

Introduction:

LEA: Forest Ranch Charter School _____ **Contact (Name, Title, Email, Phone Number):** Christia Marasco, Director, , cmarasco@forestranchcharter.org, 530-891-3154
LCAP Year: 2016/17

Local Control and Accountability Plan and Annual Update Template

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 136 students in kindergarten through seventh grades. Of those 136 students, 40 % are low income and 14 % have various disabilities. We currently have no foster youth and 1 English Language Learners. For the 2016-17 school year we project an enrollment of 130 with 40% being low income.

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: active engagement, security, community, sustainability, security, 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 , 2016.

Accepted by Chico Unified School District on _____ by _____.

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

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

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

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

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

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>School Advisory Council – These meetings were attended by parents, students, faculty, and staff. Data was shared and input gathered during meetings in November, January, March and May. We reviewed the 2015/2016 LCAP and progress towards LCAP goals. The Council supported keeping the same goals and adding new action items to further support these goals. Actions that were discussed included: further development of a Middle School Resource Program and system for improving attendance/work completion, including Saturday School, Lunch Intervention, push in academic support, and before school math</p>	<p>Goal 1: Increase overall student achievement in core academic areas.</p> <p>Under measurements: Scantron Testing will be replaced by i-Ready throughout the year and use of the SBAC interim testing. We will also add establishing baseline scores for teacher implementation rubrics as a measure</p> <p>Under action items:</p>

groups; 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); investigating in house transportation or better training for our current contractor; Middle School implementation in regards to improvements in curriculum, collaborative classroom model with pull out for some subjects, and program development; home access to online curriculum; Honors option instead of GATE at Middle School to increase 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 2015, we reviewed our 2015/2016 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 were interested in setting targeted goals surrounding VAPA, Technology, STEM, and Outdoor Education so that each grade pod would know specifically what they were responsible for. Also concerning was the lack of adequate time at Faculty meetings for K-2 issues, the increase in case management type responsibilities for admin and faculty due to high numbers of high risk families/students, challenges with completing Scantron and interim SBAC testing, increased issues with behavior on the bus as well as bus staffing, continued limited bandwidth and the uncertain timeline for bandwidth increases, as well as the need for continued social skill development in certain groups of children.

Family surveys were sent out in March, 2016. Student surveys were administered in March 2016. Both surveys included questions pertaining to past and possibly future LCAP goals. According to 2015-2016 survey data, the greatest concerns of students and parents are the bus, the lunch program and parent/teacher communication in 7/8. Other noted concerns were cleanliness of bathrooms, student/teacher relations and progress reporting in one

action #1 add faculty development in technology and implementation goals; action #2 deliver i-Ready, interim CAASPP assessments instead of Scantron; action #3 track teacher baseline on Common Core implementation rubrics, and implementation scores for VAPA, Outdoor Education, and STEM; action #4 provide daily lunch intervention and monthly Saturday School; action #6 add one morning a week of Math Intervention for 5-8th grade students; action #7 add internal committee that meets monthly to review challenging cases and create solutions including Saturday School, improvement of MNI services/staffing, and Independent Study services and review and improve existing policies surrounding retention, MNI, etc.; action #9 increase recognition of student success by adding recognition moments for all students, Honor Roll and Student of the Month for Middle School students; action #10 increase numbers of community volunteers and interns to support early reading and basic math skill programs; action #11 change 6-8 GATE pull-out to an honors program and create entrance requirements for non GATE students.

Goal 2: Increase efficiency and effectiveness of campus-wide Positive Behavior Support program to provide a safe, caring environment for all learners.

Under measurements: Lifeskills will continue on report cards but will not be used as a measure. Self evaluation scores on staff/faculty target goal will be added instead.

Under action items:

action #3 add choose one target goal and track improvement across campus; action #5 hold weekly Town Hall meetings at the Middle School level that include discussion of campus climate/LifeSkill development and monthly Elementary Town Hall meetings surrounding climate/LifeSkill

<p>classroom, student/aide relations in another classroom, recorders, and band.</p> <p>Board of Directors – Various LCAP Metrics were discussed at most Board Meetings. Academic achievement, social skill development, attendance progress and actions, as well as updates on facilities and technology were some of the L-Cap topics reviewed. The May 2016 Board meeting included a specific discussion on LCAP Metrics and Goals.</p> <p>In April a Special Board Meeting was held to review our old and develop a new Strategic Plan. Ideas for improvements were put together with action plans for implementation. Ideas included more targeted teacher goals, development of school wide yearlong map, greater acknowledgement/recognition of student successes, more targeted parent/community support, more effective tracking of progress, increased collaborative activities for Middle School students, to develop, expand, and improve non-core offerings, and to improve and increase utilization of campus space.</p>	
<p>Annual Update: Before the 2015/16 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.</p> <p>Results of 2014-2015 SBAC testing was shared with Faculty and Board.</p> <p>Data was also shared at School Advisory Council Meetings in November, January, March and May. They reviewed the 2015/2016 LCAP and progress towards goals.</p> <p>Data was shared at all 2015/2016 Board Meetings with detailed update reports being given in</p> <p>Data (referral forms, behavior tracking system) was shared surrounding Goal #2 at October, January, and April School Safety Committee Meetings.</p>	<p>Annual Update: 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 training for intervention staffing; improvements in Middle School Resource program including Lunch Intervention and push in services; increased cleanliness on campus; greater coordination with county SARB, school psych/nurse, increased support and documentation to decrease attendance issues; and a move to Scantron assessments only two times yearly.</p> <p>Some items in the 2015/16 LCAP were not completed or were changed during the course of the school year.</p> <p>Under Actions for Goal # 1 We did not receive adequate bandwidth within the 2015-2016 school year.</p> <p>The Parent Portal was implemented for fifth grade but not fully implemented for 6, 7,8th grades in the 2015/16 school year. See the Annual Update section</p>

Family surveys were sent out in March. Student surveys were administered in March. Both surveys included questions pertaining to past and possibly future LCAP goals. Survey results were discussed during the March 22 Board Meeting.

for details.

Under Actions for Goal # 2:

We did have more 1/1 parent training in PBS. We did not increase group opportunities for parent training in PBS.

All Baseline and Progress Data was gathered (Scantron, SBAC, Parent Volunteer rates, referrals, PBS Training implementation, LifeSkills, survey data).

Data collected for attendance and suspension indicated that targeted rates were met. The current rate of 0% expulsion remained the same.

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).

Action/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 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 7 8 COE only: 9 10 Local : Specify
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Identified Need :

Goal Applies to:	Schools:	Forest Ranch Charter School (We are a single-school district)
	Applicable Pupil Subgroups:	All students including Low Income, and English Language Learners.

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Through K12 HSN grant increase internet bandwidth to 1GB • Improve scores on State Assessments school-wide by a minimum of 1% • Establish baseline scores on i-ready for students in all grades * Establish baseline scores for teacher implementation rubrics • Decrease chronic absenteeism by an additional 3% • Increase levels of parent/community involvement by 5%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Increase bandwidth to 1GB under the K12 HSN grant and provide faculty development in technology and target implementation with evaluation built into ITSP plan	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 - provided through K-12 High Speed Network Grant
Deliver i-Ready on-line learning/assessment to 1-8th grade students throughout year and CAASPP interim assessments to track academic progress in place of Scantron Ed Performance	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:	5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$3,000

		(Specify)	
<p>Continue to design and implement CCSS-aligned assessments and curriculum/Track teacher baseline on Common Core Implementation rubrics in Language Arts, Math as well as implementation of VAPA, STEM, and Outdoor Education goals</p>	<p>Charter-wide</p>	<p><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)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,500 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$800</p>
<p>Continue current Intervention Program and further refine effective Response-to-Intervention Program for Middle School; including daily Lunch Intervention and monthly Saturday School</p>	<p>Charter-wide</p>	<p><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)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,500 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3500 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 800</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><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)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$74,340</p>
<p>Continue to staff and improve Homework Club for students needing homework assistance. Add 1 day a week morning math intervention for 5 – 8th grade students.</p>	<p>Charter-wide</p>	<p><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)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1200</p>

<p>Continue to 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. Add internal committee that meets monthly to review challenging cases and create solutions including Saturday School, improvement of MNI services/staffing, and Independent Study services. Review and improve existing policies surrounding retention, MNI, etc..</p>	<p>Charter-wide</p>	<p><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)</p>	<p>No cost</p>
<p>Continue with Parent Notification Service and full implementation of Parent/Student Portal for easy access to grades and missing assignments.</p>	<p>Charter-wide</p>	<p><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)</p>	<p>5900: Communications Supplemental and Concentration \$1000</p>
<p>Increase community/parent volunteers and use of interns for early reading and basic math skill programs to improve student success</p>	<p>Charter-wide</p>	<p><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)</p>	<p>No cost</p>
<p>Increase recognition of student success by adding a Foxes in Action and academic recognition moment to Monday Assembly and monthly Newsletter, as well as adding Honor Roll and Student of the Month for Middle School.</p>	<p>Charter-wide</p>	<p><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)</p>	<p>No cost</p>
<p>Change 6-8 GATE pull-out to an honors program and create entrance requirements for non GATE students.</p>		<p><input type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils</p>	<p>1000-1999: Certificated Personnel Salaries Federal Funds \$4,000</p>

		_ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
LCAP Year 2: 2017-18			
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 i-Ready Assessment by 1% * Improve teacher ratings on implementation rubrics by 5% • 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 bandwidth at 1GB and provide faculty development in technology and target implementation with evaluation built into ITSP plan	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5900: Communications Supplemental and Concentration \$9,500
Deliver i-Ready on-line learning/assessment to 1-8th grade students throughout year and CAASPP interim assessments to track progress.	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3,000
Continue to design and implement CCSS-aligned assessments and curriculum/Track teacher progress on Common Core Implementation rubrics in Language Arts, Math as well as implementation of VAPA, STEM, and	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1,500 2000-2999: Classified Personnel Salaries Supplemental and

<p>Outdoor Education goals</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	<p>Concentration \$800</p>
<p>Continue current Intervention Program and further refine effective Response-to-Intervention Program for Middle School; including daily Lunch Intervention and monthly Saturday School.</p>	<p>Charter-wide</p>	<p><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)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$3,500 2000-2999: Classified Personnel Salaries Supplemental and Concentration \$3,500 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 800</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><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)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$75,827</p>
<p>Continue to staff and improve Homework Club for students needing homework assistance and 1 day a week Morning Math intervention for 5 – 8th grade students.</p>	<p>Charter-wide</p>	<p><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)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1200</p>
<p>Continue to 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. Maintain internal committee that meets monthly to review challenging cases and create solutions including Saturday School, improvement of MNI services/staffing,</p>	<p>Charter-wide</p>	<p><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</p>	<p>No cost</p>

<p>and Independent Study services. Review and improve existing policies surrounding retention, MNI, etc..</p>		<p><input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue with Parent Notification Service and full implementation of Parent/Student Portal for easy access to grades and missing assignments.</p>	<p>Charter-wide</p>	<p><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)</p>	<p>5900: Communications Supplemental and Concentration \$1,000</p>
<p>Increase community/parent volunteers and use of interns for early reading and basic math skill programs to improve student success.</p>		<p><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)</p>	<p>No cost</p>
<p>Maintain all activities used to recognize student successes including Foxes in Action and academic recognition moments added to Monday Assembly and monthly Newsletter, as well as Honor Roll and Student of the Month for Middle School.</p>		<p><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)</p>	<p>No cost</p>
<p>Continue pull-out honors program for 6-8th grades.</p>		<p><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)</p>	<p>1000-1999: Certificated Personnel Salaries Federal Funds \$4,000</p>

LCAP Year 3: 2018 - 2019

Expected Annual Measurable Outcomes:	Maintain increased 1GB bandwidth <ul style="list-style-type: none"> • Improve scores on State Assessments school-wide by a minimum of 1% • Improve scores on i-Ready Assessment by 1% * Improve teacher ratings on implementation rubrics by 5% • 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 bandwidth at 1GB and provide faculty development in technology and target implementation with evaluation built into ITSP plan.		<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)	5900: Communications Supplemental and Concentration \$9500
Deliver i-Ready on-line learning/assessment to 1-8th grade students throughout year and CAASPP interim assessments to track progress.		<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)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$3000
Continue to design and implement CCSS-aligned assessments and curriculum/Track teacher progress on Common Core Implementation rubrics in Language Arts, Math as well as implementation of VAPA, STEM, and Outdoor Education goals.		<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)	
Continue current Intervention Program and further refine		<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)	1000-1999: Certificated Personnel Salaries Supplemental

<p>effective Response-to-Intervention Program for Middle School; including daily Lunch Intervention and monthly Saturday School.</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>and Concentration 3500 2000-2999: Classified Personnel Salaries Supplemental and Concentration 3500 5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 800</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><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)</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$77343</p>
<p>Continue to staff and improve Homework Club for students needing homework assistance and 1 day a week Morning Math intervention for 5 – 8th grade students.</p>		<p><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)</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1200</p>
<p>Continue to 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. Maintain internal committee that meets monthly to review challenging cases and create solutions including Saturday School, improvement of MNI services/staffing, and Independent Study services. Review and improve existing policies surrounding retention, MNI, etc..</p>		<p><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)</p>	<p>No cost</p>
<p>Continue with Parent Notification Service and full implementation of Parent/Student Portal for easy access to grades and missing assignments.</p>		<p><input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners</p>	<p>5900: Communications Supplemental and Concentration \$1000</p>

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase community/parent volunteers and use of interns for early reading and basic math skill programs to improve student success.		<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
Maintain all activities used to recognize student successes including Foxes in Action and academic recognition moments added to Monday Assembly and monthly Newsletter, as well as Honor Roll and Student of the Month for Middle School.		<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 pull-out honors program for 6-8th grades.		<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)	1000-1999: Certificated Personnel Salaries Federal Funds 4000

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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 :

Goal Applies to:	Schools:	Forest Ranch Charter School (We are a single-school district)
	Applicable Pupil Subgroups:	All students including Low Income and English Language Learners.

LCAP Year 1: 2016-17

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Decrease number of students referred by another 5% • Improve self evaluation scores on staff/faculty target goal by 5% from first to third trimester • 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%
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide physically safe environment/facilities inspections and 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)	2000-2999: Classified Personnel Salaries General Funds \$20000
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

<p>Continue to provide regular training to faculty and staff on use of PBS. Choose one target goal and track improvement across campus.</p>	<p>Charter-wide</p>	<p><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)</p>	<p>No cost</p>
<p>Continue to implement computerized tracking of referrals</p>	<p>Charter-wide</p>	<p><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)</p>	<p>5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000</p>
<p>Continue rewards recognition system based on LifeSkills program and hold weekly Town Hall meetings at the Middle School level that include discussion of campus climate/LifeSkill development and monthly Elementary Town Hall meetings surrounding climate/LifeSkills.</p>	<p>Charter-wide</p>	<p><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)</p>	<p>No cost</p>
<p>Provide increased social support to cohorts of students identified as in need, through either one-to-one counseling/skill development or social skill development groups.</p>	<p>Charter-wide</p>	<p><input 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)</p>	<p>No cost</p>

LCAP Year 2: 2017-18

- | | |
|--------------------------------------|---|
| Expected Annual Measurable Outcomes: | <ul style="list-style-type: none"> • Maintain number of students referred • Improve self evaluation scores on staff/faculty target goal by 5% from first to third trimester • 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
Provide physically safe environment/facilities inspections and 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)	2000-2999: Classified Personnel Salaries General Funds 21000
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.	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)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000

		_ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	
Continue rewards recognition system based on LifeSkills program and hold weekly Town Hall meetings at the Middle School level that include discussion of campus climate/LifeSkill development and monthly Elementary Town Hall meetings surrounding climate/LifeSkills.	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	No cost
Provide increased social support to cohorts of students identified as in need, through either one-to-one counseling/skill development or social skill development groups	Charter-wide	<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners _ Foster Youth _ Redesignated fluent English proficient _ Other Subgroups: (Specify)	

LCAP Year 3: 2018 - 2019

Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> • Maintain number of students referred • Improve self evaluation scores on staff/faculty target goal by 5% from first to third trimester • 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
Provide physically safe environment/facilities inspections and custodial staffing		<input checked="" type="checkbox"/> All OR: _ Low Income pupils _ English Learners	2000-2999: Classified Personnel Salaries General Funds 22000

		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)	
Increase educational opportunities for parents regarding the use of the PBS system.		<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)	
Continue to provide regular training to faculty and staff on use of PBS. Choose one target goal and track improvement across campus.		<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)	
Continue to implement computerized tracking of referrals.		<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)	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 1000
Continue rewards recognition system based on LifeSkills program and hold weekly Town Hall meetings at the Middle School level that include discussion of campus climate/LifeSkill development and monthly Elementary Town Hall meetings surrounding climate/LifeSkills.		<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	

		_ Other Subgroups: (Specify)	
Provide increased social support to cohorts of students identified as in need, through either one-to-one counseling/skill development or social skill development groups.		<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)	

Complete a copy of this table for each of the LEA's goals. Duplicate and expand the fields as necessary.

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?

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 1 from prior year LCAP:	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 _ 7 _ 8 COE only: 9 _ 10 _ Local : Specify
Goal Applies to:	Schools: Forest Ranch Charter School (We are a single-school district) Applicable Pupil Subgroups: All students including low income students and English Learners.	
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% 	Actual Annual Measurable Outcomes: At this time bandwidth has not been increased. We anticipate bandwidth will be increased by the end of June, 2016. Baseline results were established on state assessments. We improved scores on Scantron Ed performance more than 1% in each subject area. Chronic Absenteeism was reduced to 10%. The parental involvement goal was not met.
LCAP Year: 2015-16		
Planned Actions/Services		Actual Actions/Services
	Budgeted Expenditures	Estimated Actual Annual Expenditures
Increase classroom bandwidth from 6MB to 1GB utilizing the K12 HSN grant to ensure differentiation through online learning and testing/assessment availability.	K12 HSN grantee – no cost	This did not occur during the 2015-2016 school year due to delays in grant timeline. It is intended to occur mid-June.
Scope of Service: Charter-wide		Scope of Service: 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 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)

_ Other Subgroups: (Specify)							
Deliver Scantron Ed Performance testing twice yearly to track student academic progress.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1,946	Scantron Ed performance was delivered twice in the 2015-2016 school year to 3-8th graders in Math, Reading, and Language Arts and 3 times a year to first and second graders in Math. Some students did not finish due to limited bandwidth and overlap with interim and end of year SBAC testing. Overall the percentage of students at or above grade level was higher than last year by more than 1%. Next year we will be switching from Scantron to i-Ready and CAASPP interim assessments for better alignment with CAASPP testing.	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration 2016				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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)	Scope of Service	Charter-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <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)	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						
Design and implement CCSS-aligned assessments and curriculum.	Supplemental and Concentration \$1,500 Supplemental and Concentration \$300	Teachers continued to develop CCSS formative assessments and curriculum. In addition they rated their progress in CCSS development and implementation through use of CCSS implementation guides.	1000-1999: Certificated Personnel Salaries Supplemental and Concentration 1500 3000-3999: Employee Benefits Supplemental and Concentration 265				
<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Scope of Service	Charter-wide		<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 15%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">Charter-wide</td> </tr> </table> <hr style="border-top: 1px dashed black;"/> <input checked="" type="checkbox"/> All OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						

<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups: (Specify)</p>	
<p>Continue current Intervention Program and develop effective Response-to-Intervention Program for Middle School.</p>	<p>Supplemental and Concentration \$12,474</p>	<p>We hired a new Intervention Coordinator, started Lunch Intervention, increased training for 1/1 aides and utilized both push in and pull out support services.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration 5845 2000-2999: Classified Personnel Salaries Supplemental and Concentration 10000 3000-3999: Employee Benefits Supplemental and Concentration 2400</p>
<p>Scope of Service: Charter-wide</p> <hr/> <p><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)</p>		<p>Scope of Service: Charter-wide</p> <hr/> <p><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)</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>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$69,030</p>	<p>We provided Home-to-School transportation to all students regardless of economic status.</p>	<p>5000-5999: Services And Other Operating Expenditures Supplemental and Concentration \$74,340</p>
<p>Scope of Service: Charter-wide</p> <hr/> <p><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)</p>		<p>Scope of Service: Charter-wide</p> <hr/> <p><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)</p>	

<p>Continue to staff and improve Homework Club for students needing homework assistance.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$1200</p>	<p>We provided Homework Club with two available staff for the duration of the school year.</p>	<p>1000-1999: Certificated Personnel Salaries Supplemental and Concentration \$600</p>
<p>Scope of Service Charter-wide</p> <hr/> <p><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)</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><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)</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>No cost</p>	<p>We utilized a variety of preventative practices, including student success plans, social service referrals, extensive follow-up and coordination with psychological and medical services. We met our goal by decreasing chronic absenteeism to 10%. However due to an increase in students with severe health and mental health issues we will have to continue to provide extra support in this area.</p>	<p>No Cost</p>
<p>Scope of Service Charter-wide</p> <hr/> <p><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)</p>		<p>Scope of Service Charter-wide</p> <hr/> <p><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)</p>	
<p>Continue with Parent Notification Service and add Parent Portal for easy access to grades and missing</p>	<p>5900: Communications Supplemental and Concentration</p>	<p>We utilized the Parent Notification Service; fully implemented the Parent Portal in 5th grade, and partially</p>	<p>5900: Communications Supplemental and Concentration \$1000</p>

assignments.	\$600	implemented the Portal in 6-8th grades.					
<table border="1"> <tr> <td data-bbox="100 178 241 248">Scope of Service</td> <td data-bbox="247 178 562 248">Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide		<table border="1"> <tr> <td data-bbox="1035 178 1176 248">Scope of Service</td> <td data-bbox="1182 178 1514 248">Charter-wide</td> </tr> </table>	Scope of Service	Charter-wide	
Scope of Service	Charter-wide						
Scope of Service	Charter-wide						
<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>		<p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><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>	<p>For the 2016-2017 school year we will add faculty development in technology and implementation goals; deliver i-Ready, interim CAASPP assessments instead of Scantron; track teacher baseline on Common Core implementation rubrics, and implementation scores for VAPA, Outdoor Education, and STEM; provide daily lunch intervention and monthly Saturday School, add one morning a week of Math Intervention for 5-8th grade students; add internal committee that meets monthly to review challenging cases and create solutions including Saturday School, improvement of MNI services/staffing, and Independent Study services; and review and improve existing policies surrounding retention, MNI, etc.. We will also increase recognition of student success by adding recognition moments for all students, Honor Roll and Student of the Month for Middle School students; increase numbers of community volunteers and interns to support early reading and basic math skill programs; and change 6-8 GATE pull-out to an honors program and create entrance requirements for non GATE students.</p>						

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL 2 from prior year LCAP:	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	
Goal Applies to:	Schools: Forest Ranch Charter School (We are a single-school district) Applicable Pupil Subgroups:		
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% 	Actual Annual Measurable Outcomes: We decreased the number of students referred by 16% We did not increase the number of students meeting or exceeding LifeSkill measures from trimester 1 to trimester 3 99.5% of all regularly scheduled staff/faculty who work with students attended PBS training. Our suspension rate was less than 3% Our expulsion rate remained at 0%	
LCAP Year: 2015-16			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Continue to provide a physically safe environment through use of regular facilities inspections and daily custodial staffing.	General Funds \$11,000	This was completed. Surveys showed that overall people were more satisfied with campus cleanliness.	1000-1999: Certificated Personnel Salaries General Funds 11000 3000-3999: Employee Benefits General Funds 1200
Scope of Service: Charter-wide		Scope of Service: 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 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)	

_ Other Subgroups: (Specify)			
Increase educational opportunities for parents regarding the use of the PBS system.	No Cost	We did have multiple educational opportunities for parents, specifically one on one, however we did not end up having more group opportunities than last year.	No Cost
Scope of Service Charter-wide <hr/> <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)		Scope of Service Charter-wide <hr/> <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)	
Continue to provide regular training to faculty and staff on use of PBS	No Cost	All regularly scheduled faculty/staff with the exception of our instrumental music teacher were trained in usage of PBS. She was trained last year but missed all of the training this year.	No Cost
Scope of Service Charter-wide <hr/> <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)		Scope of Service Charter-wide <hr/> <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)	
Continue to implement computerized tracking of referrals and LifeSkill marks in Student Information System	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1000	We continued to implement computerized tracking of referrals and LifeSkill marks in our Student Information System. We did not increase the number of students meeting or exceeding in LifeSkills from	5800: Professional/Consulting Services And Operating Expenditures Supplemental and Concentration \$1000

		Trimester 1 - Trimester 3. Teachers often raise their expectations as kids mature throughout the year which may effect this measure's ability to track behavior change effectively. We will use our data system to track referrals and LifeSkills but will not use LifeSkills as a measure next year.	
Scope of Service Charter-wide <hr/> <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)		Scope of Service Charter-wide <hr/> <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)	
Continue rewards recognition system based on LifeSkills program and develop a student/parent committee for campus-wide character education	No Cost	We continued to recognize/reward LifeSkill usage in multiple ways on campus. We started a student committee and discussed campus wide character education/social skill development at Faculty and School Advisory Council meetings. Due to limited student involvement we will try a different approach next year.	No Cost
Scope of Service Charter-wide <hr/> <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)		Scope of Service Charter-wide <hr/> <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)	
Provide increased social support to	Supplemental and Concentration	Social skill groups were held	no cost

cohorts of students identified as in need, through either one-to-one counseling or social skill development groups.		1500	intermittently in four grades and individual support was provided as necessary.	
Scope of Service	Charter-wide		Scope of Service	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)			<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)	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		For the 2016-2017 school year we will add choose one target goal and track improvement across campus to action #3. We will use self evaluation rubrics to track progress in the staff/faculty target goal and compare data from trimester 1 to trimester 3 as a PBS implementation measure in place of student LifeSkill scores. We will hold weekly Town Hall meetings at the Middle School level that include discussion of campus climate/LifeSkill development and monthly Elementary Town Hall meetings surrounding climate/LifeSkills to action #5		

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

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>\$88305</u>
<p>Forest Ranch Charter School projects a 2016/17 enrollment of 130 students, 60 (40%) of which will be unduplicated pupils. Using this information and the FCMAT calculator version 17.1b, we project a total LCFF Entitlement of \$966,670 of which \$75,2561 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 Curriculum Development - \$2,300 Intervention Support - \$7,000 Home-to-School Transportation - \$74,340 SchooWise SIS and Parent Portal - \$2,000 Reading A-Z Software - \$800 iReady Diagnostic and Educational Software - \$3,000</p> <p>Total - \$90,640</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.

8.44	%
<p>FRCS’s proportionality percentage of 8.44% results in a 2016/17 school year estimated Supplemental grant funding amount of \$75,256, none of which is additional. FRCS is a</p>	

small, single-site charter school with 40% 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.

Section 4: Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018 - 2019	2016-17- 2018 - 2019 Total
All Funding Sources	100,550.00	111,166.00	114,640.00	126,627.00	126,843.00	368,110.00
Federal Funds	0.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00
General Funds	11,000.00	12,200.00	20,000.00	21,000.00	22,000.00	63,000.00
Supplemental and Concentration	89,550.00	98,966.00	90,640.00	101,627.00	100,843.00	293,110.00

Total Expenditures by Object Type						
Object Type	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018 - 2019	2016-17- 2018 - 2019 Total
All Expenditure Types	100,550.00	111,166.00	114,640.00	126,627.00	126,843.00	368,110.00
	26,774.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	1,200.00	18,945.00	10,200.00	10,200.00	8,700.00	29,100.00
2000-2999: Classified Personnel Salaries	0.00	10,000.00	24,300.00	25,300.00	25,500.00	75,100.00
3000-3999: Employee Benefits	0.00	3,865.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	69,030.00	74,340.00	77,340.00	75,827.00	77,343.00	230,510.00
5800: Professional/Consulting Services And Operating Expenditures	2,946.00	3,016.00	1,800.00	4,800.00	4,800.00	11,400.00
5900: Communications	600.00	1,000.00	1,000.00	10,500.00	10,500.00	22,000.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018 - 2019	2016-17- 2018 - 2019 Total
All Expenditure Types	All Funding Sources	100,550.00	111,166.00	114,640.00	126,627.00	126,843.00	368,110.00
	General Funds	11,000.00	0.00	0.00	0.00	0.00	0.00
	Supplemental and Concentration	15,774.00	0.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Federal Funds	0.00	0.00	4,000.00	4,000.00	4,000.00	12,000.00
1000-1999: Certificated Personnel Salaries	General Funds	0.00	11,000.00	0.00	0.00	0.00	0.00
1000-1999: Certificated Personnel Salaries	Supplemental and Concentration	1,200.00	7,945.00	6,200.00	6,200.00	4,700.00	17,100.00
2000-2999: Classified Personnel Salaries	General Funds	0.00	0.00	20,000.00	21,000.00	22,000.00	63,000.00
2000-2999: Classified Personnel Salaries	Supplemental and Concentration	0.00	10,000.00	4,300.00	4,300.00	3,500.00	12,100.00

Total Expenditures by Object Type and Funding Source							
Object Type	Funding Source	2015-16 Annual Update Budgeted	2015-16 Annual Update Actual	2016-17	2017-18	2018 - 2019	2016-17- 2018 - 2019 Total
3000-3999: Employee Benefits	General Funds	0.00	1,200.00	0.00	0.00	0.00	0.00
3000-3999: Employee Benefits	Supplemental and Concentration	0.00	2,665.00	0.00	0.00	0.00	0.00
5000-5999: Services And Other Operating Expenditures	Supplemental and Concentration	69,030.00	74,340.00	77,340.00	75,827.00	77,343.00	230,510.00
5800: Professional/Consulting Services And Operating Expenditures	Supplemental and Concentration	2,946.00	3,016.00	1,800.00	4,800.00	4,800.00	11,400.00
5900: Communications	Supplemental and Concentration	600.00	1,000.00	1,000.00	10,500.00	10,500.00	22,000.00

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).