room operational for 7th/8th grade classes.		1. \$2,736 Base
1. Increased facilities costs for 1 additional classroom		2. \$10,000 Base	2. The actual expense for furniture and equipment was less due to the use and repurposing of existing furniture.		2. \$4,187 Base
<b>Scope of service:</b>			<b>Scope of service:</b>		
RICA			RICA		
Grades: All			Grades: 7th, 8th		
X All			X All		
----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other			----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other		
Continue to build school culture through student bonding activities, guest speakers on self esteem, anti-bullying, substance abuse, etc. Goal would be to ensure that at risk students are continuing to feel comfortable on campus and building connections with peers.		\$3000 Supplemental	Efforts were made toward progress on this action. For example, at the K-6 level, RICA Shirts were made for students so that they can be worn on "spirit days". Costs were included in Base.		\$0 Supplemental
<b>Scope of service:</b>			<b>Scope of service:</b>		
RICA			RICA		
Grades: All			Grades: All		

<p><input type="checkbox"/> All</p> <p>-----</p> <p><input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>		<p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p>
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**What changes in actions, services, and expenditures**

The terminology of this goal will be updated to be consistent with Goal 3 of RUSD. In addition, further development of school culture activities will occur in future years including an increase of extracurricular activities. Support of students instructional needs academically and behaviorally will be added.

### Section 3: Use of Supplemental and Concentration Grant funds and Proportionality

- A. In the box below, identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5).

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496.

For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a schoolsite in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

<b>Total amount of Supplemental and Concentration grant funds calculated:</b>	65801
<p>RICA has created a system to support academic achievement and social emotional wellbeing, 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: Action 1.2 Counseling Services and Action 3.1 Instructional Aide Support.</p>	

- B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

5.42	%
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According to the minimum proportionality percentage calculation of 5.42%, services provided for EL, FY, LI, and Homeless (targeted) students in RICA have been increased and improved as compared to services provided to all students quantitatively and qualitatively as described below:

- Refined and increased counseling support giving targeted students priority to increase successful transitioning and college/career goals (Action 1.2) \$36,614
- Refined and improved services to our EL and Foster Youth population to increase student attendance and achievement (Action 3.5) \$1,000
- Increased technology and materials for targeted students in need. (Action 1.3) \$10,379
- Increased communication between home and school to improve and allow parents, staff and students to interact more effectively thereby improving student engagement, access to services, and academic performance (Action 1.5)
- Priority access to interventions and tutoring for targeted students (Action 3.1 and 3.2) \$17,808
- Increased and improved progress monitoring to identify needs of targeted students and implement effective intervention strategies in our Multi-tiered System of Supports (Action 3.4)

Therefore, services for unduplicated pupils have been increased or improved to meet the minimum proportionality percentage qualitatively and quantitatively.

## **LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

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

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (d) “High school graduation rate” shall be calculated as follows:
- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
  - (2) The total number of cohort members.
  - (3) Divide (1) by (2).
- (e) “Suspension rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).
- (f) “Expulsion rate” shall be calculated as follows:
- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
  - (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
  - (3) Divide (1) by (2).

