

Introduction:**River Oaks Academy Charter School Introduction:**

River Oaks Academy Charter School is a non-classroom based program, focused on personalized learning for students from transitional kindergarten through 12th grades. River Oaks Academy is founded on the belief that all children are born with the capacity for brilliance. Our mission is to help children find, nurture and sustain the passion that will lead to their individual forms of brilliance. To this end, we offer a non-traditional K-12 independent study program of individually designed curriculum and direction.

The structure of our school is quite different from what many have experienced in education. Our students are all taught in their own communities, primarily in their homes by their parents. Parents in our school are afforded the privilege and responsibility of facilitating their own child's education. As a school, we provide the support, guidance, accountability, documentation, materials, resources and assessments. We provide a credentialed teacher, who develops not only a close relationship with the student and the parent, but also reviews the learning and creates the assignment for the upcoming learning periods. The relationship is cultivated over time and is one of utmost professionalism and respect.

The teacher is the pivotal point of contact between the school and the student. The parent provides the day-to-day instruction. The teacher meets at least once every twenty school days with the student and the parent. The teacher also completes documentation and paperwork for each student for the school.

Our students participate in a variety of workshops, both at our school and in the community. The school provides for workshops, classes, tutoring, study halls and social events. Students also participate in all state-mandated assessments, which included the Smarter Balanced tests for grades 3-8 and 11; CST tests for students in grades 5, 8 and 10, and the Physical Fitness test for students in grades 5, 7, and 9. Students work independently, in small groups and take courses at the local community colleges. Just like any traditional school, on any given day, projects, lectures, quiet reading time, observations, labs, group work, playtime, sports, discussions and quizzes are all going on all at once. It's just that our 'campus' is quite a bit bigger than your traditional school campus.

We are a small school with only about 200 students. Due to the nature of our program (independent study where the parent becomes the facilitator of the academic information) and with that the heavy parent involvement, our school only has one applicable subgroup: Low Income pupils. Therefore, none of our subgroups (even the low income subgroup) is larger than 20-25 students. Our next largest and other subgroup that we identify is our "Students with Disability" group (again, this group is fewer than 20 students). Our EL group does not qualify, as it consists of fewer than 5 students.

LEA: River Oaks Academy

Contact: Claudia Weintraub, Director, claudia.weintraub@roavc.com, (805)777-7999

LCAP Year: 2016-17

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 |
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Stakeholders were trained last year on LCAP process, state priorities and metrics. Training updates repeated this year.

Our PAC has been relatively active with regular monthly meetings and reports at our board meetings. PAC currently is still under the ROA umbrella. Efforts are made to separate PAC in its own entity. PAC also is involved in regular meetings with the Director, has a teacher as a liaison and organizes field trips, park days; teas for parents, year-end festivities.

Engagement:

Yahoo group communication-our parents have access to the yahoo group and communicate regularly through that medium.

Online surveys (workshops, classes, teacher evaluation input)-We have 3 surveys throughout the year, where we have parents give us input on our operations, such as offerings of workshops and classes; input on accessibility; comments on improvements; and more.

Website--Our website is updated regularly to make sure that parents can retrieve information from the site; currently we upload the weekly Director Update (an email sent out to the entire school community); the school calendar; resources; etc.

PAC--The PAC meets monthly to discuss improvements and concerns and to schedule park days; field trips and other activities, including "Mom's night out"

TAC-Our Teen Advisory Committee meets weekly and under the guidance of a teacher participates in a variety of activities, including giving input on changes and improvements they would like to see at their school.

Parent workshops--During the 10 week workshop/class sessions, weekly Parent "Bootcamps" are offered. Parents are asked to give input and suggestions as to topics they would like discussed; teachers present on a variety of academic topics as well and share best practices.

Volunteer Opportunities--There are always a variety of volunteer opportunities for PAC. We also have 3 board members who are parent board members.

Weekly director updates (email)-This weekly update invites all

PAC input and suggestions (Priority #3)

Park Days, field trips

Parent surveys impact spending and class/workshop offerings

Parent surveys help with teacher evaluation

Direct input into topics discussed at Parent Bootcamps

Public comments at board meetings included in LCAP decisions

Budget and Curriculum Committees--parent and stakeholder input in expenditures and purchases

stakeholders, including parents, board members, vendors and teachers to give input as to the operations.

Director Open Door Policy--All stakeholders have access to the director daily. The director invites students, parents, and other stakeholders to visit and stop in to discuss school related issues and make suggestions.

Parent-teacher liaison--one of our teachers participates at the monthly PAC meetings and reports back at our staff meetings

Budget Committee-There is at least one parent representative on our budget committee. That committee meets twice annually to discuss expenditures and other budget related issues.

Curriculum Committee-That committee meets annually to review and suggest curriculum purchases and addition for the new school year. The committee consists of several parents, teachers and the director.

Due to the nature of our program, there is heavy parent involvement. The parents are our students' academic facilitator and we ask that our parents also participate at the monthly turn-in meetings (where students and teachers review the work and students receive the new assignments). Our parents are encouraged to take a very active role in their student's daily academics, happenings at school and are welcome to give input at any time through a variety of mediums.

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| <p>Annual Update:</p> <p>Due to the financial situation, we have asked our parents to give us input into instructional materials that they would like us to purchase for the students.</p> <p>Parents also give input in what workshops and classes are offered through the survey. We currently have four workshops (Shakespeare, clay, robotics and Mind craft) which have been parent recommended. We are further looking into additional workshops (CPR/First Aid; Sign Language; History Class; more sciences workshops; Choir/voice instruction; etc.)</p> | <p>Annual Update:</p> <p>Stakeholder input allows our school to constantly adjust and make changes and improvements to further our school. The parent participation in the Curriculum Committee allows us to make sure that our instructional materials meet academic rigor, are standards-based and homeschool friendly.</p> <p>The direct input in the parent bootcamps allows staff to evaluate if there are needs among the community that need to be addressed on a broader basis.</p> <p>Input in the survey prompts additions and change to daily operations, including the addition/deletion of workshops and classes.</p> |
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Section 2: Goals, Actions, Expenditures, and Progress Indicators

Instructions:

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

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

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

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

actions described in other plans that are being undertaken to meet the goal.

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

Goal: Describe the goal:

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

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

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

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

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

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

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

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

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

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

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

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

Guiding Questions:

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally-identified priorities?
- 5) How have the unique needs of individual schoolsites been evaluated to inform the development of meaningful district and/or individual schoolsite goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?

- 9) What information was considered/reviewed for individual schoolsites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific schoolsites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

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| GOAL: | <p>Goal #1: Due to our school's special setting (Independent Study) and the small school size, it is more challenging to make sure that teachers are assigned properly. Our school setting is a TK-12, which means that our teachers need to have a multiple subject credential and still be able to serve our high school students. Since our school is growing, hiring is a constant challenge.</p> <p>All teachers will be appropriately assigned pursuant to Education Code 44258.9, fully credentialed in multiple subject area and for the pupils they are teaching in an independent study setting. As specified by California Education Code (EC) Section 44865, independent study is considered an "alternative school". As an alternative education teacher he/she must be NCLB-compliant in one core academic subject or elementary multiple subjects and has up to three years from date of assignment as an eligible teacher to demonstrate subject matter competence in the necessary core academic subjects.</p> <ul style="list-style-type: none"> • All candidates will undergo a rigorous hiring process • Faculty will have targeted professional development based on the Personalized Educator Plans (individual and school goals) and the needs of students and families, based on data, interviews and other measures. • Expand to hire a science teacher | <p>Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local: Basic Services</p> |
| Identified Need: | <p>Condition of Learning:</p> <p>Priority #1=Basic</p> <p>As a school that serves independent study students in a TK-12 setting, the need to have properly assigned and credentialed teachers continues each year as the school grows. Teachers are appropriately assigned and fully credentialed to serve students in an "alternative school" setting</p> <p>Metrics: Review of credentials of current teachers; careful review of appropriate credentials of future employees</p> | |

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| Goal Applies to: | <table border="1" style="width: 100%;"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td colspan="2">River Oaks Academy</td> </tr> <tr> <td></td> <td colspan="2">Grades: All</td> </tr> <tr> <td style="background-color: #cccccc;">Applicable Pupil Subgroups:</td> <td colspan="2">All</td> </tr> </table> | | | Schools: | River Oaks Academy | | | Grades: All | | Applicable Pupil Subgroups: | All | |
| Schools: | River Oaks Academy | | | | | | | | | | | |
| | Grades: All | | | | | | | | | | | |
| Applicable Pupil Subgroups: | All | | | | | | | | | | | |
| LCAP Year 1 | | | | | | | | | | | | |
| Expected Annual Measurable Outcomes: | <p>All teachers will be appropriately assigned pursuant to Education Code 44258.9, fully credentialed in multiple subject area and for the pupils they are teaching in an independent study setting. As specified by California Education Code (EC) Section 44865, independent study is considered an “alternative school”. As an alternative education teacher he/she must be NCLB-compliant in one core academic subject or elementary multiple subjects and has up to three years from date of assignment as an eligible teacher to demonstrate subject matter competence in the necessary core academic subjects.</p> <p>Maintain 100% of teachers appropriately credentialed to teach in an independent study setting, which is considered an "alternative school".</p> | | | | | | | | | | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures | | | | | | | | | |
| 1.1 All students will be supervised by appropriately credentialed teachers as measured by the CBEDS data base. | River Oaks Academy Grades: All | <input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other | Goal will not add a net monetary cost to the school. | | | | | | | | | |
| LCAP Year 2 | | | | | | | | | | | | |
| Expected Annual Measurable Outcomes: | <p>All teachers will be appropriately assigned pursuant to Education Code 44258.9, fully credentialed in multiple subject area and for the pupils they are teaching in an independent study setting. As specified by California Education Code (EC) Section 44865, independent study is considered an “alternative school”. As an alternative education teacher he/she must be NCLB-compliant in one core academic subject or elementary multiple subjects and has up to three years from date of assignment as an eligible teacher to demonstrate subject matter competence in the necessary core academic subjects.</p> <p>Maintain 100% of teachers appropriately credentialed to teach in an independent study setting, which is considered an "alternative school".</p> | | | | | | | | | | | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|---------------------------------------|--|--|
| 1.1 All students will be supervised by appropriately credentialed teachers as measured by the CBEDS data base. | River Oaks Academy Grades: All | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | Goal will not add a net monetary cost to the school. |

LCAP Year 3

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| Expected Annual Measurable Outcomes: | <p>All teachers will be appropriately assigned pursuant to Education Code 44258.9, fully credentialed in multiple subject area and for the pupils they are teaching in an independent study setting. As specified by California Education Code (EC) Section 44865, independent study is considered an "alternative school". As an alternative education teacher he/she must be NCLB-compliant in one core academic subject or elementary multiple subjects and has up to three years from date of assignment as an eligible teacher to demonstrate subject matter competence in the necessary core academic subjects.</p> <p>Maintain 100% of teachers appropriately credentialed to teach in an independent study setting, which is considered an "alternative school".</p> |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
|--|---------------------------------------|--|--|
| 1.1 All students will be supervised by appropriately credentialed teachers as measured by the CBEDS data base. | River Oaks Academy Grades: All | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | Goal will not add a net monetary cost to the school. |

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| GOAL: | <p>Goal #2: Facilities are well maintained and large enough for students to attend workshops. Quiet areas for tutoring and SPED services are provided.</p> <p>Facility offers clean rooms; well maintained and well lit; bully free and drug free.</p> | <p>Related State and/or Local Priorities: X 1 _2 _3 _4 _5 X6 _7 _8 Local: Priority #1 and #6 Basic Services and School Climate.</p> |
| Identified Need: | <p>Continue to maintain new facility and offer an inviting resource center to support learning and emotional growth with more students attending workshops/tutoring/on site offerings.</p> <p>Increase workshop/class attendance of academic workshops/classes (reading, writing and math support) by 5% as per attendance roster.</p> <p>Condition of Learning:</p> <p>Priority #1-Basic</p> <p>School facilities are maintained in good repair.</p> <p>Metrics:</p> <p>Walk through facilities and regular inspection by various stakeholders; use checklist for inspection</p> <p>Use class attendance roster to measure increase in attendance.</p> | |
| Goal Applies to: | Schools: | River Oaks Academy |
| | | Grades: All |
| | Applicable Pupil Subgroups: | All |
| LCAP Year 1 | | |
| Expected Annual Measurable Outcomes: | Maintain facility in inviting condition; increase student attendance at academic workshops/classes/tutoring by 5% as measured by attendance roster; | |

| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
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| 2.1 Maintain facility in inviting condition and repair as needed. | River Oaks Academy Grades: All | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | Annual Facility Cost including monthly custodial charges to keep facility in pristine condition. Service costs will be financed with State unrestricted funds - \$101,037 |
| LCAP Year 2 | | | |
| Expected Annual Measurable Outcomes: | Maintain facility in inviting condition; increase student attendance at academic workshops/classes/tutoring by 5% as measured by attendance roster; | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |

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| <p>2.1 Maintain facility in inviting condition and repair as needed.</p> | <p>River Oaks Academy Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>Annual Facility Cost including monthly custodial charges to keep facility in pristine condition. Service costs will be financed with State unrestricted funds - \$103,026</p> |
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LCAP Year 3

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| <p>Expected Annual Measurable Outcomes:</p> | <p>Maintain facility in inviting condition; increase student attendance at academic workshops/classes/tutoring by 5% as measured by attendance roster;</p> |
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| <p align="center">Actions/Services</p> | <p align="center">Scope of Service</p> | <p align="center">Pupils to be served within identified scope of service</p> | <p align="center">Budgeted Expenditures</p> |
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| <p>2.1 Maintain facility in inviting condition and repair as needed.</p> | <p>River Oaks Academy Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>Annual Facility Cost including monthly custodial charges to keep facility in pristine condition. Service costs will be financed with State unrestricted funds - \$106,117</p> |

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| GOAL: | Goal #3: All students will have access to CC aligned materials and additional math support by adding seven new math tutors. Math scores will increase as measured by i-Ready, ACT Aspire and/or Smarter Balanced assessment. | | Related State and/or Local Priorities: _1 X 2 _3 X 4 _5 _6 _7 X 8 Local: N/A |
| Identified Need: | Increase our math scores as identified on i-Ready, ACT Aspire and Smarter Balanced are too low. | | |
| Goal Applies to: | Schools: | River Oaks Academy Grades: All | |
| | Applicable Pupil Subgroups: | All | |
| LCAP Year 1 | | | |
| Expected Annual Measurable Outcomes: | 100% of students will have access to standards-aligned materials in math (1,2) With additional math tutoring support; math workshops and additional parent support in the area of math, 80% of student performance in math will increase by 3% as measured by either i-Ready math; ACT Aspire math and/or Smarter Balanced math. | | |
| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 3.1 Individual and personalized tutoring for students who are below grade level or who are requesting additional support in math (4). | River Oaks Academy Grades: All | _ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | Additional support to students by providing math tutors. Service costs will be financed with State unrestricted funds - \$49,012 |

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| <p>3.2 All students have access to computers and online math resources (1, 5) through our laptop program.</p> | <p>River Oaks Academy Grades: All</p> | <p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>Laptop Loan program to our socio-economically disadvantaged students to allow for greater access to online resources and curriculum. Supply costs will be financed with State unrestricted dollars - \$2,500</p> |
| <p>3.3: 100% of students will have access to standards-aligned instructional materials (1,2) and appropriate Professional Development for parent facilitators and teachers aligned with standard based instructional materials (3) will be offered at our resource center.</p> | <p>River Oaks Academy Grades: All</p> | <p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>Standards aligned instruction materials. Supply costs will be financed with State unrestricted dollars - \$10,000</p> |
| <p>LCAP Year 2</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>100% of students will have access to standards-aligned materials in math (1,2) With additional math tutoring support; math workshops and additional parent support in the area of math, 80% of student performance in math will increase by 3% as measured by either i-Ready math; ACT Aspire math and/or Smarter Balanced math.</p> | | |
| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |

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| <p>3.1 Individual and personalized tutoring for students who are below grade level or who are requesting additional support in math (4).</p> | <p>River Oaks Academy Grades: All</p> | <p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>Additional support to students by providing math tutors. Service costs will be financed with State unrestricted funds - \$51,895</p> |
| <p>3.2 All students have access to computers and online math resources (1, 5) through our laptop program.</p> | <p>River Oaks Academy Grades: All</p> | <p><input type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>Laptop Loan program to our socio-economically disadvantaged students to allow for greater access to online resources and curriculum. Supply costs will be financed with State unrestricted dollars - \$2,500</p> |
| <p>3.3: 100% of students will have access to standards-aligned instructional materials (1,2) and appropriate Professional Development for parent facilitators and teachers aligned with standard based instructional materials (3) will be offered at our resource center.</p> | <p>River Oaks Academy Grades: All</p> | <p><input checked="" type="checkbox"/> All ----- <input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | <p>Standards aligned instruction materials. Supply costs will be financed with State unrestricted dollars - \$10,000</p> |
| <p>LCAP Year 3</p> | | | |

| Expected Annual Measurable Outcomes: | 100% of students will have access to standards-aligned materials in math (1,2) With additional math tutoring support; math workshops and additional parent support in the area of math, 80% of student performance in math will increase by 3% as measured by either i-Ready math; ACT Aspire math and/or Smarter Balanced math. | | |
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| Actions/Services | Scope of Service | Pupils to be served within identified scope of service | Budgeted Expenditures |
| 3.1 Individual and personalized tutoring for students who are below grade level or who are requesting additional support in math (4). | River Oaks Academy Grades: All | _ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | Additional support to students by providing math tutors. Service costs will be financed with State unrestricted funds - \$54,186 |
| 3.2 All students have access to computers and online math resources (1, 5) through our laptop program. | River Oaks Academy Grades: All | _ All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races X Low Income Pupils X Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | Laptop Loan program to our socio-economically disadvantaged students to allow for greater access to online resources and curriculum. Supply costs will be financed with State unrestricted dollars - \$2,500 |

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| <p>3.3: 100% of students will have access to standards-aligned instructional materials (1,2) and appropriate Professional Development for parent facilitators and teachers aligned with standard based instructional materials (3) will be offered at our resource center.</p> | <p>River Oaks Academy Grades: All</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>Standards aligned instruction materials. Supply costs will be financed with State unrestricted dollars - \$10,000</p> |
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| GOAL: | Goal #4: Continue to expand college and career readiness opportunities | | Related State and/or Local Priorities: _1 X 2 _3 X 4 X 5 _6 X 7 X 8 Local: N/A |
| Identified Need: | Increase options available to high school students through career education pathways and continued college readiness course availability. | | |
| Goal Applies to: | Schools: | River Oaks Academy | |
| | | Grades: 8th, 9th, 10th, 11th, 12th | |
| | Applicable Pupil Subgroups: | All | |
| LCAP Year 1 | | | |
| Expected Annual Measurable Outcomes: | <p>50% of all 9th grade students will enroll in the college and career seminar class</p> <p>95% of all our high school students will schedule to meet with our high school guidance counselor 2 x per year (fall and spring).</p> <p>75% of our 8th and high school students will attend either the back-to-school or high school information sessions and/or have a personalized talk with their educational coach</p> <p>100% of our high school students who attend the college and career seminar will create a 10 year plan</p> | | |
| | Actions/Services | Scope of Service | Pupils to be served within identified scope of service |
| | | | Budgeted Expenditures |

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| <p>4.1 Program Specialist to implement College and Career program.</p> | <p>River Oaks Academy Grades: 8th, 9th, 10th, 11th, 12th</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>.80 FTE Program Specialist to administer College & Career program for school. Salary and benefits will be fianance with State restricted dollars - \$83,763</p> |
| <p>4.2 Offer multiple back-to-school information sessions at the beginning of the school year, two college and career seminars per school year, and additional teacher support for Get Focused, Stay Focused class.</p> | <p>River Oaks Academy Grades: 8th, 9th, 10th, 11th, 12th</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>Added 3 teacher stipends @ \$2,500 per teacher to support additional instructor workload for implementing the new Get Focused, Stay Focused class - Salary and benefit expense will be finance with State restricted dollars - \$8,725</p> |

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| <p>4.3 Offer a Get Focused, Stay Focused class. Areas of continued exploration include students learning more effective interpersonal communication skills, and the necessary employability attributes to be successful in life.</p> | <p>River Oaks Academy Grades: 8th, 9th, 10th, 11th, 12th</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>Captivating Speakers will be hired for the Get Focused, Stay Focused program. Service costs will be paid from State restricted funds - \$7,292</p> |
| <p>4.4 Have the high school guidance counselor available throughout the school year for academic student counseling.</p> | <p>River Oaks Academy Grades: 8th, 9th, 10th, 11th, 12th</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>Counselor hours to service ROA students. Salary and benefits will be paid with State restricted and unrestricted dollars - \$47,116</p> |
| <p>LCAP Year 2</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>50% of all 9th grade students will enroll in the college and career seminar class</p> <p>95% of all our high school students will schedule to meet with our high school guidance counselor 2 x per year (fall and spring).</p> <p>75% of our 8th and high school students will attend either the back-to-school or high school information sessions and/or have a personalized talk with their educational coach</p> <p>100% of our high school students who attend the college and career seminar will create a 10 year plan</p> | | |
| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |

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| <p>4.1 Program Specialist to implement College and Career program.</p> | <p>River Oaks Academy Grades: 8th, 9th, 10th, 11th, 12th</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>.80 FTE Program Specialist to administer College & Career program for school. Salary and benefits will be fianance with State restricted dollars - \$85,095</p> |
| <p>4.2 Offer multiple back-to-school information sessions at the beginning of the school year, two college and career seminars per school year, and additional teacher support for Get Focused, Stay Focused class.</p> | <p>River Oaks Academy Grades: 8th, 9th, 10th, 11th, 12th</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>Added 3 teacher stipends @ \$2,500 per teacher to support additional instructor workload for implementing the new Get Focused, Stay Focused class - Salary and benefit expense will be finance with State restricted dollars - \$8,864</p> |

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| <p>4.3 Offer a Get Focused, Stay Focused class. Areas of continued exploration include students learning more effective interpersonal communication skills, and the necessary employability attributes to be successful in life.</p> | <p>River Oaks Academy Grades: 8th, 9th, 10th, 11th, 12th</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>Captivating Speakers will be hired for the Get Focused, Stay Focused program. Service costs will be paid from State restricted funds - \$7,292</p> |
| <p>4.4 Have the high school guidance counselor available throughout the school year for academic student counseling.</p> | <p>River Oaks Academy Grades: 8th, 9th, 10th, 11th, 12th</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>Counselor hours to service ROA students. Salary and benefits will be paid with State unrestricted dollars - \$15,955</p> |
| <p>LCAP Year 3</p> | | | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>50% of all 9th grade students will enroll in the college and career seminar class</p> <p>95% of all our high school students will schedule to meet with our high school guidance counselor 2 x per year (fall and spring).</p> <p>75% of our 8th and high school students will attend either the back-to-school or high school information sessions and/or have a personalized talk with their educational coach</p> <p>100% of our high school students who attend the college and career seminar will create a 10 year plan</p> | | |
| <p>Actions/Services</p> | <p>Scope of Service</p> | <p>Pupils to be served within identified scope of service</p> | <p>Budgeted Expenditures</p> |

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| <p>4.1 Program Specialist to implement College and Career program.</p> | <p>River Oaks Academy Grades: 8th, 9th, 10th, 11th, 12th</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>.80 FTE Program Specialist to administer College & Career program for school. Salary and benefits will be fianance with State restricted dollars - \$86,427</p> |
| <p>4.2 Offer multiple back-to-school information sessions at the beginning of the school year, two college and career seminars per school year, and additional teacher support for Get Focused, Stay Focused class.</p> | <p>River Oaks Academy Grades: 8th, 9th, 10th, 11th, 12th</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>Added 3 teacher stipends @ \$2,500 per teacher to support additional instructor workload for implementing the new Get Focused, Stay Focused class - Salary and benefit expense will be finance with State restricted dollars - \$9,003</p> |

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| <p>4.3 Offer a Get Focused, Stay Focused class. Areas of continued exploration include students learning more effective interpersonal communication skills, and the necessary employability attributes to be successful in life.</p> | <p>River Oaks Academy Grades: 8th, 9th, 10th, 11th, 12th</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>Captivating Speakers will be hired for the Get Focused, Stay Focused program. Service costs will be paid from State restricted funds - \$7,292</p> |
| <p>4.4 Have the high school guidance counselor available throughout the school year for academic student counseling.</p> | <p>River Oaks Academy Grades: 8th, 9th, 10th, 11th, 12th</p> | <p>X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other</p> | <p>Counselor hours to service ROA students. Salary and benefits will be paid with State unrestricted dollars - \$16,205</p> |

Annual Update

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

Guiding Questions:

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

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| Original Goal from prior year LCAP: | Teachers are appropriately assigned and fully credentialed to serve students in an “alternative school” setting. | | Related State and/or Local Priorities: X 1 _2 _3 _4 _5 _6 _7 _8 Local: | |
| Goal Applies to: | Schools: | River Oaks Academy | | |
| | Grades: | All | | |
| | Applicable Pupil Subgroups: | All | | |
| Expected Annual Measurable Outcomes: | 100% of our teachers will be properly assigned | | Actual Annual Measurable Outcomes: | We have accomplished our goal to have properly assigned teachers. This is an ongoing goal as we are experiencing growth and will need to keep hiring new teachers. |
| LCAP Year: 2015-16 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | | Budgeted Expenditures | Estimated Actual Annual Expenditures | |
| All teachers will be appropriately assigned pursuant to Education Code 44258.9, fully credentialed in multiple subject area and for the pupils they are teaching in an independent study setting. As specified by California Education Code (EC) Section 44865, independent study is considered an “alternative school”. As an alternative education teacher he/she must be NCLB-compliant in one core academic subject or elementary multiple subjects and has up to three years from date of assignment as an eligible teacher to demonstrate subject matter competence in the necessary core academic subjects. | | Goal will not add a net monetary cost to the school. | We have accomplished our goal to have properly assigned teachers. This is an ongoing goal as we are experiencing growth and will need to keep hiring new teachers. | |
| Goal did not add a net monetary cost to the school. | | | | |
| Scope of service: | All Grades Grades: All | | Scope of service: | All grades Grades: All |

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| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |
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| <p>What changes in actions, services, and expenditures</p> | <p>No changes will be made, however, this goal will need to continue as we are growing and the need for properly assigned teachers in our setting continues to be a challenge.</p> |
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| <p>Original Goal from prior year LCAP:</p> | <p>Newly remodeled, larger resource center is inviting for students to attend workshops, tutoring and additional support workshops offered to support academic and emotional growth of our students. Adding additional space to support a Multi-purpose room.</p> | <p>Related State and/or Local Priorities: X 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 Local:</p> |
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| Goal Applies to: | Schools: | River Oaks Academy | | |
| | Grades: | All | | |
| | Applicable Pupil Subgroups: | All | | |
| Expected Annual Measurable Outcomes: | Maintain facility in inviting condition; increase student attendance at workshops/classes/tutoring by 10%. | | Actual Annual Measurable Outcomes: | <p>Additional space has been secured and obtained. We signed a 3-year lease. We further added more space to offer 1:1 tutoring and SPED support in a new suite upstairs at the same location.</p> <p>We did accomplish our goal to increase attendance by 10% according to our attendance roster.</p> |
| LCAP Year: 2015-16 | | | | |
| Planned Actions/Services | | | Actual Actions/Services | |
| | | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <p>Regular walk-throughs</p> <p>Upkeep and repair as needed</p> <p>Adjustments to usability and practicality as possible and needed</p> | | <p>Annual facility cost including monthly custodial charges to keep facility in pristine condition.</p> <p>Service costs will be financed with unrestricted funds - \$99,334</p> | <p>During 2015-16, ROA added more space to accomodate additional tutoring and special education services on site. Consequently, the cost of our facility increased for the school year.</p> | <p>Annual facility cost including monthly custodial charges exceeded our original LCAP budget by \$8,317.</p> |
| Scope of service: | <p>All Grades</p> <p>Grades: All</p> | | <p>Scope of service:</p> <p>All Grades</p> <p>Grades: All</p> | |

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| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |
| <p>What changes in actions, services, and expenditures</p> | <p>There are no plans to increase facility space at the Westlake facility. However, we are planning on adding a new facility in Oxnard.</p> | |

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| Original Goal from prior year LCAP: | Improve Math & ELA Scores for all students. | Related State and/or Local Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 Local: |
| Goal Applies to: | Schools: | River Oaks Academy |
| | Grades: | All |
| | Applicable Pupil Subgroups: | All |
| Expected Annual Measurable Outcomes: | <p>Increase to 2/month in home visit for socio-economically disadvantaged students</p> <p>Continue laptop loan program for socio-economically disadvantaged students</p> <p>Increase attendance of teacher-led study hall by 10%</p> <p>Increase usage of online resources by 10%</p> <p>Add 2 new online resources each year</p> <p>Look into adding a self-contained online curriculum for students who need more structure</p> | <p>Actual Annual Measurable Outcomes:</p> <p>We have hired 7 new tutors and have identified all our students who were not performing at grade level standards, using the Smarter Balanced, i-Ready or ACT Aspire test results. We have assigned tutors by geographical area and have implemented weekly one-hour tutoring sessions to help improve their math skills.</p> <p>Results will be measured using Smarter Balanced, i-Ready and/or ACT Aspire test results at the beginning of the new school year.</p> |

| LCAP Year: 2015-16 | | | |
|--|---|---|--|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> • Add an additional math instructor to offer additional math tutoring hours on site as well as offer additional math workshops. • Expand on additional study hall time/offer specific math workshop hours/tutoring. • Add an online self-contained curriculum as an additional choice and for increased support. | <p>Add another tutor if needed to expand on specific math workshops and tutoring to give additional support to families, focus on upper grade math, starting with pre-Algebra and up. Service costs will be financed with unrestricted dollars - \$33,875</p> <p>Laptop Loan program to our socio-economically disadvantaged students to allow for greater access to online resources and curriculum.</p> | <p>As a school, ROA has realized that for many students math is very difficult and found that a significant amount of students are not at grade level and would benefit with additional math support. Therefore, ROA has hired seven new math tutors to support these students. In addition, we have implemented weekly home visits for our socio-economic disadvantage students.</p> | <p>ROA is expected to spend \$52,010 on math tutors. This amount exceeds the original LCAP budget by \$14,682.</p> <p>ROA purchased one computer during the year for its laptop program. Consequently, estimated costs will be \$832 less than the original LCAP budget.</p> <p>ROA did not purchase "Time for Learning" for its student assessment needs. Instead, the school utilized iReady software for its students. Estimated cost will be \$980</p> |

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|---|--------------------------------------|--|---|--------------------------------------|--|
| | | <p>Supply costs will be financed with unrestricted dollars - \$2,500</p> <p>Time for Learning for additional instructional support. Service Costs will be financed with unrestricted dollars - \$2,300</p> | | | <p>less than the original LCAP budget.</p> |
| Scope of service: | <p>All grades</p> <p>Grades: All</p> | | Scope of service: | <p>All Grades</p> <p>Grades: All</p> | |
| <p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | | | <p><input type="checkbox"/> All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input checked="" type="checkbox"/> Low Income Pupils <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless</p> <p><input type="checkbox"/> Other</p> | | |

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| <ul style="list-style-type: none"> • Research additional online resources to offer students, such as IXL, Study Island, BrainPop, The Happy Scientist, etc. • Add instructional licenses to i-Ready measurement to further support math | | <p>Additional online resources. Service Cost will be financed with unrestricted dollars - \$6,361</p> | <p>ROA added additional online resources including additional instructional licenses to improve our math scores.</p> | <p>River Oaks Academy utilized multiple on-line resources including IXL Learning, Ed Helper, Happy Scientist, DE Streaming Plus, Reading Eggs, Mathseeds, Brian Pop, and Mango to help support this goal. Estimated expenses will be less than the original LCAP budget by \$1,232.</p> |
| <p>Scope of service:</p> | <p>All Grades Grades: All</p> | | <p>Scope of service:</p> | <p>All Grades Grades: All</p> |
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | |

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| What changes in actions, services, and expenditures | <p>Depending on the results, we will continue with the same level of support for the individual students. We also are going to implement more foundational math support at the resource center, where we will be offering and requiring the students to attend foundational math courses.</p> <p>We also have implemented and will continue, after identifying the students' needs, more support in ELA. We offer online as well as onsite tutoring and workshops.</p> |
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| Original Goal from prior year LCAP: | Strengthen and coordinate guidance program for high school graduation and post-secondary college and career preparation. | | Related State and/or Local Priorities: _1 _2 _3 _4 _5 _6 X 7 _8 Local: | | | | |
| Goal Applies to: | <table border="1"> <tr> <td style="background-color: #cccccc;">Schools:</td> <td>River Oaks Academy</td> </tr> <tr> <td style="background-color: #cccccc;">Grades:</td> <td>9th, 10th, 11th, 12th</td> </tr> </table> | Schools: | River Oaks Academy | Grades: | 9th, 10th, 11th, 12th | | |
| Schools: | River Oaks Academy | | | | | | |
| Grades: | 9th, 10th, 11th, 12th | | | | | | |
| | Applicable Pupil Subgroups: | All | | | | | |
| Expected Annual Measurable Outcomes: | <p>College and Career Night for high school and 8th grade students</p> <p>College and guidance counselor</p> <p>Submit 3-5 ROA a-g courses</p> <p>\$400 per high school pupil funding for a-g/elective/CC college</p> <p>2 new online resources</p> <p>add another writing class/workshop</p> | Actual Annual Measurable Outcomes: | <p>ROA offered a college and career night for high school and 8th grade students in conjunction with the receipt of the Career Pathways grant awarded by the CDE.</p> <p>ROA College and Guidance counselor meets with every high school student twice a year and every 8th grade student in the spring of the school year or upon demand.</p> <p>ROA submitted and was approved for eleven A-G courses.</p> <p>Through the college and career seminar, students were introduced to a myriad of online resources.</p> <p>Two literacy writing workshops were added to provide additional support in academic writing.</p> | | | | |

| LCAP Year: 2015-16 | | | | | |
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| Planned Actions/Services | | Actual Actions/Services | | | |
| | | Budgeted Expenditures | | | Estimated Actual Annual Expenditures |
| Increase and promote concurrent enrollment; submit ROA a-g courses with the help of the college counselor; offer additional writing and parent support; continue with CEC course access; | | <p>\$200 stipend for each HS student towards CC courses, A-G requirements, or elective courses.</p> <p>Service Costs will be paid from unrestricted funds - \$8,800</p> | Need to write | | <p>ROA spent \$3,061 on A-G coursework offered through the BYU online program. This amount represents \$5,739 less than the original LCAP budget. However, ROA students also attended local community colleges and participated in "in house" programs to meet the A-G goal at no additional cost to the school.</p> |
| Scope of service: | <p>Grades 9-12</p> <p>Grades: 9th, 10th, 11th, 12th</p> | | Scope of service: | <p>Grades 9-12</p> <p>Grades: 9th, 10th, 11th, 12th</p> | |

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|---|---|---|
| <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> | | <p>X All</p> <p>-----</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> American Indian or Alaska Native <input type="checkbox"/> Hispanic or Latino <input type="checkbox"/> Two or More Races <input type="checkbox"/> Low Income Pupils <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Asian <input type="checkbox"/> Native Hawaiian or Pacific Islander <input type="checkbox"/> English Learners <input type="checkbox"/> Black or African American <input type="checkbox"/> Filipino <input type="checkbox"/> White <input type="checkbox"/> Students with Disabilities <input type="checkbox"/> Homeless <input type="checkbox"/> Other</p> |
| <p>What changes in actions, services, and expenditures</p> | <p>ROA will continue to submit A-G courses. Due to an increase in ROA's own A-G courses, there has been a decrease in demand for on-line A-G courses. Our college and career counselor is working on getting a work experience program approved for ROA and ROA will continue to build its College and Career program. ROA will continue to support its academic writing program.</p> | |

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| <p>Original Goal from prior year LCAP:</p> | <p>Align instruction with Common Core state standards and Schoolwide Learner Outcomes (SLO) and development high quality assessment measures.</p> | | <p>Related State and/or Local Priorities: <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 Local:</p> |
| <p>Goal Applies to:</p> | <p>Schools:</p> | <p>River Oaks Academy</p> <p>Grades: All</p> | |
| | <p>Applicable Pupil Subgroups:</p> | <p>All</p> | |
| <p>Expected Annual Measurable Outcomes:</p> | <p>Continuously review new releases of homeschool friendly, common core aligned materials, include materials for all learners, including support materials for EL students and SPED students</p> | <p>Actual Annual Measurable Outcomes:</p> | <p>ROA continues to add a variety of common core aligned materials and on-line resources to meet California state requirements.</p> |

| LCAP Year: 2015-16 | | | |
|--|---|--|---|
| Planned Actions/Services | | Actual Actions/Services | |
| | Budgeted Expenditures | | Estimated Actual Annual Expenditures |
| <ul style="list-style-type: none"> • Purchase additional CC aligned, homeschool friendly materials • Retain student assessment software for teachers | <p>Research to purchase addl. Textbooks, workbooks, other materials to accommodate our Regular and SPED students; learning styles and student interests. Supply costs will be financed with unrestricted dollars - \$4,000</p> <p>i-Ready Assessment Software. Service costs will be financed with unrestricted dollars - \$4,000</p> | <p>ROA extensively reviewed new curriculum and has adopted a new ELA curriculum for grades 8-12 and has added new science lab kits</p> | <p>ROA is expecting to purchase \$36,516 in textbooks/workbooks related to the common core implementation. Consequently, this amount represents an expense of \$31,516 more than the original LCAP budget.</p> <p>ROA has utilized the iReady software to conduct its student assessments. The costs applicable to this goal is \$520 less than the original LCAP budget.</p> |

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|---|--|--|---|--|--|
| Scope of service: All Grades Grades: All | | | Scope of service: All Grades Grades: All | | |
| X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | | X All ----- _ Foster Youth _ American Indian or Alaska Native _ Hispanic or Latino _ Two or More Races _ Low Income Pupils _ Redesignated fluent English proficient _ Asian _ Native Hawaiian or Pacific Islander _ English Learners _ Black or African American _ Filipino _ White _ Students with Disabilities _ Homeless _ Other | | |
| What changes in actions, services, and expenditures | ROA decided to combine the 2015-16 goal to add homeschool friendly common core aligned materials to our 2016-17 goal number three (Math scores will increase as measured by iready, ASCT aspire, and/or smarter assessments results). ROA feels that these two goals need to be linked to CLAUDIA WILL ADD/REVISE | | | | |

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.)

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|---|-------|
| Total amount of Supplemental and Concentration grant funds calculated: | 51354 |
|---|-------|

Based on current enrollment projections, River Oaks Academy (ROA) will educate 190 students during 2016-17. Approximately, 20.96% of these students will be deemed unduplicated. ROA will increase and/or improve services for unduplicated students by implementing the following programs:

1. Additional math tutoring for unduplicated students
2. Laptop loan program for unduplicated students

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.

| | |
|------|---|
| 3.63 | % |
|------|---|

In accordance with the FCMAT Local Control Funding Formula Calculator, River Oaks Academy will increase and/or improve services for unduplicated pupils as compared to the services provided to all pupils by 3.63%.

Services for all students at ROA includes purchases of additional common core materials, offering workshops and tutoring for core subjects and training staff and parents on common core implementation through project based learning and other learning methods.

To improve our math scores, ROA will increase tutor services provided to our unduplicated students. In addition, ROA will support instruction by providing online access through our laptop program.

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).