

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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 LCAP Year: 2014-2017

Local Control and Accountability Plan and Annual Update Template

The Local Control and Accountability Plan (LCAP) and annual update template shall be used to provide details regarding local educational agencies' (LEAs) actions and expenditures to support pupil outcomes and overall performance pursuant to Education Code sections 52060, 52066, 47605, 47605.5, and 47606.5.

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?

- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA’s engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process	Impact on LCAP
<p>Review of student performance data by staff and Board (Fall 2013) Review of facilities for adequacy and condition (Fall 2013) LACP Steering Committee – Parents and Staff (January 23, 2014; March 5, 2014) Staff Meetings (March, April, May 2014) Review of technology assets (April-May 2014) Parent Survey (March 2014) Staff Survey (May 2014) Student Survey (May 2014) Development of LCAP draft (March-May, 2014) Meetings with Stanislaus County Office of Education (SCOE) fiscal personnel on LCFF and LCAP (April 2014) Review of Draft by SCOE director (May 21, 2014) LCAP Revisions (May-June 2014) Staff and Parent Review of LCAP (May-June 2014) Public Hearing (June 10, 2014) Roberts Ferry Charter School Board Meeting (June 17, 2014)</p>	<p>Information was provided to all stakeholders (parents, students, staff, and community members) re Local Control Funding Formula and LCAP. Surveys and stakeholder meetings provided opportunities for staff, parents and community members to influence the LCAP. Student achievement data (CST, CELDT) were reviewed to establish goal priorities for the LCAP. Facilities were reviewed for adequacy and condition. Campus technology requirements and instructional needs of students for CAASPP testing were discussed.</p> <p>The following priorities were established:</p> <ul style="list-style-type: none"> • Maintain and enhance safe and healthy learning environment • Improve attendance; provide rewards for attendance; follow through on absences and truancy • Provide more opportunities for input and involvement of parents, e.g., parent club meetings after award ceremonies; opportunities for parent volunteers • Enhance home-school communication with a web site • Implement Common Core Standards (CCSS) • Provide professional Development on CCSS and instruction of English Learners • Provide English Language Development curriculum to meet needs of English Learners • Adopt new English Language Arts textbooks • Provide technology-based curriculum and activities, keyboarding for California Assessment of Student Progress and Performance (CAASPP) • Increase instructional aide hours • Add a Reading Support Specialist for students who do not qualify for special education (Resource specialist and aide are provided by SCOE) • Provide more individual help for students • Provide rewards for good academic work and good behavior • Provide more directed physical activities built into curriculum, during recesses, and after school; more physical fitness training • Provide more activities for students, e.g., Student Council, art, sports, field trips, spirit days, theme days, dances, clubs, assemblies, etc. • Incorporate career and higher education awareness and exploration into school activities

section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to “Engagement” (e.g., pupil and parent)?
- 4) What are the LEA’s goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate “all” for all pupils.)	School(s) Affected (Indicate “all” if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Retain fully-credentialed and highly qualified teachers and highly qualified instructional aides; increase aide time Metric: Personnel and Payroll Records</p>	<p>Goal 1. Ensure that all students receive instruction in the entire curriculum, are taught by highly qualified, appropriately assigned teachers, have sufficient instructional</p>	All students (20)	Charter	<p>October completion of CBEDS report; submit to SCOE and CDE Administrator observation and parent survey</p>	Expert instruction by highly qualified staff; increased aide time as budget allows	Expert instruction by highly qualified staff; sufficient materials; increased aide time as budget allows	Expert instruction by highly qualified staff; sufficient materials; increased aide time as budget allows	<p>Priority 1 Williams Act Requirements Priority 7 Access and Enrollment</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Continue to ensure that all students have access to the entire curriculum. Metric: Report Cards</p> <p>Need: Continue to maintain safe buildings and grounds in good repair Metric: FIT</p> <p>Need: Improve infrastructure for energy efficiency Metric: Installation</p> <p>Need: Ensure that students continue to have sufficient materials Metric: Inventory</p>	materials, and are housed in clean and safe facilities that are well-maintained.	All	Charter	<p>Quarterly Report Cards</p> <p>Annual completion of School Facility Inspection Tool (FIT) in August</p> <p>Annual inventory surveys; Board Resolution (Aug/Sept) Reports to SCOE</p>	<p>All students receive instruction in the entire curriculum.</p> <p>Safe, clean and well-maintained facilities</p> <p>0 Williams Act complaints</p> <p>Installation of lighting and thermostat controls (Prop 39 funds)</p> <p>Sufficient quantities of CCSS-compliant instructional materials</p>	<p>All students receive instruction in the entire curriculum.</p> <p>Safe, clean and well-maintained facilities</p> <p>0 Williams Act complaints</p> <p>Energy efficiency measure in place</p> <p>Sufficient quantities of CCSS-compliant instructional materials</p>	<p>All students receive instruction in the entire curriculum.</p> <p>Safe, clean, and well-maintained facilities</p> <p>0 Williams Act complaints</p> <p>Energy efficiency measures in place</p> <p>Sufficient quantities of CCSS-compliant instructional materials</p>	

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	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: Improve student performance in ELA, math and science Metric: Local Benchmark Assessments(2014-2016; CAASPP 2017)</p> <p>Need: Provide additional materials for English Learners Metric: Local benchmark assessments; CELDT scores</p> <p>Need: Adopt and purchase instructional materials aligned to Common Core State Standards Metric: Purchase Orders</p> <p>Need: Develop local benchmarks for ELA and Math Metric: Completed</p>	<p>Goal 2. Provide learning conditions to enhance pupil achievement and physical, social, and emotional well-being</p>	All	Charter	<p>Annual review of student assessment results; annual report to Board</p> <p>CELDT scores</p> <p>Annual inventory survey</p> <p>Completed Benchmarks</p>	<p>Students take local benchmark assessments developed by staff; staff reviews and analyzes benchmark assessment results; baseline results for CAASPP are established.</p> <p>10% of students will advance in levels</p> <p>CCSS-aligned texts and instructional materials</p> <p>Benchmarks are developed and implemented.</p>	<p>10% of students will improve in proficiency as measured by local benchmarks</p> <p>Student growth measured by CAASPP</p> <p>10% of students will advance in levels</p> <p>CCSS-aligned texts and instructional materials</p> <p>Benchmarks will assess progress.</p>	<p>10% of students will improve in proficiency as measured by local benchmarks</p> <p>Student growth measured by CAASPP</p> <p>10% of students will advance in levels</p> <p>CCSS-aligned texts and instructional materials</p> <p>Benchmarks will assess progress.</p>	<p>Priority 2 Academic Content and Performance Standards</p> <p>Priority 4 Pupil Achievement</p> <p>Priority 8 Pupil Outcomes</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Benchmarks</p> <p>Need: Improve student technology skills including keyboarding for CAASPP Metric: Teacher evaluation</p> <p>Need: Professional development in implementation of Common Core State Standards Metric: No. of staff trained; classroom walkthroughs; teacher feedback</p> <p>Need: more directed physical activities Metric: Lesson Plans</p>				<p>Observation Teacher feedback after testing</p> <p>Three released days annually for small-schools inservice by SCOE</p> <p>More, varied P.E. and physical fitness activities Lesson Plans Administrator Observation Student Survey</p>	<p>Students will be better prepared to take the CAASPP.</p> <p>100% of teachers will be trained; instructional delivery of curriculum will align with CCSS</p> <p>Student improvement in CA Physical Fitness Test; more satisfaction with P.E. Program</p>	<p>Students will be better prepared to take the CAASPP.</p> <p>100% of teachers will be trained; instructional delivery of curriculum will align with CCSS</p> <p>Student improvement in CA Physical Fitness Test; more satisfaction with P.E. Program</p>	<p>Students will be better prepared to take the CAASPP.</p> <p>100% of teachers will be trained; instructional delivery of curriculum will align with CCSS</p> <p>Student improvement in CA Physical Fitness Test; more satisfaction with P.E. Program</p>	

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
<p>Need: more parent involvement and communication Metric: No. of parent volunteers</p> <p>Need: Provide more activities; develop Student Council Metric: School Schedule of activities; Functioning Student Council</p> <p>Need: Improve student attendance and engagement Metric: Attendance, suspension and expulsion rates; No. of disciplinary infractions</p> <p>Need: Implement Character Education curriculum Metric: Principal's</p>	Goal 3. Enhance parent involvement, pupil engagement, and school climate.	All	Charter	<p>Parent Sign-in Sheets Annual Parent Survey</p> <p>Research results</p> <p>Student Council Reports</p> <p>Monthly review of attendance and truancy</p> <p>Principal's Records Board Report</p>	<p>Increased number of parent volunteers in classrooms and school activities;</p> <p>Explore electronic communication possibilities</p> <p>Student Council will be elected and work with staff advisor to plan and implement activities, e.g., Spirit days, clubs, etc.</p> <p>94% attendance Student will receive tangible rewards for attendance</p> <p>Baseline data on disciplinary infractions and suspensions</p>	<p>Increased number of parent volunteer in classrooms and school activities</p> <p>Research communication options</p> <p>Student Council and advisor will evaluate activities and retain most successful.</p> <p>96% attendance Students will receive tangible rewards for attendance</p> <p>10% reduction in disciplinary infractions and suspensions</p>	<p>Increased number of parent volunteer in classrooms and school activities</p> <p>Implement communication system, if feasible</p> <p>Student Council and advisory will evaluate activities and retain most successful.</p> <p>98% attendance Students will receive tangible rewards for attendance</p> <p>10% reduction in disciplinary infractions and suspensions</p>	<p>Priority 3 Parent Involvement</p> <p>Priority 5 Pupil Engagement</p> <p>Priority 6 School Climate</p>

Identified Need and Metric (What needs have been identified and what metrics are used to measure progress?)	Goals			Annual Update: Analysis of Progress	What will be different/improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable Pupil Subgroups (Identify applicable subgroups (as defined in EC 52052) or indicate "all" for all pupils.)	School(s) Affected (Indicate "all" if the goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17	
Records				<p>Purchase and implementation of Character Education curriculum</p> <p>Annual Student Survey</p> <p>Healthy Kids Survey (every three years)</p>	<p>(0 expulsions)</p> <p>Students will learn appropriate behavior through Character Education curriculum.</p> <p>85% rating on school safety and protective factors (caring relationships and opportunities for meaningful participation</p> <p>Improved data on Healthy Kids and School Climate Survey</p>	<p>Students will demonstrate appropriate behavior.</p> <p>85% rating on school safety and protective factors (caring relationships and opportunities for meaningful participation</p>	<p>Students will demonstrate appropriate behavior.</p> <p>85% rating on school safety and protective factors (caring relationships and opportunities for meaningful participation</p> <p>Improved data on Healthy Kids and School Climate Survey</p>	

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA’s budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What 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?
- 2) How do these actions/services link to identified goals and performance indicators?
- 3) 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?
- 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
- 5) In the annual update, 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?
- 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
- 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?

What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 1. Ensure that all student receive instruction in the entire curriculum, are taught by highly qualified, appropriately assigned teachers, have sufficient instructional materials, and are housed in safe and clean facilities. That are well-maintained.	Priority 1 Williams Act Requirements Priority 7 Access and Enrollment	Monitor and certify completion of CBEDS reporting (including teacher assignment). Adopt and purchase instructional materials aligned to Common Core State Standards (CCSS) Review, evaluate and purchase ELD materials Verify student access to entire curriculum. Conduct annual review to verify sufficient materials. Provide maintenance and upkeep, monitor facility and certify the annual completion of School Facility Inspection Tool (FIT).	Charter School	Board Resolution Report Cards Report Quarterly Review of Williamson Act complaints. Review facilities; complete School Facility Inspection Tool (FIT) Report (August)	Instructional Materials Base \$1,500 Instructional Materials Concentration \$375 Facility Maintenance and Upkeep Base \$1,100	Instructional Materials Base \$1,500 Instructional Materials Concentration \$375 Facility Maintenance and Upkeep Base \$1,380	Instructional Materials Base \$1,500 Instructional Materials Concentration \$375 Facility Maintenance and Upkeep Base \$1,500

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		Hold School Safety Committee meetings		Consider input from School Safety Committee			
Goal 2. Provide learning conditions to enhance pupil achievement and physical, social and emotional well-being.	Priority 2 Academic Content and Performance Standards Priority 4 Pupil Achievement Priority 8 Pupil Outcomes	<p>Provide services of reading specialist for students not qualifying for special education.</p> <p>Purchase current events periodicals and non-fiction literature to support CCS</p> <p>Analyze assessment data; analyze report cards to identify areas of academic strengths and weaknesses to establish student goals.</p> <p>Provide professional development to all staff in implementation of Common Core State Standards and adopted materials (three days annually).</p> <p>Review lesson plans and conduct classroom walk-throughs to verify implementation of CCS and adopted curricula.</p> <p>Provide additional technology training (esp. keyboarding) to</p>	Charter School	<p>Personnel and Payroll Records</p> <p>Analysis Reports</p> <p>Attendance Roster</p> <p>Principal's Report</p> <p>Purchase Order Observation</p>	<p>Base \$4,500</p> <p>Books and Supplies Concentration \$450</p> <p>Teacher release time Base \$150</p> <p>Stanislaus County Office of Education Staff Development Supplemental \$1,500</p> <p>Weekly lesson plans and walk-throughs.</p> <p>Purchase Writer Plus Program Supplemental</p>	<p>Base \$4,500</p> <p>Books and Supplies Concentration \$450</p> <p>Teacher release time Base \$150</p> <p>Stanislaus County Office of Education Staff Development Supplemental \$1,500</p> <p>Weekly lesson plans and walk-throughs.</p>	<p>Base \$4,500</p> <p>Books and Supplies Concentration \$450</p> <p>Teacher release time Base \$150</p> <p>Stanislaus County Office of Education Staff Development Supplemental \$1,500</p> <p>Weekly lesson plans and walk-throughs</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>prepare students for CAASPP.</p> <p>Design and implement weekly physical fitness program to meet state physical fitness goals and foster social skills and self-esteem. Purchase equipment</p> <p>Design and implement inter-mural sports program. Purchase equipment for inter-murals.</p> <p>Provide bus service for inter-murals and high school and college visits.</p>		<p>Lesson Plans Purchase Orders</p> <p>Activities Report Purchase orders</p> <p>Transportation Records</p>	<p>\$225</p> <p>Equipment and Supplies Supplemental \$250</p> <p>Equipment Supplemental \$250</p> <p>Transportation Supplemental \$1,000</p>	<p>Equipment and supplies Supplemental \$250</p> <p>Equipment Supplemental \$250</p> <p>Transportation Supplemental \$1,000</p>	<p>Equipment and Supplies Supplemental \$250</p> <p>Equipment Supplemental \$250</p> <p>Transportation Supplemental \$1,000</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 3. Enhance pupil engagement, school climate, and parent involvement	Priority 3 Parental Involvement Priority 5 Pupil Engagement Priority 6 School Climate	<p>Implement research-based instructional strategies focused on increasing student engagement .</p> <p>Review and monitor attendance; provide systematic follow-up for absences.</p> <p>Implement a system of rewards to increase attendance.</p> <p>Review suspension and disciplinary records.</p> <p>Purchase materials and implement Character Development Program.</p> <p>Purchase incentives for Character Development Program.</p> <p>Provide assemblies for Character Development</p> <p>Provide career and college awareness activities, e.g., materials, speakers.</p> <p>Establish Student Council; provide more student activities, e.g.,</p>	School-wide	<p>Schedule of Walk-throughs</p> <p>Monthly Attendance Report</p> <p>Rewards Records</p> <p>School Records</p> <p>Purchase Orders</p> <p>School Records</p> <p>Lesson Plans</p> <p>Student Council minutes School Records</p>	<p>Observation Walk-throughs</p> <p>Follow up absences with phone calls</p> <p>Students receive rewards</p> <p>Materials Supplemental \$100</p> <p>Incentives Supplemental \$100</p> <p>Assemblies \$300</p> <p>Purchase curriculum Supplemental \$500</p>	<p>Observation Walk-throughs</p> <p>Follow up absences with phone calls</p> <p>Students receive rewards</p> <p>Incentives Supplemental \$100</p> <p>Assemblies \$300</p>	<p>Observation Walk-throughs</p> <p>Follow up absences with phone calls</p> <p>Students receive rewards</p> <p>Incentives Supplemental \$100</p> <p>Assemblies \$300</p>

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
		<p>Spirit days, theme days, clubs, assemblies, etc.</p> <p>Conduct Healthy Kids Survey (every three years)</p> <p>Encourage parent volunteers to increase involvement in classroom and school activities.</p> <p>Conduct parent meetings: Back to School Night, annual Title I meeting, parent conferences</p> <p>Explore the feasibility of web-based parent communications.</p> <p>Incorporate parent input in setting school goals and priorities for all students including low income and English Learners</p>	School-wide	<p>Healthy Kids Results</p> <p>Review of parent survey results</p>	<p>Recruitment</p> <p>Research</p> <p>Parent Survey</p>	<p>Recruitment</p> <p>Make decision</p> <p>Parent Survey</p>	<p>Recruitment</p> <p>Implement, if feasible</p> <p>Parent Survey</p>

Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA’s budget.

Goal (Include and identify all goals from Section 2, if applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year (and are projected to be provided in years 2 and 3)? What are the anticipated expenditures for each action (including funding source)?		
					LCAP YEAR Year 1: 2014-15	Year 2: 2015-16	Year 3: 2016-17
Goal 2	Priorities 2, 4, 8	For low income pupils:	Schoolwide	Support for low-achieving students not in special education	Employ reading specialist Base \$4,500	Employ reading specialist Base \$4,500	Employ reading specialist Base \$4,500
Goal 2	Priorities 2, 4, 8	For English learners:	Schoolwide	Instructional support by aides; ELD materials	Purchase ELD materials Supplemental: \$375	Purchase ELD materials Supplemental: \$375	Purchase ELD materials Supplemental: \$375
		For foster youth:	N/A				
		For redesignated fluent English proficient pupils:	N/A				

- A. Describe the LEA's increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district's goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Roberts Ferry Charter School serves 20 students. The eight priorities affect all students. There is no significant subgroup although English Learners have been identified as needing additional support. A safe, clean school environment needs to be maintained for all students. In order for all students to achieve Common Core State Standards (CCSS), English Language Arts curriculum needs to be adopted and implemented. Additional language development materials are needed for English Learners. Students need to be better prepared to use technology to take the California Assessment of Student Progress and Performance (CAASPP). Staff needs professional development to implement CCSS and the new curriculum materials.

In 2014-15, the estimated supplemental and concentration grant funding will increase \$3,604.

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

The minimum proportionality percentage by which services for unduplicated students must be increased or improved over services provided for all students in the LCAP 3.30%. Services will be improved by professional development on Common Core State Standards, provision of a reading specialist, and additional instructional materials specifically for English Learners.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.