

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

LEA: Forest Ranch Charter School

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LCAP Year: 2015/16

Introduction: Forest Ranch Charter School (FRCS) is located in the Sierra Nevada foothills, 13 miles east of Chico at approximately the 2,200 foot elevation. The school was originally chartered for two years by Chico Unified School District (CUSD) in 2008, for another five years in 2010, and another five years in 2015. The school is chartered to serve kindergarten through eighth grades, and currently serves 135 students in kindergarten through seventh grades. Of those 135 students, 56 (42%) are low income and 15 (11%) have various disabilities. We currently have no foster youth or English language learners, nor do we project any for 2015-15. For the 2015-16 school year we project an enrollment of 144 with 60 (42%) being low income. Enrollment projections include an expansion to eighth grade.

At Forest Ranch Charter School we believe in Family Centered practices which help build stronger partnerships with families, Positive Behavior Support as a campus-wide approach for creating purposeful procedures and meaningful relationships, and Highly Effective teaching methods to stimulate our student’s curiosity and increase their academic success. We believe in educating the “whole” child through a balanced program which provides time for learning, leadership, social action, stewardship, creative expression, friendship and support.

FRCS students are challenged daily to perform their personal best through high expectations, individualized educational goals and low teacher-student ratios. We offer integrated thematic lessons and hands-on learning opportunities. A weekly pull-out GATE program ensures that advanced students are challenged and engaged. An elective rotation including art, drama, music, choir, dance, handwork, gardening and sports helps stimulate interest in life-long learning and self-enrichment.

Values – FRCS pursues excellence in education through adhering to the following values: engaging, secure, community, sustainability and integrity. We strive to provide an engaging (innovative, purposeful, fun) and secure (emotionally and physically) educational program. We intend to do this with an emphasis on community and sustainability (fiscally sound, environmentally responsible, core value retention). We strive to approach these responsibilities with integrity at all times.

Adopted by the Forest Ranch Charter School Governing Board at a regularly scheduled open, public meeting on June 23, 2015.

Accepted by Chico Unified School District on _____ by _____.

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process (2015/16)	Impact on LCAP (2015/16)
<ul style="list-style-type: none"> • School Advisory Council – data was shared during meetings in December, January, and May. We reviewed the 2014/2015 LCAP, the progress towards LCAP goals, and mid-year academic and attendance data. The Council supported keeping the same goals and adding new action items to further support these goals. Actions that were discussed included: development of a Middle School Resource Program: increased technology for differentiation and furthering growth in CCSS with the caveat that bandwidth must be increased before implementation; physical growth plans for the school (buildings and class configurations); our transportation contractor; Middle School implementation; home access to online curriculum; electives; academic rigor for high achievers; and social support/safety. • Safety Committee - data (referral forms, behavior tracking system) was shared surrounding Goal #2 at October, January, and April School Safety Committee Meetings. Safety Committee members discussed the need to clearly define the role/requirements of incident reports versus referrals and to continue to increase staff/faculty follow through in collecting incident reports/referrals and bus issues/concerns. • Faculty and Staff Meetings – In August 2014, we reviewed our 2014/2015 LCAP and were given training applicable to completing LCAP goals. Faculty was kept apprised of progress towards goals at regularly scheduled meetings. Areas in need of improvement were noted and discussed throughout the year. Faculty share these concerns and are also concerned about intervention services, both site-based and resource for 4-7th grade students, particularly special day students. Also concerning is the lack of adequate training for intervention aides, our limited bandwidth and the uncertain timeline for bandwidth increases, as well as the need for social skill development in certain groups of children. 	<p>Goal 1: Increase overall student achievement in core academic areas.</p> <p>Under measurements: Scantron testing will happen twice a year (beginning of year and in March) rather than three times a year, due to the length and timing of SBAC testing.</p> <p>Under measurements: We had a steep increase in chronic absenteeism (2013/14 - 5%; 2014/15 - 13.5%). We will work to decrease chronic absenteeism rather than increase ADA for the next few years.</p> <p>Under action items: Develop Effective Response to Intervention Program, add a focus on developing a better Middle School Resource Model and working with CUSD to provide more extensive training to intervention aides serving high needs students (either behavioral or special day).</p> <p>Under action items: Increase attendance through increased parent education and student rewards to decrease chronic absenteeism by putting in place preventative practices early in the school year, implementing Student Success plans for at risk students and regular check-ins with appropriate social service referrals.</p> <p>Goal 2: Increase efficiency and effectiveness of campus-wide Positive Behavior Support program to provide a safe, caring environment for all learners.</p> <p>Under measurements: faculty and staff scored high in PBS implementation (4.23, 4.24 respectively). We will change the measure to increase attendance of staff/faculty at PBS training.</p>

<ul style="list-style-type: none"> • Parent/Community LCAP Meeting - In April 2015, a report of progress towards goals was made available and ideas for next year were discussed. Low attendance did not allow for much discussion. • Family surveys were sent out in April 2015. Student surveys were administered in May 2015. Both surveys included questions pertaining to past and possibly future LCAP goals. According to 2014-2015 survey data, the greatest concerns of students and parents are the bus, the lunch program and campus cleanliness. Other noted concerns were upper grade specialty classes (music, fine arts, and electives). • Board of Directors – Various LCAP Metrics are available at most Board Meetings. The May 2015 Board meeting included a specific discussion on LCAP Metrics and Goals. 	<p>Under measurements: Instead of increasing LifeSkill usage to 80%, we will examine the degree of change from first trimester to third trimester and make increases each year. With a changing population from year to year, this allows us to track degree of change in student population as we deliver character education throughout the year.</p> <p>Under action items: provide increased social support to identified students through either 1/1 or social skill development groups.</p>
<p>Annual Update (2014/15)</p>	<p>Annual Update (2014/15)</p>
<ul style="list-style-type: none"> • Before the 2014/15 school year started, faculty and staff reviewed LCAP goals and new procedures/practices that would allow us to collect data and carry out goals (example: operational definitions of behavior and new referral forms). Faculty was kept apprised of progress towards goals at regularly scheduled meetings. • Early in the year a data collection system was developed for academic and social/behavioral measures. • Data was shared at School Advisory Council Meetings in December, January, and May. They reviewed the 2014/2015 LCAP, Progress towards LCAP document, and had access to mid-year academic and attendance data. • Data was shared at all 2014/2015 Board Meetings with detailed update reports being given in November (Baseline LCAP Metrics and progress toward LCAP goals) and March (Report on Second Trimester/Mid-Year Academic Progress and LCAP Metrics). • Data (referral forms, behavior tracking system) was shared surrounding Goal #2 at October, January, and April School Safety 	<p>Many items mentioned last year both in the LCAP and in the general survey have been acted upon this year.</p> <p>These include: greater stability in intervention staffing, funds raised for a new running track, a paid IT support contractor, tablets for lower grades, training in CCSS and technology for faculty, increased internet speed, separate outdoor space for junior high students, referral tracking/ PBS implementation/standardized consequences for bad behavior during special classes and field trips, attendance incentives/parent education on consequences of poor attendance and the improvement of social media.</p> <p>Some items in the 2014/15 LCAP were not completed or were changed during the course of the school year.</p> <p>Under Measurements for Goal # 1: It was decided that 3rd and 4th grade students would not complete Scantron Ed Performance testing in May due to testing fatigue. Baseline data will be taken from February results for 3rd</p>

<p>Committee Meetings.</p> <ul style="list-style-type: none">• A general Parent/Community LCAP Meeting was held in April. A report of progress towards goals was made available and ideas for next year were to be discussed. Attendance was to allow for much discussion.• Family surveys were sent out in April. Student surveys were administered in May. Both surveys included questions pertaining to past and possibly future LCAP goals.	<p>and 4th grade.</p> <p>Under Actions for Goal # 1: The Parent Portal was not implemented in the 2014/15 school year. See the Annual Update section for details.</p> <p>Under Actions for Goal # 2: We did not formalize a parent communication tool for behavioral plans. We also did not form a parent/student committee for character development.</p> <p>We will work to complete both of these items in the 2015/16 school year.</p> <p>All Baseline Data was gathered (Scantron, SBAC, Parent Education attendance rates, referrals, PBS implementation, LifeSkills, survey data). The original plan for PBS implementation was modified due to faculty/staff input.</p> <p>Data collected for attendance and suspension indicated that targeted rates were met. The current rate of 0% expulsion remained the same.</p>
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

Charter schools may adjust the table below to align with the term of the charter school's budget that is submitted to the school's authorizer pursuant to Education Code section 47604.33.

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

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

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

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

GOAL:	Goal 1: Increase overall student achievement in core academic areas.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____
Identified Need:	Improve overall student achievement in core academic areas. As indicated by teacher observation, Scantron Ed Performance, and other assessment measures, FRCS has some students who perform below grade level.		
Goal Applies to:	Schools:	Forest Ranch Charter School (We are a single-school district)	
	Applicable Pupil Subgroups:	All	
LCAP Year 1: 2015-16			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • In partnership with the K-12 HSN Grant, increase bandwidth to 1GB • Establish baseline results on State Assessments • Improve scores on Common Core-aligned Scantron Ed Performance Assessment by a minimum of 1% • Decrease chronic absenteeism from 13.5% to 10% • Increase parent involvement by 5% 		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase classroom bandwidth from 6MB to 1GB utilizing the K12 HSN grant to ensure differentiation through online learning and testing/assessment availability.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	K12 HSN grantee – no cost
Deliver Scantron Ed Performance testing twice yearly to track student academic progress	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,946 (LCFF S&C)

<p>Design and implement CCSS-aligned assessments and curriculum</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$1,500 (LCFF S&C) \$300 (LCFF S&C)</p>
<p>Continue current Intervention Program and develop effective Response-to-Intervention Program for Middle School</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$12,474 (LCFF S&C)</p>
<p>Continue to provide Home-to-School transportation service to ensure equal access to our school for all CUSD in-district students, regardless of economic status.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$69,030 (LCFF S&C)</p>
<p>Continue to staff and improve Homework Club for students needing homework assistance.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$1200 (LCFF S&C)</p>
<p>Decrease chronic absenteeism using preventative practices prior to and early in the school year. Use Student Success plans for at risk students with appropriate social service referrals.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>No cost</p>

Continue with Parent Notification Service and add Parent Portal for easy access to grades and missing assignments.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$600 (LCFF S&C)
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LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain increased 1GB bandwidth • Improve scores on State Assessments school-wide by a minimum of 1% • Improve scores on Common Core-aligned Scantron Ed Performance Assessment by an additional 1% • Decrease chronic absenteeism by an additional 3% • Increase parent involvement by an additional 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain 1GB bandwidth as received under the K12 HSN grant	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,000 (LCFF S&C)
Deliver Scantron Ed Performance testing twice yearly to track student academic progress	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,946 (LCFF S&C)
Design and implement CCSS-aligned assessments and curriculum	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,500 (LCFF S&C) \$300 (LCFF S&C)

<p>Continue current Intervention Program and further refine effective Response-to-Intervention Program for Middle School</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$12,474 (LCFF S&C)</p>
<p>Continue to provide Home-to-School transportation service to ensure equal access to our school for all CUSD in-district students, regardless of economic status.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$69,030 (LCFF S&C)</p>
<p>Continue to staff and improve Homework Club for students needing homework assistance.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$1200 (LCFF S&C)</p>
<p>Decrease chronic absenteeism using preventative practices prior to and early in the school year. Use Student Success plans for at risk students with appropriate social service referrals.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>No cost</p>
<p>Continue with Parent Notification Service and Parent Portal for easy access to grades and missing assignments.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$600 (LCFF S&C)</p>

LCAP Year 3: 2016-17

Expected Annual Measurable Outcomes:

- Maintain increased 1GB bandwidth
- Improve scores on State Assessments school-wide by a minimum of 1%
- Improve scores on Common Core-aligned Scantron Ed Performance Assessment by an additional 1%
- Decrease chronic absenteeism by an additional 3%
- Increase parent involvement by an additional 5%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Maintain classroom bandwidth at 1GB as provided through the K12 HSN grant to ensure differentiation through online learning and testing/assessment availability.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$4,000 (LCFF S&C)
Deliver Scantron Ed Performance testing twice yearly to track student academic progress	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,946 (LCFF S&C)
Design and implement CCSS-aligned assessments and curriculum	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,500 (LCFF S&C) \$300 (LCFF S&C)

<p>Continue K-5 and 6-8 Intervention Programs</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$12,474 (LCFF S&C)</p>
<p>Provide Home-to-School transportation service to ensure equal access to our school for all CUSD in-district students, regardless of economic status.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$69,030 (LCFF S&C)</p>
<p>Continue to staff and improve Homework Club for students needing homework assistance.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$1200 (LCFF S&C)</p>
<p>Decrease chronic absenteeism using preventative practices prior to and early in the school year. Use Student Success plans for at risk students with appropriate social service referrals.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>No cost</p>
<p>Continue with Parent Notification Service and Parent Portal for easy access to grades and missing assignments.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$600 (LCFF S&C)</p>

GOAL:	Goal 2: Increase efficiency and effectiveness of campus-wide Positive Behavior Support program to provide a safe, caring environment for all learners.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____
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Identified Need:	Improve positive behaviors and decrease negative behaviors on campus to improve campus atmosphere and provide a better learning environment.
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Goal Applies to:	Schools: Forest Ranch Charter School (We are a single-school district) Applicable Pupil Subgroups: All
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LCAP Year 1: 2015-16

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Decrease number of students referred by 5% Increase the percentage of students meeting or exceeding reported LifeSkill measures from trimester 1 to trimester 3 by 3% 98% of all staff/faculty who work with students will attend PBS training Maintain suspension rate of less than 3% Maintain expulsion rate at or near 0%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide a physically safe environment through use of regular facilities inspections and daily custodial staffing.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$11,000 (GF)
Increase educational opportunities for parents regarding the use of the PBS system.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost

Continue to provide regular training to faculty and staff on use of PBS	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Continue to implement computerized tracking of referrals and LifeSkill marks in Student Information System	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000 (LCFF S&C)
Continue rewards recognition system based on LifeSkills program and develop a student/parent committee for campus-wide character education	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Provide increased social support to cohorts of students identified as in need, through either one-to-one counseling or social skill development groups.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,500 (LCFF S&C)

LCAP Year 2: 2016-17

Expected Annual Measurable Outcomes:

- Decrease number of students referred by another 5%
- Increase the percentage of students meeting or exceeding reported LifeSkill measures from trimester 1 to trimester 3 by an additional 3%
- 100% of all staff/faculty who work with students will attend PBS training
- Maintain suspension rate of less than 3%
- Maintain expulsion rate at or near 0%

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to provide a physically safe environment through use of regular facilities inspections and daily custodial staffing.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$11,000 (GF)
Maintain educational opportunities for parents regarding the use of the PBS system.	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Continue to provide regular training to faculty and staff on use of PBS	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost
Continue to implement computerized tracking of referrals and LifeSkill marks in Student Information System	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1,000 (LCFF S&C)
Continue rewards recognition system based on LifeSkills program and develop a student/parent committee for campus-wide character education	Charter-wide	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No cost

<p>Provide increased social support to cohorts of students identified as in need, through either one-to-one counseling or social skill development groups.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$1,500 (LCFF S&C)</p>
<p>LCAP Year 3: 2017-18</p>			
<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> • Maintain number of students referred • Maintain the percentage of students meeting or exceeding reported LifeSkill measures from trimester 1 to trimester 3 • 100% of all staff/faculty who work with students will attend PBS training • Maintain suspension rate of less than 3% • Maintain expulsion rate at or near 0% 		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Continue to provide a physically safe environment through use of regular facilities inspections and daily custodial staffing.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>\$11,000 (GF)</p>
<p>Maintain educational opportunities for parents regarding the use of the PBS system.</p>	<p>Charter-wide</p>	<p><u>X</u> ALL ----- OR: ___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify)_____</p>	<p>No cost</p>

<p>Continue to provide regular training to faculty and staff on use of PBS</p>	<p>Charter-wide</p>	<p><u>X ALL</u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>No cost</p>
<p>Continue to implement computerized tracking of referrals and LifeSkill marks in Student Information System</p>	<p>Charter-wide</p>	<p><u>X ALL</u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$1,000 (LCFF S&C)</p>
<p>Continue rewards recognition system based on LifeSkills program and develop a student/parent committee for campus-wide character education</p>	<p>Charter-wide</p>	<p><u>X ALL</u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>No cost</p>
<p>Provide increased social support to cohorts of students identified as in need, through either one-to-one counseling or social skill development groups.</p>	<p>Charter-wide</p>	<p><u>X ALL</u> ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____</p>	<p>\$1,500 (LCFF S&C)</p>

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	Goal 1: Increase overall student achievement in core academic areas.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Forest Ranch Charter School (a single school district)		
Expected Annual Measurable Outcomes:	Applicable Pupil Subgroups:	All		
	<ul style="list-style-type: none"> Assess viability of current 3MB bandwidth Establish baseline results on new State SBAC testing Establish baseline results on new CC aligned Scantron Ed Performance assessments Increase ADA at P-2 to 95.20% Establish baseline measures for parental involvement 	Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> 3MB bandwidth found inadequate. Increased to 6MB in 2014/15. Students participated in SBAC testing in May. Scores are not yet available. Scantron testing was performed in Sept, Feb and May. See Attachment 1 for results. ADA at P-2 was 95.20% with special circumstances discussed below Baseline measures for parental involvement were established 	
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Assess viability of current 3MB internet speed	No cost	Increased internet speed to 6MB. Applied for and received the K12 HSN grant to increase to 1GB internet speed. Implementation expected in 2015/16 school year.	No cost	
Scope of service:		Scope of service:		
_x_ALL		_x_ALL		

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Design and implement CCSS-aligned assessments, kid-friendly standards, curriculum, and report cards.</p>	<p>Curriculum stipends \$3,000 (GF) Prof Dev \$3,000 (LCFF S&C)</p>	<p>Assessments were either created or modified to align with CCSS. Scantron Ed Performance testing was updated to CC-aligned assessments. Other assessments include BPST, Dibels, iReady, Reading A-Z, and CPM unit assessments.</p> <p>Kid-friendly standards were developed in ELA and math for all grades.</p> <p>Teachers attended CCSS curriculum development and delivery trainings. As many were no cost, funds were not used as planned.</p> <p>Math, ELA and Science teacher-developed CCSS-aligned curriculum was implemented in 2014/15.</p> <p>CCSS-aligned report cards were developed and used in 2014/15.</p>	<p>Curriculum stipends \$3,000 (CC) Prof Dev \$966 (LCFF S&C)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Increase parent education attendance and involvement opportunities.</p>	<p>No cost</p>	<p>Five parent education nights were held. Two during other events (Back to School Night and Open House) and three stand alone events.</p> <p>Back to School Night – 58% of students had family attending. Open House – 78% of students had family attending. Attendance during the stand alone events averaged only one parent attending.</p> <p>Volunteering on and off campus was tracked. 2,167 volunteer hours were logged, averaging 24 hours per family. 59% of families volunteered during the year in some capacity.</p>	<p>No cost</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Implement SchoolWise Parent Portal for ease of access to grades and missing assignments.</p>	<p>\$400 (LCFF S&C)</p>	<p>The Parent Portal was not available for implementation on schedule. OneCallNow was implemented instead until the Parent Portal became available</p>	<p>\$202 (LCFF S&C)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Develop effective Response-to-Intervention program.	Intervention Coordinator and Aides (\$12,474 LCFF S&C)	An Intervention Coordinator was hired and additional Intervention Aide time was allotted during 2014/15.	Intervention Coordinator and Aides (\$16,383 LCFF S&C)
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Improve after school Homework Club.	\$1,296 (LCFF S&C)	Homework Club transitioned from a volunteer, informal teacher duty to a paid supervising position.	\$1,200 (LCFF S&C)
Scope of service:		Scope of service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

<p>Increase attendance through increased parent education and student rewards.</p>	<p>Minimal reward costs (lottery)</p>	<p>Regular education about the benefits of good attendance is included in our newsletter and at assemblies.</p> <p>Individual rewards program was implemented.</p> <p>Class rewards program continues weekly.</p> <p>The attendance goal of 95.2% attending was not reached due to two significantly ill/injured students missing most of the school year. When adjusted for those two students, we reached our goal.</p>	<p>Minimal reward costs (lottery)</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Create clear parent-teacher goals to ensure parents feel they are a valued partner in the education of their child.</p>	<p>No cost</p>	<p>Implemented teacher training in family-centered strategies which included communication styles. Further development was written into teacher's ITSP as needed.</p>	<p>No cost</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	

<p>Provide support for families with transportation challenges and unstable home situations to maximize attendance and improve student achievement.</p>	<p>Revenue loss</p>	<p>Families qualifying for free/reduced lunch and are on the Valley Oak waiting list received free or reduced after school care in 2014/15.</p>	<p>\$800 loss in ASP revenues</p>
<p>Scope of service:</p>	<p></p>	<p>Scope of service:</p>	<p></p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • The increase to 6MB bandwidth is still insufficient for a 21st Century education. Applied for K12 HSN grant to increase to 1GB bandwidth. • Due to the length and timing of the SBAC testing, Scantron assessments will be given twice a year (Sept/Mar) instead of three times a year. Growth measures will be prorated. • We experienced a spike in Chronic Absenteeism in 2014/15. Our 2013/14 rate of 5% jumped to 13.25% in 2014/15. Our attendance actions will now center on reducing Chronic Absenteeism rather than increasing percent attending. • A middle school model for Response to Intervention will be researched and implemented due to our addition of 7th and 8th grades. 		

Original GOAL from prior year LCAP:	Goal 2: Increase efficiency and effectiveness of campus-wide Positive Behavior Support (PBS) program to provide a safe, caring environment for all learners.		Related State and/or Local Priorities: 1_x 2__ 3_x 4__ 5__ 6_x 7__ 8_x COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Forest Ranch Charter School (a single school district)		
	Applicable Pupil Subgroups:	All		
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> Establish baseline in referral tracking system Establish baseline in LifeSkill grading system Establish baseline in faculty/staff PBS implementation Establish baseline in family survey results. Reduce suspension rate to less than 3% Retain expulsion rate at or near 0% 		Actual Annual Measurable Outcomes:	<ul style="list-style-type: none"> 34% of students received a referral, 25% received more than one referral. Students meeting or exceeding LifeSkill expectations increased by 7% from trimester 1 to trimester 3. Faculty scored 4.23 out of 5 on the Behavior Support Strategies Scale. Support Staff scored 4.24 out of 5 on the Behavior Support Strategies Scale. 42% of families participated in a survey, 100% are either satisfied or very satisfied with the school. 75% of students participated in a survey, 100% are either happy or very happy with the school. Suspension rate was 2% Expulsion rate was 0%
LCAP Year: 2014-15				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	

<p>Provide physically safe environment through facilities inspections and custodial staffing</p>	<p>\$11,000 (GF)</p>	<p>Regular facilities inspections were provided during the year. A part-time custodian is on site daily.</p>	<p>\$11,000 (GF)</p>
<p>Scope of service:</p>	<p></p>	<p>Scope of service:</p>	<p></p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Increase educational opportunities for parents regarding the use of the PBS system.</p>	<p>No cost</p>	<p>Did not formalize parent communication tool. Behavior plans were used, but a consist communication tool for parent reporting was not implemented.</p> <p>Two parent nights for PBS education were held. Informational packets were available for parents.</p> <p>PBS information was presented in the Student Handbook, at Back to School Night, and to parent volunteers.</p> <p>Meetings with 4 different families specifically addressed PBS strategies.</p>	<p>No cost</p>
<p>Scope of service:</p>	<p></p>	<p>Scope of service:</p>	<p></p>
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Faculty/staff training on usage of PBS.		No cost	All faculty and staff were trained in the operational definitions and referral slip usage. All faculty and staff were trained in modifications to our school-wide PBS program. Tracking forms were developed to collect data. Self-evaluations were performed during the year and at the end of the year. Weaknesses were discussed and coaching provided.		No cost
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Implement computerized referral tracking system		\$1,000 (LCFF S&C)	Tracking system was developed and implemented. Referrals are logged monthly. LifeSkill grades are logged per trimester.		\$1,000 (LCFF S&C)
Scope of service:			Scope of service:		
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		

<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>Develop rewards/recognition system based on LifeSkills program.</p>	<p>No cost</p>	<p>LifeSkills rewards program was implemented and expanded. Students are recognized at assemblies. Social skills group for 3rd/4th grade girls was implemented. Student/Parent Committee for campus-wide character education was not developed</p>	<p>No cost</p>
<p>Scope of service:</p>		<p>Scope of service:</p>	
<p><input checked="" type="checkbox"/> ALL</p>		<p><input checked="" type="checkbox"/> ALL</p>	
<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>		<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>	<ul style="list-style-type: none"> • Provide increased social support to cohorts of students identified as needing additional support, through either 1-on-1 counseling or social skills groups. • Change measure for LifeSkill usage to percentage growth from first trimester to third trimester each year, increasing over time. • Change measure for PBS implementation to attendance of faculty/staff at PBS trainings. • Work to develop a consistent communication tool for parents of students with behavior plans. • Work with Student Government to create student/parent committee for campus-wide character education. • Parent Education Nights will be held in conjunction with other school events in order to increase likelihood of attendance. 		

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

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

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

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

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>86,871</u>
<p>Forest Ranch Charter School projects a 2015/16 enrollment of 144 students, 60 (42%) of which will be unduplicated pupils. Using this information and the FCMAT calculator version 16.1e, we project total LCFF Entitlement of \$1,024,969 of which \$86,871 is Supplemental grant funds. We receive no Concentration grant funding. All funds will be used charter-wide as follows:</p> <p>Homework Club Staffing - \$1200 Intervention Staffing - \$12,474 Home-to-School Transportation - \$69,030 Conferences/Trainings - \$3,000 SchooWise SIS and Parent Portal - \$1600 Reading A-Z Software - \$300 Scantron Ed Performance Software - \$1,946</p> <p>Total - \$89,550</p>	

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

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

9.26	%
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FRCS's proportionality percentage of 9.26% results in a 2015/16 school year estimated Supplemental grant funding amount of \$86,871, none of which is additional. FRCS is a small, single-site charter school with 42% low income students and no other significant subgroups. So as not to obviously single out low income students, all Supplemental grant funding will be used to retain or implement increased or improved services on a charter-wide basis. Planned use of the Supplemental grant funds is described above in Section 3A. Forest Ranch Charter receives no Concentration grant funding.

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.

LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX

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

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

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

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

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

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) "High school graduation rate" shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where "cohort" is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).