

LCAP Year  2017–18  2018–19  2019–20

# Local Control Accountability Plan and Annual Update (LCAP) Template

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

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

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

[LCFF Evaluation Rubrics](#) [Note: this text will be hyperlinked to the LCFF Evaluation Rubric web page when it becomes available.]: Essential data to support completion of this LCAP. Please analyze the LEA's full data set; specific links to the rubrics are also provided within the template.

LEA Name El Dorado County Office of Education

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## 2017-20 Plan Summary

### THE STORY

Briefly describe the students and community and how the LEA serves them.

Rite of Passage Charter High School (ROPCHS) serves students aged 13-18 who are involved in the juvenile justice system. The three sites that comprise ROPCHS currently serve approximately 160 students from counties mostly in California, but occasionally from across the United States. The sites include Sierra Sage Academy (SSA), near Yerington, Nevada; Sierra Ridge Academy (SRA) near San Andreas, California; and Qualifying House (Q House) in Minden, Nevada. Each site offers core academic programming, credit recovery, and basic skills education. Beginning in 2015-16, all three sites began the process of implementing the Road to Success Academy (RTSA) instructional model with the support of the Los Angeles County Office of Education. The RTSA model uses project-based learning to engage students in the California content standards. The model requires a multi-disciplinary focus to engage students which incorporates key socio-emotional skills that have been identified by our staff as most important for the success of our students as they re-enter their environment after leaving our facilities. We focus on the rigor and skills needed for our students to be career and/or college ready as they exit our program.

The educational program is operated under the supervision of the El Dorado County Office of Education (EDCOE) and the residential portion of the program is operated under the supervision of Rite of Passage (ROP), a private non-profit national provider of programs for troubled and at-risk youth. EDCOE and ROP have maintained a unique, mutually-beneficial partnership for more than 27 years. According to the last survey conducted by ROP, 67% of the juveniles who successfully complete the program do not re-enter the justice system within twelve months of leaving the program and 90% of the students return to school, enroll in advanced education programs or obtain jobs upon exit from the program. These indicators of success are one of the reasons why the El Dorado County Office of Education has continued to serve as the Local Educational Agency for Rite of Passage for so many years. While the original Rite of Passage program was designed for male students, three years ago the program was expanded to include female students at Qualifying House and Sierra Sage Academy was re-opened as a facility for female students in August of 2016.

The students who enter ROPCHS arrive with a wide variety of experiences within the public school system. Upon enrollment, students are included in a meeting with ROP staff and school representatives to evaluate their needs while participating in our program. This meeting triggers pre-assessment of mathematics, reading, and writing skills as well as an evaluation of transcripts to examine credits accumulated toward receiving a high school diploma. This process is personalized and results in the development of a tool called the ICAP (Individualized Career and Academic Plan) for each student to outline a path of success for them both within the school and ROP program as well as supporting their transition to programs outside of ROP when they leave the system. Many of the systems and programs that are present

within ROPCHS are enhanced and developed as a result of the data collected in the ICAP meetings and as ongoing assessment occurs throughout the year.

## LCAP HIGHLIGHTS

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

The 2017-20 LCAP for Rite of Passage Charter High School documents the structure of a program to support our high-risk student population. As most of our students have experienced chronic, intense trauma, our staff recognized the importance of providing an academic program that not only provides support for students to be successful in college and careers but also engages the students and provides meaning and self-reflection about the world around them. We have been fortunate to have found and begun to implement the Road to Success Academy instructional model which has developed with support from the Los Angeles County Office of Education. In the ROPCHS LCAP you will find that we began our implementation in 2015-16, we have continued with the implementation in 2016-17, and we plan to dive even deeper into the implementation in 2017-18. In 2017-18 our implementation will continue to provide support from coaches that are trained with LACOE. Although this level of support is not expected to continue after 2017-18, we do plan to provide ongoing professional development aligned with the goals of the RTSA Model and also addressing specific content areas. Another highlight of the 2017-20 LCAP is an increased focus on parent and family involvement with our students' education. We plan to highlight our Exhibition Days which occur once each trimester and encourage families (if appropriate with probation) to attend. We also plan to open parent access to the Aeries gradebook portal and encourage families to follow their student's progress using this tool. A great deal of focus has been placed on our libraries at each site and enhancing the collection with books that are of the appropriate reading level and of high interest to our students. The LCAP supports the implementation of Accelerated Reader as a reading incentive program and regular updates to the content of our libraries.

## REVIEW OF PERFORMANCE

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

## GREATEST PROGRESS

With Rite of Passage Charter High School being classified as an Alternative School, we do not currently have data using the LCFF Evaluation Rubrics. CDE is worked to develop an alternative accountability system to address the unique characteristics of alternative schools such as ROPCHS. It is also important to note that, due to the background of our students, they all qualify as Foster Youth and Low Income. With the support of our staff and ROP leadership, we have focused on the regular collection of local assessment data to measure our academic progress with students. NWEA MAP assessments for Reading and Mathematics are administered about every 12 weeks so that staff can examine student performance. This data is used to determine class placement for the students and it is also reviewed with each student and included as a piece of data to support his/her ICAP (Individualized Career and Academic Plan). We have found this data to be very important to engage students in their own learning and to measure the success of our program. Analysis of results shows that 60% of students experienced significant growth in Mathematics and Reading this year according to NWEA MAP results. This is a measurement that we have not had before and we are anxious to build upon this success. As part of our review of our programs we have held meetings with students to request their input on the school program. A number of students have mentioned that they have never in their life read as much as they have since entering our program. We have chosen to build upon this interest in reading by focusing on the organization and update of our libraries. Last, but certainly not least, students have shared that they feel much more interested in their learning (as compared to their past experiences) when presented in a thematic way as has been accomplished with the Road to Success Academy Model. So far teachers have collaborated across sites (and many miles!) to design thematic cross-curricular units addressing Empowerment, Perseverance, Resiliency, and Integrity. Each of these units ends with a culminating project that is presented at the Exhibition Day at each site. In the future, there is one more unit that will be developed around the subject

of Empathy. Staff selected all of these themes themselves as they identified the characteristics that they believed all students should embrace to be successful out in the world once they leave our program. All of the topics addressed above are indicators of the great progress that we are making at ROPCHS.

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

## **GREATEST NEEDS**

As mentioned in the previous section, ROPCHS qualifies as an "alternative school" by definition and therefore is not evaluated using the LCFF Evaluation Rubrics. CDE is working on an alternative system to measure the various unique characteristics of alternative schools. We have, however, identified areas of greatest need based on local data. Upon examination of our NWEA MAP results, it is evident that there is a vast difference among our students in terms of their grasp of concepts in Mathematics and Language Arts. We have had students who score in the 92nd percentile on NWEA MAP and others that score at the 10th percentile. This extreme difference in skill acquisition has led to the need to have smaller classes to address very specific needs of students. In our LCAP there is a plan to provide Classroom Specialists so that we can offer focused courses in Mathematics, Reading, and Writing. This provides opportunities to bring more students up in terms of their readiness for more advanced mathematics, reading, and writing. As staff have reviewed student writing across content areas, the need for a common approach to teaching and scoring writing has become evident. For 2017-18, ROPCHS teachers will be trained to use the Step Up to Writing program. We have also found that there is a need for more standards-based curriculum options for students to be used in our RTSA units beyond the curriculum provided by Odysseyware. This is especially important as we implement the Next Generation Science Standards. This is addressed in our LCAP after 2017/18 as an area of focus.

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

Because Rite of Passage Charter High School is an alternative school, it is not evaluated using the current LCFF Evaluation Rubrics. In addition each student is representative of Foster Youth and Low Income subgroups. Our plan for all students also addresses our subgroups.

## PERFORMANCE GAPS

### INCREASED OR IMPROVED SERVICES

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

Since all of our students qualify as Low Income and Foster Youth, all of our goals are aimed to improve their services. For our English Learners (approximately 4% of our current population) we offer a class using the EDGE curriculum to focus on improving their understanding of English. Students are engaged by the EDGE curriculum as it focuses on current topics related to social science and science in general. NWEA MAP assessment information as well as assessments from EDGE will be used to measure the progress of the students.

### BUDGET SUMMARY

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

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	\$4,716.940
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	\$1,180,938.00

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

A portion of the LCFF revenue is expended on activities specific to county office-wide nature. These activities include professional development, curriculum/instruction support, and leadership from the Superintendent/Board.

\$3,783,290	Total Projected LCFF Revenues for LCAP Year
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# Annual Update LCAP Year Reviewed: 2016-17

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

## Goal 1

Goal 1: All students will have access to a quality education that ensures college and career readiness in the 21st Century.

### Goal 1.1

- Maintain a quality educational program - all students will have access to the basic educational services that comprise a quality educational program.
- All teachers will be fully credentialed in the subject areas and for the grade levels they are teaching
- Students will have access to standards-aligned instructional materials
- Facilities will be maintained in good repair by Rite of Passage.

### Goal 1.2

- Train teachers, administrators and instructional assistants to understand the changes in instructional strategies required to meet the content literacy expectations of the CCSS.
- Teachers will also need additional training aligned with the California ELD Standards and the California ELA/ELD Framework to support English Learners in the increased language demands of the CCSS.

### Goal 1.3

- Design and sustain an instructional program that includes additional instructional time and a curriculum that can be individualized to meet the needs of the students at Rite of Passage Charter High School.

### Goal 1.4

- Implement a research-based ELD Program that includes pre and post assessments to determine student progress in learning English.

State and/or Local Priorities Addressed by this goal:

STATE	<input checked="" type="checkbox"/>	1	<input checked="" type="checkbox"/>	2	<input type="checkbox"/>	3	<input checked="" type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input checked="" type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

## ANNUAL MEASURABLE OUTCOMES

### EXPECTED

#### Goal 1.1

- All students will have access to the basic educational services that comprise a quality educational program.
- A full-time administrator to serve as the instructional leader.

### ACTUAL

#### Goal 1.1:

- All students have been provided with access to basic educational services in a quality educational program.
- A full-time administrator is in place to serve as an instructional leader for all three sites.

- Students will have access to Common Core Instructional materials.
- Teachers will be fully credentialed in the subject areas and for the grade levels they are teaching or will be working to meet credentialing requirements.
- Facilities will be maintained in good repair by Rite of Passage.

#### Goal 1.2

- Instructional strategies aligned with the CCSS that focus on improving reading and writing skills will be used in all math, science and social studies lessons. Additional strategies will be used in all content areas to support English Learners for the increased language demands of the CCSS.
- Instructional technology will be used in all content areas as a tool for learning and communication.

#### Goal 1.3

- Using local assessment data, individual student performance will be increased on content area writing assessments.
- Student placement in instructional programs will be based on the pre-assessment results and other relevant student data as appropriate, e.g. transcripts, standardized testing.
- Academic progress for the time students were enrolled in the school will be measured using post-assessment results.
- The intervention program will be monitored for effectiveness through the analysis of student data. Adjustments will be made as needed to improve student performance.
- Students will receive additional academic support from instructional assistants.

#### Goal 1.4

- 100% of English Learners will be assessed for placement in the ELD program upon enrollment.
- Monitor individual English Learner progress in learning English using the pre and post assessment from the adopted ELD program.
- Monitor effectiveness of adopted ELD program.

- Students have access to Common core aligned instructional materials.
- All teachers are fully credentialed in their assigned subject area(s) with the exception of one teacher who has finished her second year in an internship program and is progressing toward the completion of her credential.
- Facilities are maintained in good repair by Rite of Passage.

#### Goal 1.2

- Instructional strategies aligned with the CCSS that focus on the improvement of reading and writing skills are used in most lessons in math, science, and social studies.

There are some lessons in mathematics that do not lend themselves to the focus on reading and writing. Additional strategies such as think-pair-share and other small-group techniques are used in all content areas to support English Learners for the increased demands of the CCSS. In addition, there is a focus on vocabulary acquisition that supports all students and focuses on EL students in its delivery.

- Instructional technology is used in all content areas. Chromebooks and Google Apps for Education (GAPE) are used on a regular basis as a tool for learning and communication.

#### Goal 1.3

- Local assessment data (in the form of writing tasks in all content areas) is used to assess student progress in content area writing. Rubrics are used (aligned with theme-based projects) to assess student progress toward meeting writing standards.
- Student placement in courses is based on NWEA MAP results in combination with reviews of other academic data when the student enters the program. This information is managed in a student-friendly document called the "ICAP".
- Students are periodically assessed every 12-14 weeks (including a post-assessment) using NWEA MAP. Student results are monitored and reviewed by teaching staff.

Student conferences (in combination with ICAP review) are held so that students are also aware of their progress on NWEA MAP assessments.

- Staff review MAP results and determine if students are in need of intervention or if they are prepared to move forward with their instruction.
- Students in need of intervention receive additional academic support from instructional assistants on a daily basis.

#### Goal 1.4

- 100% of EL students are assessed upon entry to the program with NWEA MAP. Most recent CELDT results are also reviewed to determine if students are in need of an ELD

program.

- NWEA MAP and EDGE assessments are used to measure student progress in the acquisition of English.
- The effectiveness of the ELD program (EDGE) is measured by examination of student progress in learning English.

ACTIONS / SERVICES

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

**1**

Action	<p><b>PLANNED</b> Employ core academic program teachers</p>	<p><b>ACTUAL</b> Core academic program teachers were employed</p>
Actions/Services		
Expenditures	<p><b>BUDGETED</b> Employ 9.38 FTE teachers for the core program Base \$706,173</p>	<p><b>ESTIMATED ACTUAL</b> 9.38 FTE teachers were employed for the core program Base \$718,174</p>

**2**

Action	<p><b>PLANNED</b> A full-time site administrator and part time COE administrator will serve the needs of the program.</p>	<p><b>ACTUAL</b> 1.0 FTE of principal time and .25 FTE of COE administrator time were covered by LCFF funds</p>
Actions/Services		
Expenditures	<p><b>BUDGETED</b> .5 FTE Principal Supplemental \$71,236 .25 FTE COE Administrator Supplemental \$44,019</p>	<p><b>ESTIMATED ACTUAL</b> 1 FTE Principal - ED/COE covered full cost of the Principal per agreement with ROP Supplemental \$142,393 .25 FTE COE Administrator Supplemental \$44,019</p>

**3**

Action	<p><b>PLANNED</b> Teachers that do not meet credential or HQT requirements will work to complete coursework/testing as outlined in individual credential plans developed with Personnel Services.</p>	<p><b>ACTUAL</b> One teacher who did not meet credential or HQT requirements worked to complete coursework/testing as outlined in an individual credential plan developed with Personnel Services.</p>
Actions/Services		

<p><b>BUDGETED</b> Training/Preparation/Testing to support teachers to meet credentialing requirements Federal Funds \$3000</p>	<p><b>ESTIMATED ACTUAL</b> Internship Program through San Joaquin COE Federal Funds \$1650</p>	
<p><b>4</b> Action</p>	<p><b>PLANNED</b> Continue to purchase Odysseyware licenses (standards-aligned, online courseware) for all students. The courseware includes English/Language Arts, Mathematics, History/Social Sciences and Science.</p>	<p><b>ACTUAL</b> Odysseyware licenses (standards-aligned, online courseware) were purchased for all students. The courseware includes English/Language Arts, Mathematics, History/Social Sciences and Science.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Odysseyware Licenses Purchased Base \$46,875</p>	<p><b>ESTIMATED ACTUAL</b> Odysseyware licenses were purchased Base \$46,875</p>
<p><b>5</b> Action</p>	<p><b>PLANNED</b> Facilities will be maintained in good repair by Rite of Passage.</p>	<p><b>ACTUAL</b> Facilities have been maintained in good repair by Rite of Passage.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Maintenance of facilities (cost to ROP)</p>	<p><b>ESTIMATED ACTUAL</b> Maintenance costs are covered by ROP</p>
<p><b>6</b> Action</p>	<p><b>PLANNED</b> Continue to fund Illuminate and NWEA, the online assessment system, to allow for the collection of data to measure individual student performance and program effectiveness.</p>	<p><b>ACTUAL</b> Illuminate and NWEA were purchased and used for the collection of data to measure individual student performance and program effectiveness.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> Federal Funds \$991</p>	<p><b>ESTIMATED ACTUAL</b> Illuminate: \$1733, NWEA: \$2160 - actual costs of the program exceeded estimates. Federal Funds \$3893</p>
<p><b>7</b> Action</p>	<p><b>PLANNED</b> Provide Instructional Assistants to support student learning</p>	<p><b>ACTUAL</b> Instructional Assistants were provided to support student learning.</p>
<p>Expenditures</p>	<p><b>BUDGETED</b> 3.0 FTE Federal Funds \$154,453</p>	<p><b>ESTIMATED ACTUAL</b> 5.0 FTE (increase is due to increase in enrollment at SSA and Q House) - Special Ed, Title 1D and Title 1A Federal Funds \$238,183</p>



## 8

Action

**PLANNED**  
Professional development to support the use of Odysseyware for ELA, Math, Science, and History/Social Studies will continue into the 2016/17 school year

**BUDGETED**  
2 Release Days per Teacher Concentration \$1000

**ACTUAL**  
Professional Development to support the use of Odysseyware for ELA, Math, Science, and History/Social Studies continued into the 2016/17 school year resulting in one day of training attended by pertinent staff members

**ESTIMATED ACTUAL**  
1 Release Day per teacher (\$125 x 6 teachers) Concentration \$700

Actions/Services

Expenditures

## 9

Action

**PLANNED**  
Professional development for teachers that support English Language Learners for the increased language demands of the CCSS.

**BUDGETED**  
2 Release Days per Teacher Concentration \$1000

**ACTUAL**  
Some professional development for teachers of EL students occurred in combination with subject-area articulation across sites.

**ESTIMATED ACTUAL**  
1 release day for 6 teachers Concentration \$700

Actions/Services

Expenditures

## 10

Action

**PLANNED**  
Purchase Odysseyware intervention components, purchase reading intervention to support reading across the content areas

**BUDGETED**  
Odysseyware: \$15,625  
Reading Intervention: \$15,000  
Concentration \$30,625

**ACTUAL**  
Odysseyware intervention components were purchased. Accelerated Reader was purchased for reading intervention

**ESTIMATED ACTUAL**  
Odysseyware: \$9125  
Accelerated Reader: \$1448  
Concentration \$10,573

Actions/Services

Expenditures

## 11

Action

**PLANNED**  
Funds will be needed for any maintenance and replacement coats associated with the Chromebooks

**BUDGETED**  
Chromebook replacement Supplemental \$2000

**ACTUAL**  
No replacements were needed this year.

**ESTIMATED ACTUAL**  
Supplemental \$0

Actions/Services

Expenditures

## ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and services for this goal were mostly implemented as planned with a couple of exceptions. Over the course of the school year, the combined enrollment of our three sites increased by approximately 15%. This required having substitute teachers in place during the hiring process and it increased our need for assistants in the classroom. In addition, due to agreements made with ROP, the full cost of the principal is now included in this document and is covered by LCFF funds. Illuminate and NWEA were purchased for administration and monitoring of assessment information. The costs of Illuminate and NWEA were underestimated for this plan, but the value of the programs is apparent and they fulfilled the needs of the organization for monitoring student progress.

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

Records indicate that only one teacher is not fully credentialed in the subject area that she teaches. As a result of her participation in an intern program offered through the San Joaquin County Office of Education, she will be receiving her preliminary credential in July and will begin the Induction program in August 2017. We will have met our target of 100% of teachers meeting state credentialing requirements by 2018. An examination of standards-aligned materials shows that 100% of students have access to CCSS-aligned coursework. ROPCHS is using Odysseyware as one of our means to provide access. Although 100% of students have access to Odysseyware and have used it at some point during the school year, records indicate that 63% of students completed entire courses in Odysseyware. Other courses were completed in the regular classroom. Along with our implementation of the Road to Success Academy, we have purchased additional standards-aligned material for use in the classroom. One of the programs purchased is Character-Based Literacy- from Santa Clara University. All students have read novels and completed lessons provided by this program which also aligned with our themes from the Road to Success Academy model. All of the lessons and novels are aligned with the state standards. All students participated in NWEA MAP testing for Reading and Mathematics so that they could measure growth. This information is shared with students and is compiled for staff review. Based on NWEA MAP results and teacher input, students were provided intervention classes in math, reading, or writing and the support of Instructional Assistants. Additional assessment and support for intervention are provided via Odysseyware courses (offered during Study Halls) and Accelerated Reader. We only began to use AR this year. A great deal of time and effort was targeted to improving libraries and setting up systems for students to have easy access to reading materials. For 2017-18, we will be using AR more effectively.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Material differences in estimated actual and budgeted expenditures were due to several different situations. The cost of the 1.0 FTE Principal was originally planned to be distributed 50% to ROP and 50% to ROPCHS. Due to more comprehensive budget discussions with ROP, it was decided that the cost of the principal would fall on ROPCHS. This amounted to a difference of approximately \$72,000. Another staffing expenditure that was higher than anticipated was the cost of Instructional Assistants. The original plan assumed that 3.0 FTE would meet the needs of our students. With the enrollment increase of 15% over the course of the year, we found the need for additional Instructional Assistants which led to a total of 5.0 FTE and increased costs of \$73,000. Another material difference occurred with the cost of reading intervention. At this point in time, the only program being used for reading intervention is Accelerated Reader at a cost of \$1448. We had anticipated that a reading intervention program would cost

approximately \$15,000 so significantly less funds were used for 2016-17. In 2017-18, we anticipate more global use of Accelerated Reader which may translate to more costs due to purchasing more books for libraries and other needs.

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

ROPCHS is an Alternative School with over 70% of the students falling in the category of being at-risk. As a result, there is currently not an evaluation system for state accountability purposes. For this reason, the LCFF Evaluation Rubrics are not used in the analysis of this goal. Based on student performance and the input of stakeholders, we have identified areas of this goal that we intend to change for the 2017-18 school year.

One such change is in relation to our curriculum. Although Odysseyware has provided a very complete curriculum for students, we have found that there is a need for other standards-based materials to address the thematic units that have been developed as part of the Road to Success Academy model. We intend to explore this in the 2017-18 school year and this is discussed in depth in the Goal 2 of the 2017-18 LCAP. In addition, we have found that there are other options for providing interventions to students at one of our sites that will not require an Instructional Assistant. For this reason, we have decided not to fill an Instructional Assistant position that was vacated in April 2017 beginning in July 2017. This will bring our FTE for Instructional Assistants down to 4.0 FTE as is indicated in Goal 1 of the 2017-18 LCAP.

# Annual Update LCAP Year Reviewed: 2016-17

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

## Goal 2

Goal 2: Provide an innovative and engaging education that meets the diverse learning needs of all students.

- Examine the school day to increase learning opportunities for students (see Goal 1.3)
- Instructional Assistants reduce teacher/student ratio to meet diverse learning and behavior needs of students (see Goal 1.3)
- Establish a cohort comprised of administrators and teachers to identify highly effective instructional practices for high-risk students that support academic achievement and the transition from incarceration to continued education, college/vocational training or employment.

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input checked="" type="checkbox"/>	6	<input type="checkbox"/>	7	<input checked="" type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Administrators and teachers have identified research-based instructional and behavioral strategies for high-risk students that support academic achievement and the transition from incarceration to continued education, college/vocational training or employment. Odysseyware for individualized instruction will be put into place to individualize instruction to meet the needs of students.

#### ACTUAL

Administrators and teachers have committed to working with the LACOE to implement the Road to Success Academy model (RTSA). This model uses project-based learning as a platform to engage high-risk students in their learning and to focus on their social-emotional needs due to so many incidences of trauma in their lives. Each student is involved in the creation of an ICAP plan to support their learning goals while they attend ROPCHS and assist with planning for continued education/career as they transition out of the ROPCHS program. Odysseyware is in place to support individualized instruction for students so that their needs are met in terms of credits and interests.

### ACTIONS / SERVICES

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

Action **1**

Actions/Services

PLANNED

ACTUAL

Odysseyware training was provided as needed

Odysseyware training to help teachers differentiate instruction to meet the individual needs of students

**BUDGETED**

Training costs are listed in Goal 1.2

**ESTIMATED ACTUAL**

Costs listed in Goal 1.2 (1 release day/teacher - \$700 from Concentration)

Expenditures

## 2

Action

Actions/Services

**PLANNED**

EDCOE will partner with the Road to Success Academies to support the educational program with highly effective instructional practices including Project-Based Learning, for high-risk students that support academic achievement and the transition from incarceration to continued education, college/vocational training or employment.

Research and identify resources that could be used to support teachers' implementation of Project Based Learning ,eg. websites with lessons and other teacher/student resources.

**BUDGETED**

Contract with LACOE for services in 2016-17 Federal Funds \$83100  
Teacher release time for research Supplemental and Concentration \$1000

Expenditures

## 3

Action

Actions/Services

**PLANNED**

Purchase Accelerated Reader and a variety of books at different reading levels to support wide-reading and academic language acquisition.

Upgrade Follett, the library system software, to better track student reading interest and assist with future reading materials purchase decisions.

**BUDGETED**

Purchase Accelerated Reader Concentration \$8000  
Upgrade of Follett software for libraries Concentration \$4000

Expenditures

**ACTUAL**

EDCOE partnered with LACOE to implement RTSA across all sites. Support from LACOE included training and coaching visits to all three school sites throughout the school year.

**ESTIMATED ACTUAL**

Contract with LACOE Federal Funds \$83100  
Teachers were released to plan and research materials for RTSA implementation ( 6 teachers x 2 days x \$125/day) Supplemental and Concentration \$1500

**ACTUAL**

Accelerated Reader was purchased. The Follett Destiny library software was purchased and Follett personnel assisted with organization of the libraries.

**ESTIMATED ACTUAL**

Purchase Accelerated Reader (cost was included in Goal 1)  
Upgrade Follett Software Concentration \$1615  
Follett Library Services were employed to organize libraries Federal Funds \$27,336

## 4

Action

Actions/Services

Expenditures

<b>PLANNED</b>	Hire an intervention tutor to support student learning	<b>ACTUAL</b>	An intervention tutor (Classroom Specialist) was hired to support Mathematics Instruction
<b>BUDGETED</b>	.5 FTE Federal Funds \$45000	<b>ESTIMATED ACTUAL</b>	1.0 FTE Federal Funds \$49123

## 5

Action

Actions/Services

Expenditures

<b>PLANNED</b>	Hire two career advisory teachers (.4 FTE and .6 FTE) to support students at all sites in their transition from incarceration to continued education, college/vocational training, or employment.	<b>ACTUAL</b>	.6 FTE was hired for Q House and SSA, and .4 FTE is in place for SRA
<b>BUDGETED</b>	Hire .4 and .6 FTE Federal Funds \$78041	<b>ESTIMATED ACTUAL</b>	1.0 FTE Federal Funds \$65094

## 6

Action

Actions/Services

Expenditures

<b>PLANNED</b>	Maintain the Road Trip Nation program to support the transition from incarceration to continued education, college/vocational training, or employment	<b>ACTUAL</b>	Road Trip Nation program did not require additional purchases
<b>BUDGETED</b>	Purchase materials Federal Funds \$500	<b>ESTIMATED ACTUAL</b>	\$0

### ANALYSIS

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

Actions and services for this goal were mostly implemented as planned. The relationship with LACOE to continue the implementation of the Road to Success Academy model has been a key area of focus on support for the program. A great deal of time and energy was employed in finding online (and paper) resources to support the RTSA model and the thematic units. Review of observation data indicates that 100% of teachers are employing teaching strategies that support the learning needs of high-risk youth. The implementation of Accelerated Reader was an additional focus for the year. The set up of libraries to support AR was key. This set up resulted in more expenditures that anticipated for the implementation of AR. The school day was examined and it was determined that some of the hours beyond the school day would be used to support student learning. This resulted in the hiring of a Classroom Specialist to support Math instruction in the afternoon hours. Approximately 23 students at a time benefit from the afterschool math support and this results in improved mathematics achievement and more seniors receiving the credits

that they need to receive a diploma. Two members of our staff serve as Career Advisors to our students leading the development and updating of the Individualized Career and Academic Plan (ICAP) for every student at their sites.

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

A review of professional development agendas indicates that all staff participated in multiple professional development opportunities including: RTSA design of thematic units, Accelerated Reader, Accelerated Math, Aerris Gradebook Training, Using Follett Destiny, Character-Based Literacy, and Google Apps for Education. While 100% of teachers participated in the RTSA training (focusing on the needs of our high-risk youth), other trainings were more specific to content areas and job responsibilities. A data review of student performance on NWEA assessments indicates that 50% of students are showing improvement in Reading scores while 67% of students are showing improvement in Mathematics.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

A material difference between Budgeted Expenditures and Estimated Actual Expenditures occurred in relation to the upgrade of the library software (Follett), the purchase of Accelerated Reader, and the organization of the libraries. It was found that the version of library software that we had was over 15 years old and that the current book collection data was not transferrable to the newer software. The decision was made to bring in support to organize the libraries and get them set up so that students would have access to correctly leveled books. This is a one-time expenditure and resulted in our Estimated Actuals totaling \$28951 which is \$16951 over the budgeted expenditure of \$12000.

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

Changes being made to this goal are the result of long term plans for professional development and the shift from "set up" to "maintenance" in our libraries. For 2017-18, the projected costs for LACOE (per our 3-year contract) are \$52500. This is referenced in Goal 2 in our 2017-18 LCAP. In terms of libraries, the set up costs that were incurred this year are one-time costs and we will now be focused on maintenance of libraries. This is resulting in an ongoing cost of \$6300.

# Annual Update LCAP Year Reviewed: 2016-17

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

## Goal 3

Goal 3: Provide a clean and safe learning environment that is culturally responsive to all students.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8

COE  9  10

LOCAL

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Student learning environments will be clean, safe and culturally responsive.

#### ACTUAL

The student learning environment at all three sites is clean, safe, and culturally as evidenced by inspection records and student survey results.

### ACTIONS / SERVICES

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

#### Action 1

PLANNED	Maintain clean, safe and culturally responsive learning environment	ACTUAL	The learning environment is clean, safe, and culturally responsive.
BUDGETED	Costs included in the base program.	ESTIMATED ACTUAL	Costs are included in the base program

Expenditures



**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

EDCOE works with ROP to provide all facilities for students. The costs for this are included in an MOU between EDCOE and ROP. If staff within the educational program have concerns about the environment, all questions are directed to ROP personnel for correction.

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

The learning environment at all three ROP sites is clean, safe, and culturally responsive as evidenced by site inspection reports and observation.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

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

No changes.

# Annual Update LCAP Year Reviewed: 2016-17

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

## Goal 4

Goal 4: Involve parents, family and community members as partners in the education of all students

State and/or Local Priorities Addressed by this goal:

STATE	<input type="checkbox"/>	1	<input type="checkbox"/>	2	<input type="checkbox"/>	3	<input type="checkbox"/>	4	<input type="checkbox"/>	5	<input type="checkbox"/>	6	<input type="checkbox"/>	7	<input type="checkbox"/>	8
COE	<input type="checkbox"/>	9	<input type="checkbox"/>	10												
LOCAL																

### ANNUAL MEASURABLE OUTCOMES

#### EXPECTED

Rite of Passage is a rehabilitation organization that is licensed and authorized to act as guardians for minors who are wards of the court.

#### ACTUAL

Although many students at Rite of Passage are wards of the court and communication is limited with families, efforts have been made to include families in decision making and celebrations whenever possible.

### ACTIONS / SERVICES

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

Action **1**

**ANALYSIS**

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

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

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

With the implementation of the Road to Success Academy Model, efforts have been made to notify families (when allowed by the court) so that family members can attend Exhibition Days at the end of each trimester, graduation celebrations, and other significant events. The involvement of families is believed to contribute to a smoother transition for students when they leave facilities. At the same time, parents and other family members have the opportunity to witness the hard work and learning that has occurred.

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

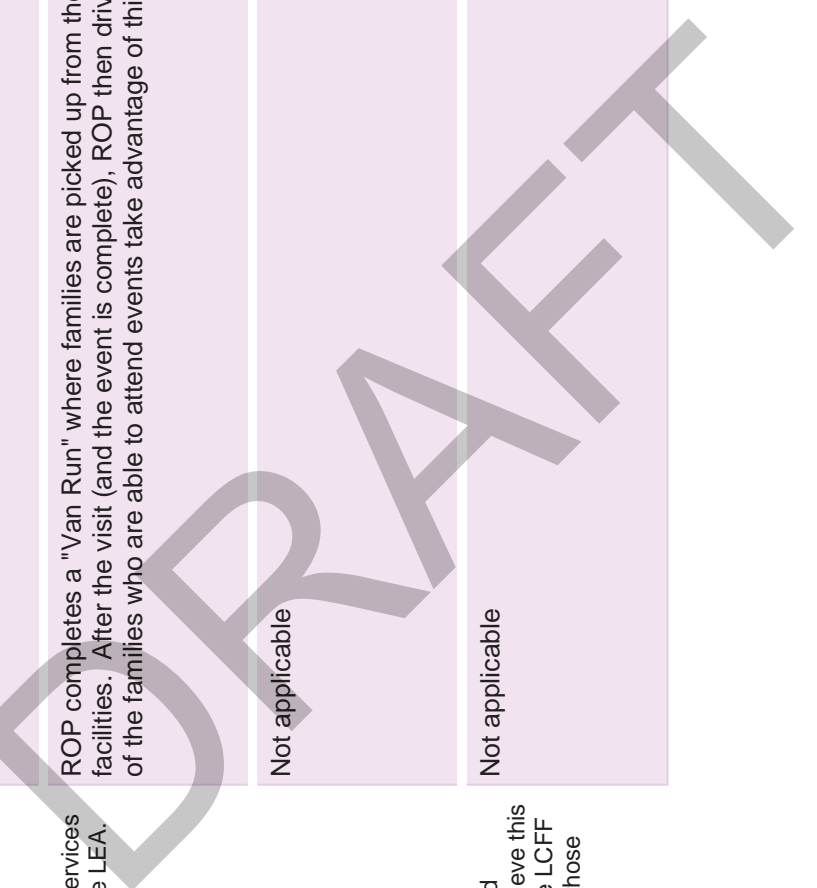
ROP completes a "Van Run" where families are picked up from their homes and transported to ROP facilities. After the visit (and the event is complete), ROP then drives the family home. Approximately half of the families who are able to attend events take advantage of this opportunity.

Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.

Not applicable

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

Not applicable



# Stakeholder Engagement

LCAP Year  2017–18  2018–19  2019–20

## INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

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

The involvement process for the Rite of Passage Charter High School included staff from the school sites, employees from Rite of Passage, and students. Beginning in August, 2016 the El Dorado County Office of Education began collaboratively involving stakeholders in the process of planning, implementation and evaluation of educational programs and services for students and families to develop the Local Control Accountability Plan (LCAP).

Stakeholders attend informational meetings for the Local Control Funding Formula and the LCAP and provide input for the assessment of student needs. Stakeholder input for needs assessment was accomplished using interviews of staff, students, ROP staff, and by assembling groups and holding meetings to discuss draft goals and the draft LCAP plan so that input could be collected and applied as need to the goals of the plan.

Staff meetings to discuss goals of LCAP and progress: August 15-17 (all 3 sites); September 21 (SSA) ; October 13(Q House); November 21 (SRA); April 5 (SRA)

RTSA Liaison Meetings (teacher leaders from all three sites): February 13, March 20, April 17, May 8

Meetings with ROP Leadership to discuss goals: September 21 and April 28

Interviews with Students: April 5 (SRA), April 6 (SSA)

Meetings with Bargaining Units did not occur as ROPCHS does not have bargaining units.

LCAP presented at a public hearing for public review and comment:

LCAP approved by the El Dorado County of Education Board:

## IMPACT ON LCAP AND ANNUAL UPDATE

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

Input from stakeholders highlighted several patterns and themes that resulted in identify needs and helped establish the goals for the LCAP.

ROPCHS educational staff and ROP leadership all identified that RTSA instructional model as one that is increasing student engagement in their learning. Both groups supported continuing the implementation of the program. This contributed to Goal 2 and the continued support of RTSA.

ROPCHS educational staff indicated a need for a common writing program which included the opportunity to use common rubrics for scoring of student writing. This is incorporated in Goal 1.1 of the LCAP

Students indicated a need to have more opportunities to pursue challenging curriculum beyond Odysseyware. This aligned with the educational staff expressing the need to explore additional standards-aligned curriculum. This has been incorporated in Goal 1.1

ROPCHS educational staff and ROP Leadership expressed a need to encourage more family involvement with the program. This information was discussed and stakeholders agreed that providing parent access to Aeries gradebook would be a means of including parents in their child's education. In addition, efforts will be made to inform families of Exhibition Days so that students can share their learning. These items are addressed in Goal 4 of the LCAP.

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged							
<p><b>Goal 1</b></p> <p>Goal 1 : All students will have access to a quality education that ensures college and career readiness in the 21st Century.</p> <p>Goal 1.1</p> <ul style="list-style-type: none"> <li>Maintain a quality educational program - all students will have access to the basic educational services that comprise a quality educational program.</li> <li>All teachers will be fully credentialed in the subject areas and for the grade levels they are teaching</li> <li>Students will have access to standards-aligned instructional materials</li> <li>Facilities will be maintained in good repair by Rite of Passage.</li> </ul> <p>Goal 1.2</p> <ul style="list-style-type: none"> <li>Train teachers, administrators and instructional assistants to understand the changes in instructional strategies required to meet the content literacy expectations of the CCSS.</li> <li>Teachers will also need additional training aligned with the California ELD Standards and the California ELA/ELD Framework to support English Learners in the increased language demands of the CCSS.</li> </ul> <p>Goal 1.3</p> <ul style="list-style-type: none"> <li>Design and sustain an instructional program that includes additional instructional time and a curriculum that can be individualized to meet the needs of the students at Rite of Passage Charter High School.</li> </ul> <p>Goal 1.4</p> <ul style="list-style-type: none"> <li>Implement a research-based ELD Program that includes pre and post assessments to determine student progress in learning English.</li> </ul>									
STATE	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input type="checkbox"/> 5	<input checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7	<input checked="" type="checkbox"/> 8	
COE	<input type="checkbox"/> 9	<input type="checkbox"/> 10							
LOCAL									
Goal 1.1	<ul style="list-style-type: none"> <li>All students will have access to the basic educational services that comprise a quality educational program.</li> <li>A full-time administrator to serve as the instructional leader.</li> <li>Students will have access to Common Core Instructional materials.</li> <li>Teachers will be fully credentialed in the subject areas and for the grade levels they are teaching or will be working to meet credentialing</li> </ul>								

[State and/or Local Priorities Addressed by this goal:](#)

[Identified Need](#)

requirements.

- Facilities will be maintained in good repair by Rite of Passage.

Goal 1.2

- Instructional strategies aligned with the CCSS that focus on improving reading and writing skills will be used in all math, science and social studies lessons. Step Up to Writing training will occur and the program will be implemented in all subject areas. Additional strategies will be used in all content areas to support English Learners for the increased language demands of the CCSS.
- Instructional technology will be used in all content areas as a tool for learning and communication.

Goal 1.3

- Using local assessment data, individual student performance will be increased on content area writing assessments.
- Student placement in instructional programs will be based on the pre-assessment results and other relevant student data as appropriate, e.g. transcripts, standardized testing.
- Academic progress for the time students were enrolled in the school will be measured using post-assessment results.
- The intervention program will be monitored for effectiveness through the analysis of student data. Adjustments will be made as needed to improve student performance.
- Students will receive additional academic support from instructional assistants.

Goal 1.4

- 100% of English Learners will be assessed for placement in the ELD program upon enrollment.
- Monitor individual English Learner progress in learning English using the pre and post assessment from the adopted ELD program.
- Monitor effectiveness of adopted ELD program.

**EXPECTED ANNUAL MEASURABLE OUTCOMES**

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Employ 10 core academic program teachers.	9.38 Core academic program teachers are employed	10 Core academic program teachers will be employed	10 Core academic program teachers will be employed	10 Core academic program teachers will be employed
Employ a full time administrator to serve as the instructional leader	A full time administrator is employed to serve as an instructional leader	A full time administrator will be employed to serve as an instructional leader	A full time administrator will be employed to serve as an instructional leader	A full time administrator will be employed to serve as an instructional leader
100% of students will have access to standards-aligned instructional materials	100% of students have access to standards-aligned instructional materials	100% of students will have access to standards-aligned instructional materials.	100% of students will have access to standards-aligned instructional materials.	100% of students will have access to standards-aligned instructional materials.

100% of teachers will either be fully credentialed in the subject area(s) and for the grade levels they are teaching or will be working on a plan to meet credentialing requirements.	100% of teachers are either fully credentialed in the subject area(s) and for the grade levels they are teaching or are working on a plan to meet credentialing requirements.	100% of teachers are either fully credentialed in the subject area(s) and for the grade levels they are teaching or are working on a plan to meet credentialing requirements.	100% of teachers are either fully credentialed in the subject area(s) and for the grade levels they are teaching or are working on a plan to meet credentialing requirements.	100% of teachers are either fully credentialed in the subject area(s) and for the grade levels they are teaching or are working on a plan to meet credentialing requirements.
Facilities will be maintained in good repair by Rite of Passage as evidenced by facility inspection reports.	Facilities will be maintained in good repair by Rite of Passage as evidenced by facility inspection reports.	Facilities will be maintained in good repair by Rite of Passage as evidenced by facility inspection reports.	Facilities will be maintained in good repair by Rite of Passage as evidenced by facility inspection reports.	Facilities will be maintained in good repair by Rite of Passage as evidenced by facility inspection reports.
Step Up to Writing will be used in all classrooms regardless of content area as evidenced by observation and examination of student work.	Step Up to Writing is not used in any of the classrooms at ROPCHS.	Step Up to Writing will be used in every core content area classroom at all three sites.	Step Up to Writing will be used in every core content area classroom at all three sites.	Step Up to Writing will be used in every core content area classroom at all three sites.

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

Students to be Served

All  Students with Disabilities

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

2018-19

New  Modified  Unchanged

2019-20

New  Modified  Unchanged

Employ 10 core academic program teachers.

BUDGETED EXPENDITURES

2017-18

Amount: 796,419.00  
Source: Base

2018-19

Amount: 852,168.00  
Source: Base

2019-20

Amount: 911,820.00  
Source: Base

**Action 2**

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

Students to be Served

All  Students with Disabilities

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

2017-18

New  Modified  Unchanged

2018-19

New  Modified  Unchanged

2019-20

New  Modified  Unchanged



Employ a full-time administrator to serve as an instructional leader.

**BUDGETED EXPENDITURES**

**2017-18**

Amount 144,519.00  
Source Supplemental

**2018-19**

Amount 147,409.00  
Source Supplemental

**2019-20**

Amount 150,357.00  
Source Supplemental

Budget Reference ROP Contribution

Budget Reference ROP Contribution

Budget Reference ROP Contribution

**3**

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

Students to be Served

All  Students with Disabilities

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

**2018-19**

New  Modified  Unchanged

**2019-20**

New  Modified  Unchanged

Training/preparation/testing to support teachers in meeting credential requirements.

**BUDGETED EXPENDITURES**

**2017-18**

Amount   
 Source

**2018-19**

Amount   
 Source

**2019-20**

Amount   
 Source

**Action 4**

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

Students to be Served  
 All  Students with Disabilities   
Location(s)  
 All Schools  Specific Schools:  Specific Grade spans:

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

Students to be Served  
 English Learners  Foster Youth  Low Income  
Scope of Services  
 LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)  
Location(s)  
 All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Continue to purchase Odysseyware licenses for all students. This courseware includes materials for English/Language Arts, Mathematics, History/Social Science and Science.

**2018-19**

New  Modified  Unchanged

Continue to purchase Odysseyware licenses for students. This courseware includes materials for English/Language Arts, Mathematics, History/Social Science and Science. Supplement Odysseyware as appropriate with additional standards-aligned materials

**2019-20**

New  Modified  Unchanged

Continue to purchase Odysseyware licenses for students. This courseware includes materials for English/Language Arts, Mathematics, History/Social Science and Science. Supplement Odysseyware as appropriate with additional standards-aligned materials

**BUDGETED EXPENDITURES**

**2017-18**

**2018-19**

**2019-20**

Amount	\$56000	Amount	\$56000	Amount	\$56000
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Action 5

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

Students to be Served

All  Students with Disabilities

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

	2017-18	2018-19	2019-20
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Facilities will be maintained in good repair by Rite of Passage.			

BUDGETED EXPENDITURES

	2017-18	2018-19	2019-20
Amount	0	0	0

Action 6

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

Students to be Served

All  Students with Disabilities

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Step Up to Writing Training will be provided for all core teaching staff.

**2018-19**

New  Modified  Unchanged

Step Up to Writing Training will occur as needed for new staff.

**2019-20**

New  Modified  Unchanged

Step Up to Writing training will occur as needed for new staff and as a "refresher" to ongoing staff.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$2000

Source Title I-A

**2018-19**

Amount \$1000

Source

**2019-20**

Amount \$1000

Source

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

	<input type="checkbox"/> New	<input checked="" type="checkbox"/> Modified	<input type="checkbox"/> Unchanged
<h2 style="text-decoration: underline;">Goal 2</h2>			
<p>Goal 2: Provide an innovative and engaging education that meets the diverse learning needs of all students.</p> <ul style="list-style-type: none"> <li>Examine the school day to increase learning opportunities for students (see Goal 1.3)</li> <li>Instructional Assistants reduce teacher/student ratio to meet diverse learning and behavior needs of students (see Goal 1.3)</li> <li>Establish a cohort comprised of administrators and teachers to identify highly effective instructional practices for high-risk students that support academic achievement and the transition from incarceration to continued education, college/vocational training or employment.</li> </ul>			
<p><u>State and/or Local Priorities Addressed by this goal:</u></p> <p>STATE <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8</p> <p>COE <input type="checkbox"/> 9 <input type="checkbox"/> 10</p> <p>LOCAL</p>			
<p><u>Identified Need</u></p> <p>Students at ROPCHS are educated in an alternative setting. Approximately 80% of the students in this program are one year or more behind in terms of credits toward graduation and have very low skills due to spotty attendance in the past. At the same time, about 7% of the students are fairly strong academically (as evidenced by the number of students successfully completing Algebra 2). These diverse needs translate to the need for appropriate staffing and time in the school day to address students individually. In addition, most of the students in the ROP program have experienced chronic trauma prior to their incarceration. These life-altering experiences lead to the need for teachers and other instructional staff to be trained and required to implement instructional strategies that meet the needs of our learners and engage them in their own learning. This includes a focus on college and career readiness as required by the state standards.</p>			
<b>EXPECTED ANNUAL MEASURABLE OUTCOMES</b>			
<p><u>Metrics/Indicators</u></p> <p>Percentage of students acquiring the required units to receive their diploma while attending ROPCHS</p> <p>Learning Opportunities for students will occur beyond the school day.</p>	<p>For 2016-17, 80% of seniors will fulfill the requirements to receive a diploma</p> <p>For 2016-17, 3 after school classes are offered at SRA, one at Q House and one at SSA.</p>	<p>2017-18</p> <p>85% of seniors will fulfill the requirements to receive a diploma</p> <p>3 after school classes will be supported at SRA, one class at Q House, and one at SSA</p>	<p>2018-19</p> <p>90% of seniors will fulfill the requirements to receive a diploma</p> <p>3 after school classes will be supported at SRA, one class at Q House, and one at SSA</p>
	Baseline		2019-20
<p>90% of seniors will fulfill the requirements to receive a diploma</p> <p>3 after school classes will be supported at SRA, one class at Q House, and one at SSA</p>			

Attendance records will indicate that all staff participate in ongoing RTSA training.	All staff participate in RTSA Training	Attendance records will indicate that all staff participate in ongoing RTSA training.	Attendance records will indicate that all staff participate in ongoing RTSA training.
Classroom observation notes will indicate that RTSA strategies are used in every classroom at all sites.	Classroom observation notes indicate the RTSA strategies are used in every classroom approximately 70% of the time.	Classroom observation notes will indicate that RTSA strategies are used in every classroom at all sites.	Classroom observation notes will indicate that RTSA strategies are used in every classroom at all sites.

**PLANNED ACTIONS / SERVICES**

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

**Action 1**

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

Students to be Served

All  Students with Disabilities

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Odysseyware training will occur as needed to help teachers differentiate instruction to meet the needs of individual students and to address the themes of the RTSA model.

**2018-19**

New  Modified  Unchanged

Odysseyware training will occur as needed to help teachers differentiate instruction to meet the needs of individual students and to address the themes of the RTSA model.

**2019-20**

New  Modified  Unchanged

Odysseyware training will occur as needed to help teachers differentiate instruction to meet the needs of individual students and to address the themes of the RTSA model.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$2000  
 Source Supplemental and Concentration

**2018-19**

Amount \$1000  
 Source Supplemental and Concentration

**2019-20**

Amount \$1000  
 Source Supplemental and Concentration

**Action 2**

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

Students to be Served

All  Students with Disabilities

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

EDCOE will partner with the Road to Success Academies to support the educational program with highly effective instructional practices.

**2018-19**

New  Modified  Unchanged

The RTSA Model will continue to be supported as needed.

**2019-20**

New  Modified  Unchanged

The RTSA Model will continue to be supported as needed.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$51,000

**2018-19**

Amount \$2000

**2019-20**

Amount \$2000

Source	Federal Funds	Source	Federal Funds
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**Action 3**

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

Students to be Served

All  Students with Disabilities

---

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

---

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

---

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged	<input type="checkbox"/> New <input type="checkbox"/> Modified <input checked="" type="checkbox"/> Unchanged
Hire an intervention tutor to support student learning.		

BUDGETED EXPENDITURES

<b>2017-18</b>	<b>2018-19</b>	<b>2019-20</b>
Amount	Amount	Amount
\$45000	\$45000	\$45000
Source	Source	Source
Federal Funds	Federal Funds	Federal Funds

**Action 4**

Hire an intervention tutor to support student learning.



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

Students to be Served

All  Students with Disabilities

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

Hire two career advisory teachers (.4 and .6 FTE) to support students at all sites in their transition from incarceration to continued education, college/vocational training, or employment.

**2018-19**

New  Modified  Unchanged

Employ two career advisory teachers (.4 and .4 FTE) to support students at all sites in their transition from incarceration to continued education, college/vocational training, or employment.

**2019-20**

New  Modified  Unchanged

Employ two career advisory teachers (.4 and .4 FTE) to support students at all sites in their transition from incarceration to continued education, college/vocational training, or employment.

**BUDGETED EXPENDITURES**

**2017-18**

Amount \$79000

Source Federal Funds

**2018-19**

Amount \$67,624.00

Source Federal Funds

**2019-20**

Amount \$72,358.00

Source Federal Funds

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 3

Goal 3: Provide a clean and safe learning environment that is culturally responsive to all students.

The learning environment will be clean, safe and culturally responsive to all students.

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

Identified Need

Goal 3  
 Identified Need:  
 The learning environments at Sierra Sage, Q House, and Sierra Ridge are determined to a great extent by the conditions of their incarceration. Within the parameters required by Rite of Passage, the learning environment needs to be clean, safe and culturally responsive to all students.  
 Metric:  
 1. Facilities inspection records  
 2. Suspension rates  
 3. Student surveys

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20

### PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

All  Students with Disabilities

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served

English Learners  Foster Youth  Low Income

Scope of Services

LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)

All Schools  Specific Schools:  Specific Grade spans:

**ACTIONS/SERVICES**

**2017-18**

New  Modified  Unchanged

As agreed in the MOU between EDCOE and Rite of Passage, the learning environment will be clean, safe, and culturally responsive to all students.

**2018-19**

New  Modified  Unchanged

As agreed in the MOU between EDCOE and Rite of Passage, the learning environment will be clean, safe, and culturally responsive to all students.

**2019-20**

New  Modified  Unchanged

As agreed in the MOU between EDCOE and Rite of Passage, the learning environment will be clean, safe, and culturally responsive to all students.

**BUDGETED EXPENDITURES**

**2017-18**

Amount 0

**2018-19**

Amount 0

**2019-20**

Amount 0

# Goals, Actions, & Services

## Strategic Planning Details and Accountability

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

New
  Modified
  Unchanged

### Goal 4

Goal 4: Involve parents, family and community members as partners in the education of all students

State and/or Local Priorities Addressed by this goal:

STATE  1  2  3  4  5  6  7  8  
 COE  9  10  
 LOCAL

#### Identified Need

Although the students are wards of the court, most students who leave the ROPCHS/ROP program return to their home environment and community. There is a need to involve families (when allowed by the court) in the education of the students so that the students will experience continued support as they transition to life outside of ROP.

### EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators

Baseline

2017-18

2018-19

2019-20

All sites will use Aeries gradebook to report student progress for family and administration to view.

Approximately 50% of teachers use Aeries gradebook and it is not viewable by parents

100% of teachers will use Aeries gradebook and the Parent Portal to Aeries will be available for parents to examine student progress.

100% of teachers will use Aeries gradebook and the Parent Portal to Aeries will be available for parents to examine student progress.

100% of teachers will use Aeries gradebook and the Parent Portal to Aeries will be available for parents to examine student progress.

### PLANNED ACTIONS / SERVICES

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

Action **1**

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

Students to be Served

All
  Students with Disabilities

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

OR

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

Students to be Served  English Learners  Foster Youth  Low Income

Scope of Services  LEA-wide  Schoolwide **OR**  Limited to Unduplicated Student Group(s)

Location(s)  All Schools  Specific Schools:  Specific Grade spans:

ACTIONS/SERVICES

**2017-18**

New  Modified  Unchanged

Aeries training for all staff.

**2018-19**

New  Modified  Unchanged

Ongoing training as needed.

**2019-20**

New  Modified  Unchanged

Ongoing training as needed.

BUDGETED EXPENDITURES

**2017-18**

Amount \$2000  
Source Base

**2018-19**

Amount \$500  
Source Base

**2019-20**

Amount \$500  
Source Base

## Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year  2017–18  2018–19  2019–20

Estimated Supplemental and Concentration Grant Funds: \$649,515 Percentage to Increase or Improve Services: 20.73%

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

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

ROPCHS has 100% unduplicated pupils in subgroups. The funds expended from Supplemental and Concentration funding align with the goals of the LCAP for all students. Funds are used to maintain the increased certificated and other instructional staff needed to meet the learning/behavioral needs of the high-risk population at Rite of Passage Charter High School. Funds will also be used to pay for increased intervention services, professional development, and programs/services to increase student and parent engagement.

# Revised Local Control and Accountability Plan and Annual Update Template Instructions

## Addendum

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

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

*For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) for each of the state priorities and any locally identified priorities. School districts and county offices of education may additionally coordinate and describe in their LCAPs services funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.*

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

*Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, and any locally identified priorities. For charter schools, the inclusion and description of goals for state priorities in the LCAP may be modified to meet the grade levels served and the nature of the programs provided, including modifications to reflect only the statutory requirements explicitly applicable to charter schools in the Education Code. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.*

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

## Instructions: Linked Table of Contents

[Plan Summary](#)

[Annual Update](#)

[Stakeholder Engagement](#)

[Goals, Actions, and Services](#)

[Planned Actions/Services](#)

[Demonstration of Increased or Improved Services for Unduplicated Students](#)

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

## Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

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

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

## Budget Summary

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

- **Total LEA General Fund Budget Expenditures for the LCAP Year:** This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual* (<http://www.cde.ca.gov/fg/ac/sa/>). (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)
- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.
- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for



the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

## Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's\* approved LCAP. Minor typographical errors may be corrected.

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

## Annual Measurable Outcomes

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

## Actions/Services

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

## Analysis

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

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

## Stakeholder Engagement

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

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet specific goals.

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

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

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

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

## Goals, Actions, and Services

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

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

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

### **New, Modified, Unchanged**

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

### Goal

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

### Related State and/or Local Priorities

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. ([Link to State Priorities](#))

### Identified Need

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

### **Expected Annual Measurable Outcomes**

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

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

### **Planned Actions/Services**

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

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

##### **Students to be Served**

The “Students to be Served” box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking “All”, “Students with Disabilities”, or “Specific Student Group(s)”. If “Specific Student Group(s)” is checked, identify the specific student group(s) as appropriate.

##### **Location(s)**

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

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

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

##### **Students to be Served**

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

##### **Scope of Service**

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

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to “LEA-wide.”
- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to “schoolwide”.
- If the action/service being funded and provided is limited to the unduplicated students identified in “Students to be Served”, place a check mark next to “Limited to Student Groups”.

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

### Location(s)

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

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

### Actions/Services

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

#### **New/Modified/Unchanged:**

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

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

**Charter schools** may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

### Budgeted Expenditures

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

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

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

### Demonstration of Increased or Improved Services for Unduplicated Students

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

#### Estimated Supplemental and Concentration Grant Funds

Identify the amount of funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner students as determined pursuant to 5 CCR 15496(a)(5).

#### Percentage to Increase or Improve Services

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

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

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

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

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

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

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

## State Priorities

**Priority 1: Basic Services** addresses the degree to which:

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

**Priority 2: Implementation of State Standards** addresses:

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

**Priority 3: Parental Involvement** addresses:

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

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

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

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

- A. School attendance rates;
- B. Chronic absenteeism rates;

- C. Middle school dropout rates;
- D. High school dropout rates; and
- E. High school graduation rates;

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

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

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

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

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

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

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

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

**Local Priorities** address:

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

## APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

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

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

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

(b) “Middle School dropout rate” shall be calculated as set forth in *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).

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

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## APPENDIX B: GUIDING QUESTIONS

### **Guiding Questions: Annual Review and Analysis**

- 1) How have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 2) How have the actions/services addressed the needs of all subgroups of pupils identified pursuant to *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 school sites and were these actions/services effective in achieving the desired outcomes?
- 4) What information (e.g., quantitative and qualitative data/metrics) was examined to review progress toward goals in the annual update?
- 5) What progress has been achieved toward the goal and expected measurable outcome(s)? How effective were the actions and services in making progress toward the goal? What changes to goals, actions, services, and expenditures are being made in the LCAP as a result of the review of progress and assessment of the effectiveness of the actions and services?
- 6) What differences are there between budgeted expenditures and estimated actual annual expenditures? What were the reasons for any differences?

### **Guiding Questions: Stakeholder Engagement**

- 1) How have applicable stakeholders (e.g., parents and pupils, including parents of unduplicated pupils and unduplicated pupils identified in *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, or 47606.5, as applicable, 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?

## Guiding Questions: Goals, Actions, and Services

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?
- 3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?
- 4) What are the LEA's goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in *Education Code* sections 42238.01 and bgroups as defined in section 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in *Education Code* Section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to *Education Code* Section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?