

**Introduction:**

**LEA:** Forest Charter School **Contact (Name, Title, Email, Phone Number):** Peter Sagebiel, Executive Director, psagebiel@forestcharter.com, (530) 265-4823 **LCAP Year:** 2016

### ***Local Control and Accountability Plan and Annual Update Template***

*Forest Charter School is a personalized learning program, in which each student is seen as an individual with unique gifts and talents. Each student's individualized learning program is developed by his/her education team, consisting of the student, parents, and a supervising teacher (ST). This team meets at least once a month (or more frequently, as needed) in order to monitor, plan, update, and document the student's progress. This individualized plan allows students to choose from a wide range of educational supports, such as home study, online classes, and small support classes, including all core classes and electives. Students are encouraged to explore educational materials and avenues that motivate and inspire them and that are consistent with state standards. Some families choose particular texts or materials, while others use instructional funds to provide tutoring, on-line courses, or other support. This flexible schedule allows students ample time to participate in many extracurricular activities such as gymnastics, dance, martial arts, music, skiing, snowboarding, community classes, ROP, work experience, and academic travel.*

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

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

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

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

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

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

## State Priorities

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

### A. Conditions of Learning:

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

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

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

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

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

### B. Pupil Outcomes:

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

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

### C. Engagement:

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

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

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

**Section 1: Stakeholder Engagement**

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

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

**Guiding Questions:**

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

| Involvement Process   | Impact on LCAP   |
|---|--|
| <p>Parents are an integral part of the personalized learning process. Each month, the Supervising Teacher meets with the student and family to review work and establish assignments for the upcoming Learning Period. This is also an opportunity for the family to provide feedback about the school. Feedback gained from this format has always impacted the direction of Forest Charter School.</p> <p>Another avenue for involvement is through the Charter Council which acts as</p> | <p>Stakeholder input indicated a clear desire to continue our focus on academic intervention. Although parents ranked some of the state priorities as a higher priority than academic achievement, other questions on the survey show that parents and staff feel that these areas are already a strength and therefore do not require the same attention as academic intervention. An example of this is school climate. Other questions on the survey show that parents and staff feel that Forest Charter School is a safe environment. These preferences also mirror the information we received when going through our WASC process</p> |

the Parent Advisory Group for the LCAP. The Charter Council is comprised of parents, teachers and a student representative. Every attempt is made to have this council represent Forest Charter Schools demographic make-up. This body makes decision and is frequently involved in discussions that influence policy and direction, including, but not limited to the strategic planning process. Monthly LCAP reports are made at this meeting and include updates on the schools progress toward the LCAP goals/actions and services. Further, this report allows an opportunity for the board to brainstorm ideas and to give feedback regarding the plan. Members of the public who attend are also encourage to participate in this discussion. The Charter Council meets on a monthly basis.

Forest Charter School also conducts an annual family survey and an annual staff survey. Many of the eight state priorities, such as academic achievement, school safety and parental involvement are perennial topics in our surveys. The staff survey and the parent survey were conducted in March 2016.

Faculty Council is an advisory council made up of staff members who meet monthly to advise the Executive Director regarding policy and vision for the school. A diverse grouping is selected for this committee and they are asked to bring in parent perspective to ensure a strong foundation for decisions. This group has also discussed issues directly related to the LCAP.

This year, Forest Charter School worked specifically to engage students in roundtable discussions at two of its learning centers that hold high school students during the first semester. These discussions lead to consistent results: students articulated a desire to focus on academics and building our programs/systems that support learning.

Forest Charter School is also accredited by the Western Association of Schools and Colleges (WASC). Part of the accreditation process is to go through an in-depth review of the school's program with all stakeholders and develop an action plan based on input from these stakeholders. Stakeholder input was gather through teacher meetings with families as well as group meetings at the school. Forest Charter School received a six-year accreditation demonstrating that the process the school engaged in as well as the action plan that was developed was thorough and well thought out. Further, this was our second six-year accreditation demonstrating that the school consistently follows

and therefore, many of Forest Charter School's action plan items deal with student achievement. Ultimately, the stakeholder engagement and research confirmed the direction of the school and caused us to embed some of these goals in our LCAP.

The other priority that received a high score was to have more standards based curriculum. While the nature of Forest Charter is to give our students and families a great deal of flexibility in the curriculum they choose, conversations with parents and staff indicate that we need to update the curriculum we use in some of our class offerings to better meet the new California state standards. We have been looking for a math curriculum that will meet the new standards and work well with the independent study nature of our school. We are planning to add this action to our LCAP in order support our academic goals.

Overall, the impact on this year's LCAP was minimal. Stakeholder input was consistent with the goals already articulated.

through with its action plan. Some of these action-plan items became LCAP goals. Last year, Forest Charter School went a mid-term review of its accreditation. The review went smoothly, and the WASC visiting committee determined that Forest had made strong progress on its action plan. This is especially relevant since some of the WASC action plan items mirror goals in the LCAP. We are now in the process of preliminary preparation for our next WASC visit in 2018

To engage our stakeholders in the specific aspects of the LCAP (i.e. the eight state priorities and potential goal areas), Forest Charter School included questions in the parent and staff surveys regarding those topics. Approximately 30% of our families and over 92% of FCS staff participated in this survey. The survey was emailed to our entire Forest Charter School community and a reminder email was sent to those families who had not yet participated by a specific date. Families were notified that they could request a paper version of the survey if they did not have access to a computer and/or the internet.

Forest Charter School will present the LCAP to the parent advisory group (The Charter Council serves as the Parent Advisory Group for the LCAP) and hold a public hearing on the LCAP on April 19, 2016 at the regular charter council meeting to solicit recommendations and comments from the public. This meeting was advertised in our monthly newsletter as well as posted on our website. The Executive Director will respond in writing to any comments.

The LCAP was approved on May 24, 2016 at the regular charter council meeting.

**Annual Update:**

To review the 2015 LCAP, the administration team, Faculty Council and the Charter Council looked at the articulated goals from the LCAP. Regular reports regarding our progress on the LCAP were made at our monthly charter council meetings. We reported on our ability to provide the actions and services we had articulated as well as any scores or specific data that were available. We are working this year to establish a baseline for our state testing as well as our benchmark testing. We are on track for this information, but we need to

**Annual Update:**

Now that we have a way to track student achievement for all our grades in math and Language Arts. We want to be able to track and provide more specific, detailed reports about scores and how our students are progressing as well as how our interventions are working. Over the last few years, we have been working with our student information system to develop a data analysis program. This program is still in development. If our information system provider is unable to provide this service, we are planning to research and

complete the year (2015-16) of assessments in order to track the data. We also reviewed the actions and services we articulated and found that we had accomplished the vast majority of them. When appropriate, we looked at specific examples of the services we provided and the amount of budget spent on these services.

purchase a data analysis system that can provide the data we need. To that end, we are adding an action item to our LCAP goal to find a data analysis program that meets our needs.

Finding math curriculum that truly meets the expectations of the new standards has also been a challenge. Many of the major curriculum companies have done very little to develop problems or tasks that truly require critical thinking. Teachers have been working to develop supplemental material to meet these requirements. However, as an independent study school, we feel that a better curriculum will support our homeschool families. Therefore, we are adding an action item to find a new math curriculum that we feel confident recommending to our families.

**Section 2: Goals, Actions, Expenditures, and Progress Indicators**

**Instructions:**

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

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

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

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

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

**Goal:** Describe the goal:

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



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

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

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

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

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

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

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

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

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

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

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

**Guiding Questions:**

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

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|-------------------|--|--|
| GOAL 1:           | The Percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually.   | Related State and/or Local Priorities:<br>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/><br><br>COE only: 9 10<br><br>Local : Specify |
| Identified Need : | Based on state testing, benchmark assessments, and teacher observations FCS has identified a need to improve proficiency in language arts<br>Metrics: State testing, student work, local assessments, percent of work completed, graduation rate |  |
| Goal Applies to:  | Schools: Forest Charter School<br>Applicable Pupil Subgroups:  | All  |

**LCAP Year 1: 2016-17**

**Expected Annual Measurable Outcomes:**

**Pupil Achievement**

- Performance on statewide test – Currently there is no growth target from the state. Number of students scoring proficient on the CAASPP will increase by 2%
- API score – Currently no API score available. When API comes available, we will meet or exceed growth API target as applicable
- UC/CSU Requirement – Percent of student meeting the UC/CSU requirement will increase by 2%
- Share of EL that become proficient – EL students will improve on CELDT scores toward proficiency
- EL reclassification rate – Maintain EL reclassification rate
- AP exams with 3 or higher – Increase the percent of students enrolled in an AP class who participate in the AP test and increase the percent of students scoring a 3 or higher on AP exams
- Share of pupils determined prepared for college by EAP – Share of pupils prepared for college based on EAP score will increase by 2%

**Pupil Engagement**

- Attendance rates – Maintain attendance rates of approximately 97%
- Chronic Absenteeism – Chronic Absenteeism is not an issue at this time (0.04%). Maintain chronic absenteeism of less than 1%
- Middle school dropout rates – Middle school dropout rates are not an issue at this time (0.01%). Maintain middle school dropout rate of less than 1%
- High school dropout rates – Reduce high school dropout rate by 1% (from 10% to 9%)
- High school graduation rates – Increase high school graduation rate by 2% (from 90%-92%)

**Other Pupil Outcomes**

- The Percentage of students who demonstrate grade-level proficiency in ELA will increase by 1%

**School Climate**

- Pupil suspension rate – Suspension rate is not an issue at this time (0.12). Maintain a suspension rate of less than 1%
- Pupil expulsion rate – Expulsions are not an issue (0.00% - zero expulsions in school history). Maintain expulsion rate of less than 1%
- Other local measures – Maintain positive rankings on staff/parent survey regarding school climate

**Parental Involvement**

- Efforts to seek parent involvement – Continue parent involvement expectations and requirements and add at least three small surveys to gain parent feedback on LCAP issues
- Promotion of parental participation – Continue to seek parent feedback and to require participation in school including parents of unduplicated pupils and pupils with exceptional needs. Implement an online program that helps promote communication with all parents

**Basic Services**

- Rate teachers are appropriately assigned and fully credentialed – Maintain rate that teachers are appropriately assigned and credentialed (96.22%)
- Pupil access to standards aligned instructional materials – Maintain 100% access to standards aligned curriculum
- Facilities maintained in good repair – Maintain the standard of our facilities

**Implementation of State Standards**

- Implementation of CCSS – Continue to train staff and to provide support to staff in implementing CCSS and to include ELD standards

**Course Access**

- Pupils access and enrollment in all required areas of study – Maintain 100% pupil access to required areas of study, including for unduplicated pupils and pupils with exceptional needs.

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures   |
|---|------------------|--|---|
| a) Provide highly qualified teachers<br>b) Provide Professional Development in alignment with our Educator Effectiveness Spending Plan<br>c) Provide ELA and math intervention such as SST meetings, tutoring, technology, and intervention curriculum as needed<br>d) Provide optional support classes (Co-ops, Learning Center classes)<br>e) College and career advisors<br>f) Provide access to an Intervention Specialist and/or SST Coordinator<br>g) Improve the SST referral process so that struggling students are referred to an SST earlier | School-wide      | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | ST's; Block Classes; College & Career; Tutoring, Professional Dev. Unrestricted GF \$1,924,182<br><hr/> EPA \$1,016,583<br><hr/> Other \$29,477 |
| a) Provide aides, tutoring as needed<br>b) Provide optional enrichment classes  | School-wide      | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Enrichment & Specialty Inst.; Aides; Block Classes; Tutoring Unrestricted GF \$188,988  |
| a) Access to California standards aligned curriculum and materials<br>b) Access to Technology - Provide access to technology by making chrome books available to all students in grades 6-12  | School-wide      | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Curriculum & Materials; Technology Unrestricted GF \$177,500<br><hr/> Lottery \$103,591<br><hr/> EPA 8,598                                      |
| Students with disabilities participate in general education to the maximum extent possible. Educational   | School-wide      | <input type="checkbox"/> All<br>-----<br>OR:   | Special Education Unrestricted GF \$353,100<br><hr/> Special Education \$288,468  |

|   |                    |   |   |
|---|--------------------|---|---|
| <p>needs are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services.</p>                                     |                    | <p><input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input checked="" type="checkbox"/> Other Subgroups: (Specify)<br/> <u>Special Ed</u></p>                     |   |
| <p>Provide &amp; maintain safe facilities for learning</p>  | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Facility Unrestricted GF \$337,475</p> |
| <p>Utilize benchmark assessments to determine grade level proficiency and to track progress/effectiveness of interventions in ELA in grades K-8</p>   | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Included in teacher salaries</p>       |
| <p>Utilize agreed upon benchmarks/metrics to determine grade level proficiency and to track progress/effectiveness of interventions in grades 9-12</p>  | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Included in admin salaries</p>         |
| <p>a) Identify a data-tracking program to use that meets our needs<br/> b) Evaluate the effectiveness of our intervention programs and the percent of our students working at or above grade level proficiency.</p> | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth</p>   | <p>Included in admin salaries</p>         |

|  |                    |   |   |
|--|--------------------|---|---|
| <p>c) Utilize longitudinal data analysis program to measure growth off students in our intervention program<br/> d) Track how students perform when they have attended FCS for three or more years</p>   |                    | <p><input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p>  |   |
| <p>Compare benchmark testing/metrics and state testing to measure the percent of students meeting grade level proficiency</p>  | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p>                                  | <p>Included in admin salaries</p>   |
| <p>Maintain a part-time Intervention Specialist to coordinate efforts to support students not meeting proficiency level in ELA</p>   | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p>                                  | <p>Intervention Specialist Supplemental \$51,932<br/> 3000-3999: Employee Benefits Supplemental \$12,983</p>          |
| <p>Additional funds available to support pupils who qualify as low income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, aides, enrichment, curriculum, materials, etc.</p> | <p>School-wide</p> | <p><input type="checkbox"/> All<br/> OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups:<br/> (Specify)</p> | <p>Additional Funds Supplemental \$132,000<br/> 1000-1999: Certificated Personnel Salaries Supplemental \$181,503</p> |

**LCAP Year 2: 2017-18**

**Expected Annual Measurable Outcomes:**

**Pupil Achievement**

- Performance on statewide test – Currently there is no growth target from the state. Number of students scoring proficient on the CAASPP will increase by 2%
- API score – Currently no API score available. When API comes available, we will meet or exceed growth API target as applicable
- UC/CSU Requirement – Percent of student meeting the UC/CSU requirement will increase by 2%
- Share of EL that become proficient – EL students will improve on CELDT scores toward proficiency
- EL reclassification rate – Maintain EL reclassification rate
- AP exams with 3 or higher – Increase the percent of students enrolled in an AP class who participate in the AP test and increase the percent of students scoring a 3 or higher on AP exams
- Share of pupils determined prepared for college by EAP – Share of pupils prepared for college based on EAP score will increase by 2%

**Pupil Engagement**

- Attendance rates – Maintain attendance rates of approximately 97%
- Chronic Absenteeism – Chronic Absenteeism is not an issue at this time. Maintain chronic absenteeism of less than 1%
- Middle school dropout rates – Middle school dropout rates are not an issue at this time. Maintain middle school dropout rate of less than 1%
- High school dropout rates – Reduce high school dropout rate by 1%
- High school graduation rates – Increase high school graduation rate by 2%

**Other Pupil Outcomes**

- The Percentage of students who demonstrate grade-level proficiency in ELA will increase by 1%

**School Climate**

- Pupil suspension rate – Suspension rate is not an issue at this time. Maintain a suspension rate of less than 1%
- Pupil expulsion rate – Expulsions are not an issue. Maintain expulsion rate of less than 1%
- Other local measures – Maintain positive rankings on staff/parent survey regarding school climate

**Parental Involvement**

- Efforts to seek parent involvement – Continue parent involvement expectations and requirements and add at least three small surveys to gain parent feedback on LCAP issues
- Promotion of parental participation – Continue to seek parent feedback and to require participation in school including parents of unduplicated pupils and pupils with exceptional needs.

**Basic Services**

- Rate teachers are appropriately assigned and fully credentialed – Maintain rate that teachers are appropriately assigned and credentialed
- Pupil access to standards aligned instructional materials – Maintain 100% access to standards aligned curriculum
- Facilities maintained in good repair – Maintain the standard of our facilities

**Implementation of State Standards**

- Implementation of CCSS – Continue to train staff and to provide support to staff in implementing CCSS and to include ELD standards

**Course Access**

- Pupils access and enrollment in all required areas of study – Maintain 100% pupil access to required areas of study, including for



| unduplicated pupils and pupils with exceptional needs.  |                  |  |  |
|---|------------------|--|--|
| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
| a) Provide Highly qualified teachers<br>b) Provide Professional Development in alignment with our Educator Effectiveness Spending Plan<br>c) Provide ELA and math intervention such as SST meetings, tutoring, technology, and intervention curriculum as needed<br>d) Provide optional support classes (Co-ops, Learning Center classes)<br>e) College and career advisors<br>f) Access to an Intervention Specialist and/or SST Coordinator | School-wide      | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | ST's; Block Classes; College & Career; Tutoring Unrestricted GF \$2,223,550<br>EPA \$943,102<br>Other 29,477 |
| a) Provide aides, tutoring as needed<br>b) Provide optional enrichment classes  | School-wide      | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Enrichment & Specialty Inst.; Aides; Classes; Tutoring Unrestricted GF \$190,000                             |
| a) Access to Common Core aligned curriculum and materials<br>b) Access to Technology - Provide access to technology by making chrome books available to all students in grades 6-12   | School-wide      | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Curriculum & Materials; Technology Unrestricted GF \$120,000<br>Lottery \$130,320                            |
| Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require  | School-wide      | <input type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth  | Special Education Unrestricted GF \$353,100<br>Special Education \$288,468                                   |

|  |             |  |                                      |
|--|-------------|--|--------------------------------------|
| specialized services.  |             | <input type="checkbox"/> Redesignated fluent English proficient<br><input checked="" type="checkbox"/> Other Subgroups: (Specify)<br>Special Ed  |                                      |
| Provide & maintain safe facilities for learning  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Facilities Unrestricted GF \$346,465 |
| a) Evaluate the effectiveness of our intervention programs and the percent of our students working at or above grade level proficiency.<br>b) Utilize longitudinal data analysis program to measure growth off students in our intervention program<br>c) Track how students perform when they have attended FCS for three or more years | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Included in teacher salaries         |
| Utilize agreed upon benchmarks/metrics to determine grade level proficiency and to track progress/effectiveness of interventions in grades 9-12  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Included in admin salaries           |
| Utilize longitudinal data analysis program to evaluate the effectiveness of our intervention programs and the percent of our students working at or above grade level proficiency  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:           | Included in admin salaries           |

|   |             |  |  |
|---|-------------|--|--|
|   |             | (Specify)  |  |
| Compare benchmark testing/metrics and state testing to measure the percent of students meeting grade level proficiency  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Included in admin salaries   |
| Maintain a part-time Intervention Specialist to coordinate efforts to support students not meeting proficiency level in ELA   | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Intervention Specialist Supplemental \$54,500<br>3000-3999: Employee Benefits Supplemental \$13,625          |
| Additional funds available to support pupils who qualify as low income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, etc. | School-wide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Additional Funds Supplemental \$158,800<br>1000-1999: Certificated Personnel Salaries Supplemental \$221,718 |

**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

**Pupil Achievement**

- Performance on statewide test – Currently there is no growth target from the state. Number of students scoring proficient on the CAASPP will increase by 2%
- API score – Currently no API score available. When API comes available, we will meet or exceed growth API target as applicable
- UC/CSU Requirement – Percent of student meeting the UC/CSU requirement will increase by 2%
- Share of EL that become proficient –EL students will improve on CELDT scores toward proficiency
- EL reclassification rate – Maintain EL reclassification rate
- AP exams with 3 or higher – Increase the percent of students enrolled in an AP class who participate in the AP test and increase the percent of students scoring a 3 or higher on AP exams
- Share of pupils determined prepared for college by EAP – Share of pupils prepared for college based on EAP score will increase by 2%

**Pupil Engagement**

- Attendance rates – Maintain attendance rates of approximately 97%
- Chronic Absenteeism – Chronic Absenteeism is not an issue at this time. Maintain chronic absenteeism of less than 1%
- Middle school dropout rates – Middle school dropout rates are not an issue at this time. Maintain middle school dropout rate of less than 1%
- High school dropout rates – Reduce high school dropout rate by 1%
- High school graduation rates – Increase high school graduation rate by 2%

**Other Pupil Outcomes**

- The Percentage of students who demonstrate grade-level proficiency in ELA will increase by 1%

**School Climate**

- Pupil suspension rate – Suspension rate is not an issue at this time. Maintain a suspension rate of less than 1%
- Pupil expulsion rate – Expulsions are not an issue. Maintain expulsion rate of less than 1%
- Other local measures – Maintain positive rankings on staff/parent survey regarding school climate

**Parental Involvement**

- Efforts to seek parent involvement – Continue parent involvement expectations and requirements and add at least three small surveys to gain parent feedback on LCAP issues
- Promotion of parental participation – Continue to seek parent feedback and to require participation in school including parents of unduplicated pupils and pupils with exceptional needs.

**Basic Services**

- Rate teachers are appropriately assigned and fully credentialed – Maintain rate that teaches are appropriately assigned and credentialed
- Pupil access to standards aligned instructional materials – Maintain 100% access to standards aligned curriculum
- Facilities maintained in good repair – Maintain the standard of our facilities

**Implementation of State Standards**

- Implementation of CCSS – Continue to train staff and to provide support to staff in implementing CCSS and to include ELD standards

**Course Access**

- Pupils access and enrollment in all required areas of study – Maintain 100% pupil access to required areas of study, including for

| unduplicated pupils and pupils with exceptional needs.  |                  |  |  |
|---|------------------|--|--|
| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
| a) Highly qualified teachers<br>b) Provide Professional Development in alignment with our Educator Effectiveness Spending Plan<br>c) Provide ELA and math intervention such as SST meetings, tutoring, technology, and intervention curriculum as needed<br>d) Provide optional support classes (Co-ops, Learning Center classes)<br>e) College and career advisors<br>f) Access to an Intervention Specialist and/or SST Coordinator | School-wide      | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | ST's; Block Classes; College & Career; Tutoring Unrestricted GF \$2,235,500<br><hr/> EPA \$451,049 |
| a) Provide aides, tutoring as needed<br>b) Provide optional enrichment classes  | School-wide      | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Enrichment & Specialty Inst.; Aides; Classes; Tutoring Unrestricted GF \$220,000                   |
| a) Access to Common Core aligned curriculum and materials<br>b) Access to Technology - Provide access to technology by making chrome books available to all students in grades 6-12   | School-wide      | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Curriculum & Materials; Technology Unrestricted GF \$163,000<br><hr/> Lottery \$130,320            |
| Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require  | School-wide      | <input type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth   | Special Education Unrestricted GF \$353,100<br><hr/> Special Education \$288,468                   |

|  |             |  |                                      |
|--|-------------|--|--------------------------------------|
| specialized services.  |             | <input type="checkbox"/> Redesignated fluent English proficient<br><input checked="" type="checkbox"/> Other Subgroups: (Specify)<br>Special Ed  |                                      |
| Provide & maintain safe facilities for learning  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Facilities Unrestricted GF \$351,465 |
| a) Evaluate the effectiveness of our intervention programs and the percent of our students working at or above grade level proficiency.<br>b) Utilize longitudinal data analysis program to measure growth off students in our intervention program<br>c) Track how students perform when they have attended FCS for three or more years | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Included in teacher salaries         |
| Utilize agreed upon benchmarks/metrics to determine grade level proficiency and to track progress/effectiveness of interventions in grades 9-12  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Included in admin salaries           |
| Utilize longitudinal data analysis program to evaluate the effectiveness of our intervention programs and the percent of our students working at or above grade level proficiency  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:           | Included in admin salaries           |

|   |             |  |  |
|---|-------------|--|--|
|   |             | (Specify)  |  |
| Compare benchmark testing/metrics and state testing to measure the percent of students meeting grade level proficiency  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Included in admin salaries   |
| Maintain a part-time Intervention Specialist to coordinate efforts to support students not meeting proficiency level in ELA   | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Intervention Specialist Supplemental \$56,135<br>3000-3999: Employee Benefits Supplemental \$14,033                          |
| Additional funds available to support pupils who qualify as low income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, etc. | School-wide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Additional Funds from Supplemental Supplemental \$158,800<br>2000-2999: Classified Personnel Salaries Supplemental \$224,564 |

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

|                          |  |   |
|--------------------------|--|---|
| <p>GOAL 2:</p>           | <p>The Percentage of students who demonstrate grade-level proficiency in math will increase annually</p>   | <p>Related State and/or Local Priorities:<br/>         1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/><br/><br/>         COE only: 9 10<br/><br/>         Local : Specify</p> |
| <p>Identified Need :</p> | <p>Based on state testing, benchmark assessments, and teacher observations FCS has identified a need to improve proficiency in math<br/>         Metrics: State testing, student work, local assessments, percent of work completed, graduation rate</p> |   |
| <p>Goal Applies to:</p>  | <p>Schools: Forest Charter School<br/><br/>         Applicable Pupil Subgroups:</p>  | <p>All</p>  |



**LCAP Year 1: 2016-17**

**Expected Annual Measurable Outcomes:**

**Pupil Achievement**

- Performance on statewide test – Currently there is no growth target from the state. Number of students scoring proficient on the CAASPP will increase by 2%
- API score – Currently no API score available. When API comes available, we will meet or exceed growth API target as applicable
- UC/CSU Requirement – Percent of student meeting the UC/CSU requirement will increase by 2%
- Share of EL that become proficient –EL students will improve on CELDT scores toward proficiency
- EL reclassification rate – Maintain EL reclassification rate
- AP exams with 3 or higher – Increase the percent of students enrolled in an AP class who participate in the AP test and increase the percent of students scoring a 3 or higher on AP exams
- Share of pupils determined prepared for college by EAP – Share of pupils prepared for college based on EAP score will increase by 2%

**Pupil Engagement**

- Attendance rates – Maintain attendance rates of approximately 97%
- Chronic Absenteeism – Chronic Absenteeism is not an issue at this time (0.04%). Maintain chronic absenteeism of less than 1%
- Middle school dropout rates – Middle school dropout rates are not an issue at this time (0.01%). Maintain middle school dropout rate of less than 1%
- High school dropout rates – Reduce high school dropout rate by 1% (from 10% to 9%)
- High school graduation rates – Increase high school graduation rate by 2% (from 90%-92%)

**Other Pupil Outcomes**

- The Percentage of students who demonstrate grade-level proficiency in math will increase by 1%

**School Climate**

- Pupil suspension rate – Suspension rate is not an issue at this time (0.12). Maintain a suspension rate of less than 1%
- Pupil expulsion rate – Expulsions are not an issue (0.00% - zero expulsions in school history). Maintain expulsion rate of less than 1%
- Other local measures – Maintain positive rankings on staff/parent survey regarding school climate

**Parental Involvement**

- Efforts to seek parent involvement – Continue parent involvement expectations and requirements and add at least three small surveys to gain parent feedback on LCAP issues
- Promotion of parental participation – Continue to seek parent feedback and to require participation in school including parents of unduplicated pupils and pupils with exceptional needs. Implement an online program that helps promote communication with all parents

**Basic Services**

- Rate teachers are appropriately assigned and fully credentialed – Maintain rate that teachers are appropriately assigned and credentialed (96.22%)
- Pupil access to standards aligned instructional materials – Maintain 100% access to standards aligned curriculum
- Facilities maintained in good repair – Maintain the standard of our facilities

**Implementation of State Standards**

- Implementation of CCSS – Continue to train staff and to provide support to staff in implementing CCSS and to include ELD standards

**Course Access**

- Pupils access and enrollment in all required areas of study – Maintain 100% pupil access to required areas of study, including for unduplicated pupils and pupils with exceptional needs.

| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service  | Budgeted Expenditures  |
|---|------------------|---|--|
| a) Provide highly qualified teachers<br>b) Provide Professional Development in alignment with our Educator Effectiveness Spending Plan<br>c) Provide ELA and math intervention such as SST meetings, tutoring, technology, and intervention curriculum as needed<br>d) Provide optional support classes (Co-ops, Learning Center classes)<br>e) Provide College and career advisors<br>f) Provide access to an Intervention Specialist and/or SST Coordinator<br>g) Improve the SST referral process so that struggling students are referred to an SST earlier | School-wide      | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | ST's; Block Classes; College & Career; Tutoring Unrestricted GF \$1,924,182<br>EPA \$1,016,583<br>Other \$29,477 |
| a) Provide aides, tutoring as needed<br>b) Provide optional enrichment classes  | School-wide      | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Enrichment & Specialty Inst.; Aides; Classes; Tutoring Unrestricted GF \$188,988                                 |
| a) Access to California standards aligned curriculum and materials<br>b) Access to Technology - Provide access to technology by making chrome books available to all students in grades 6-12  | School-wide      | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Curriculum & Materials; Technology Unrestricted GF \$177,500<br>Lottery \$103,591<br>EPA 8598                    |
| Students with disabilities participate in general education to the maximum extent possible. Educational   | School-wide      | <input type="checkbox"/> All<br>OR:   | Special Education Unrestricted GF \$353,100<br>Special Education \$288,468                                       |

|  |                    |   |   |
|--|--------------------|---|---|
| <p>needs are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services.</p>  |                    | <p><input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input checked="" type="checkbox"/> Other Subgroups: (Specify) Special Ed.</p>                                |   |
| <p>Provide &amp; maintain safe facilities for learning</p>   | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Facility Unrestricted GF \$337,475</p> |
| <p>a) Identify a data-tracking program to use that meets our needs<br/> b) Evaluate the effectiveness of our intervention programs and the percent of our students working at or above grade level proficiency.<br/> c) Utilize longitudinal data analysis program to measure growth off students in our intervention program<br/> d) Track how students perform when they have attended FCS for three or more years</p> | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Included in teacher salaries</p>       |
| <p>Utilize agreed upon benchmarks/metrics to determine grade level proficiency and to track progress/effectiveness of interventions in grades 9-12</p>   | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> | <p>Included in admin salaries</p>         |
| <p>Utilize longitudinal data analysis program to evaluate the effectiveness of our intervention programs and the percent of our students working at or above grade level proficiency.</p>  | <p>School-wide</p> | <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth</p>   | <p>Included in admin salaries</p>         |

|   |             |  |  |
|---|-------------|--|--|
|   |             | <input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)  |  |
| Compare benchmark testing, established metrics and state testing to measure the percent of students meeting grade level proficiency   | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Included in admin salaries   |
| Maintain a part-time Intervention Specialist to coordinate efforts to support students not meeting proficiency level in math  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Intervention Specialist Supplemental \$51,932<br><hr/> 3000-3999: Employee Benefits Supplemental \$12,983          |
| Additional funds available to support pupils who qualify as low income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, curriculum, enrichment, etc. | School-wide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Additional Funds Supplemental \$132,000<br><hr/> 1000-1999: Certificated Personnel Salaries Supplemental \$197,083 |

**LCAP Year 2: 2017-18**

**Expected Annual Measurable Outcomes:**

**Pupil Achievement**

- Performance on statewide test – Currently there is no growth target from the state. Number of students scoring proficient on the CAASPP will increase by 2%
- API score – Currently no API score available. When API comes available, we will meet or exceed growth API target as applicable
- UC/CSU Requirement – Percent of student meeting the UC/CSU requirement will increase by 2%
- Share of EL that become proficient –EL students will improve on CELDT scores toward proficiency
- EL reclassification rate – Maintain EL reclassification rate
- AP exams with 3 or higher – Increase the percent of students enrolled in an AP class who participate in the AP test and increase the percent of students scoring a 3 or higher on AP exams
- Share of pupils determined prepared for college by EAP – Share of pupils prepared for college based on EAP score will increase by 2%

**Pupil Engagement**

- Attendance rates – Maintain attendance rates of approximately 97%
- Chronic Absenteeism – Chronic Absenteeism is not an issue at this time. Maintain chronic absenteeism of less than 1%
- Middle school dropout rates – Middle school dropout rates are not an issue at this time. Maintain middle school dropout rate of less than 1%
- High school dropout rates – Reduce high school dropout rate by 1%
- High school graduation rates – Increase high school graduation rate by 2%

**Other Pupil Outcomes**

- The Percentage of students who demonstrate grade-level proficiency in math will increase by 1%

**School Climate**

- Pupil suspension rate – Suspension rate is not an issue at this time. Maintain a suspension rate of less than 1%
- Pupil expulsion rate – Expulsions are not an issue. Maintain expulsion rate of less than 1%
- Other local measures – Maintain positive rankings on staff/parent survey regarding school climate

**Parental Involvement**

- Efforts to seek parent involvement – Continue parent involvement expectations and requirements and add at least three small surveys to gain parent feedback on LCAP issues
- Promotion of parental participation – Continue to seek parent feedback and to require participation in school including parents of unduplicated pupils and pupils with exceptional needs.

**Basic Services**

- Rate teachers are appropriately assigned and fully credentialed – Maintain rate that teachers are appropriately assigned and credentialed
- Pupil access to standards aligned instructional materials – Maintain 100% access to standards aligned curriculum
- Facilities maintained in good repair – Maintain the standard of our facilities

**Implementation of State Standards**

- Implementation of CCSS – Continue to train staff and to provide support to staff in implementing CCSS and to include ELD standards

**Course Access**

- Pupils access and enrollment in all required areas of study – Maintain 100% pupil access to required areas of study, including for

| unduplicated pupils and pupils with exceptional needs.  |                  |  |  |
|---|------------------|--|--|
| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
| a) Provide highly qualified teachers<br>b) Provide Professional Development in alignment with our Educator Effectiveness Spending Plan<br>c) Provide ELA and math intervention such as SST meetings, tutoring, technology, and intervention curriculum as needed<br>d) Provide optional support classes (Co-ops, Learning Center classes)<br>e) College and career advisors<br>f) Access to an Intervention Specialist and/or SST Coordinator | School-wide      | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | ST's; Block Classes; College & Career; Tutoring Unrestricted GF \$2,223,550<br><hr/> EPA \$943,102<br><hr/> Other \$29,477 |
| a) Provide aides, tutoring as needed<br>b) Provide optional enrichment classes  | School-wide      | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Enrichment & Specialty Inst.; Aides; Classes; Tutoring Unrestricted GF \$290,000   |
| a) Access to Common Core aligned curriculum and materials<br>b) Access to Technology - Provide access to technology by making chrome books available to all students in grades 6-12   | School-wide      | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Curriculum & Materials; Technology Unrestricted GF \$120,000<br><hr/> Lottery \$130,320                                    |
| Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require  | School-wide      | <input type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth   | Special Education Unrestricted GF \$353,100<br><hr/> Special Education \$288,468   |

|  |             |   |                                    |
|--|-------------|---|------------------------------------|
| specialized services.  |             | <input type="checkbox"/> Redesignated fluent<br><input type="checkbox"/> English proficient<br><input checked="" type="checkbox"/> Other Subgroups:<br>(Specify)<br>Special Ed  |                                    |
| Provide & maintain safe facilities for learning  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent<br><input type="checkbox"/> English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Facility Unrestricted GF \$346,465 |
| a) Evaluate the effectiveness of our intervention programs and the percent of our students working at or above grade level proficiency.<br>c) Utilize longitudinal data analysis program to measure growth off students in our intervention program<br>d) Track how students perform when they have attended FCS for three or more years | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent<br><input type="checkbox"/> English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in teacher salaries       |
| Utilize agreed upon benchmarks/metrics to determine grade level proficiency and to track progress/effectiveness of interventions in grades 9-12  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent<br><input type="checkbox"/> English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Included in admin salaries         |
| Utilize longitudinal data analysis program to evaluate the effectiveness of our intervention programs and to determine the percent of our students working at or above grade level proficiency.  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent<br><input type="checkbox"/> English proficient<br><input type="checkbox"/> Other Subgroups:              | Included in admin salaries         |

|   |             |  |  |
|---|-------------|--|--|
|   |             | (Specify)  |  |
| Compare benchmark testing/metrics and state testing to measure the percent of students meeting grade level proficiency  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Included in admin salaries   |
| Maintain a part-time Intervention Specialist to coordinate efforts to support students not meeting proficiency level in math  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Intervention Specialist Supplemental \$54,500<br>3000-3999: Employee Benefits Supplemental \$13,625        |
| Additional funds available to support pupils who qualify as low income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, etc. | School-wide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Additional Funds Supplemental \$158,800<br>2000-2999: Classified Personnel Salaries Supplemental \$221,718 |



**LCAP Year 3: 2018-19**

**Expected Annual Measurable Outcomes:**

**Pupil Achievement**

- Performance on statewide test – Currently there is no growth target from the state. Number of students scoring proficient on the CAASPP will increase by 2%
- API score – Currently no API score available. When API comes available, we will meet or exceed growth API target as applicable
- UC/CSU Requirement – Percent of student meeting the UC/CSU requirement will increase by 2%
- Share of EL that become proficient –EL students will improve on CELDT scores toward proficiency
- EL reclassification rate – Maintain EL reclassification rate
- AP exams with 3 or higher – Increase the percent of students enrolled in an AP class who participate in the AP test and increase the percent of students scoring a 3 or higher on AP exams
- Share of pupils determined prepared for college by EAP – Share of pupils prepared for college based on EAP score will increase by 2%

**Pupil Engagement**

- Attendance rates – Maintain attendance rates of approximately 97%
- Chronic Absenteeism – Chronic Absenteeism is not an issue at this time. Maintain chronic absenteeism of less than 1%
- Middle school dropout rates – Middle school dropout rates are not an issue at this time. Maintain middle school dropout rate of less than 1%
- High school dropout rates – Reduce high school dropout rate by 1%
- High school graduation rates – Increase high school graduation rate by 2%

**Other Pupil Outcomes**

- The Percentage of students who demonstrate grade-level proficiency in math will increase by 1%

**School Climate**

- Pupil suspension rate – Suspension rate is not an issue at this time. Maintain a suspension rate of less than 1%
- Pupil expulsion rate – Expulsions are not an issue. Maintain expulsion rate of less than 1%
- Other local measures – Maintain positive rankings on staff/parent survey regarding school climate

**Parental Involvement**

- Efforts to seek parent involvement – Continue parent involvement expectations and requirements and add at least three small surveys to gain parent feedback on LCAP issues
- Promotion of parental participation – Continue to seek parent feedback and to require participation in school including parents of unduplicated pupils and pupils with exceptional needs.

**Basic Services**

- Rate teachers are appropriately assigned and fully credentialed – Maintain rate that teachers are appropriately assigned and credentialed
- Pupil access to standards aligned instructional materials – Maintain 100% access to standards aligned curriculum
- Facilities maintained in good repair – Maintain the standard of our facilities

**Implementation of State Standards**

- Implementation of CCSS – Continue to train staff and to provide support to staff in implementing CCSS and to include ELD standards

**Course Access**

- Pupils access and enrollment in all required areas of study – Maintain 100% pupil access to required areas of study, including for

| unduplicated pupils and pupils with exceptional needs.  |                  |  |  |
|---|------------------|--|--|
| Actions/Services  | Scope of Service | Pupils to be served within identified scope of service   | Budgeted Expenditures  |
| a) Provide highly qualified teachers<br>b) Provide Professional Development in alignment with our Educator Effectiveness Spending Plan<br>c) Provide ELA and math intervention such as SST meetings, tutoring, technology, and intervention curriculum as needed<br>d) Provide optional support classes (Co-ops, Learning Center classes)<br>e) College and career advisors<br>f) Access to an Intervention Specialist and/or SST Coordinator | School-wide      | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | ST's; Block Classes; College & Career; Tutoring Unrestricted GF \$2,235,500<br><hr/> EPA \$451,049 |
| a) Provide aides, tutoring as needed<br>b) Provide optional enrichment classes  | School-wide      | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Enrichment & Specialty Inst.; Aides; Classes; Tutoring Unrestricted GF \$235,000                   |
| a) Access to Common Core aligned curriculum and materials<br>b) Access to Technology - Provide access to technology by making chrome books available to all students in grades 6-12   | School-wide      | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Curriculum & Materials; Technology Unrestricted GF \$120,000<br><hr/> Lottery \$130,320            |
| Students with disabilities participate in general education to the maximum extent possible. Educational needs are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require  | School-wide      | <input type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth   | Special Education Unrestricted GF \$353,100<br><hr/> Special Education \$288,468                   |

|   |             |  |                                    |
|---|-------------|--|------------------------------------|
| specialized services.   |             | <input type="checkbox"/> Redesignated fluent English proficient<br><input checked="" type="checkbox"/> Other Subgroups: (Specify)<br>Special Ed  |                                    |
| Provide & maintain safe facilities for learning   | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Facility Unrestricted GF \$351,465 |
| Utilize benchmark assessments to determine grade level proficiency and to track progress/effectiveness of interventions in math in grades K-8   | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Included in teacher salaries       |
| a) Evaluate the effectiveness of our intervention programs and the percent of our students working at or above grade level proficiency.<br>c) Utilize longitudinal data analysis program to measure growth off students in our intervention program<br>d) Track how students perform when they have attended FCS for three or more years 9-12 | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) | Included in admin salaries         |
| Utilize longitudinal data analysis program to evaluate the effectiveness of our intervention programs and to determine the percent of our students working at or above grade level proficiency.   | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:           | Included in admin salaries         |

|   |             |  |  |
|---|-------------|--|--|
|   |             | (Specify)  |  |
| Compare benchmark testing/metrics and state testing to measure the percent of students meeting grade level proficiency  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Included in admin salaries   |
| Maintain a part-time Intervention Specialist to coordinate efforts to support students not meeting proficiency level in math  | School-wide | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify)                                  | Intervention Specialist Supplemental \$56,135<br>3000-3999: Employee Benefits Supplemental \$14,033          |
| Additional funds available to support pupils who qualify as low income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, etc. | School-wide | <input type="checkbox"/> All<br>OR:<br><input checked="" type="checkbox"/> Low Income pupils<br><input checked="" type="checkbox"/> English Learners<br><input checked="" type="checkbox"/> Foster Youth<br><input checked="" type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups:<br>(Specify) | Additional Funds Supplemental \$158,800<br>1000-1999: Certificated Personnel Salaries Supplemental \$207,397 |

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

## Annual Update

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

### Guiding Questions:

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

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

|                                       |  |   |
|---------------------------------------|--|---|
| Original GOAL 1 from prior year LCAP: | The Percentage of students who demonstrate grade-level proficiency in ELA (literacy and writing) will increase annually.   | Related State and/or Local Priorities:<br>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/><br><br>COE only: 9 _ 10 _<br><br>Local : Specify  |
| Goal Applies to:                      | Schools: Forest Charter School<br>-----<br>Applicable Pupil Subgroups: All   |   |
| Expected Annual Measurable Outcomes:  | <p><b>PUPIL ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>a) Performance on statewide test – Establish a baseline score for students based on 2014-15 test</li> <li>b) API score – Meet or exceed growth API target as applicable</li> <li>c) UC/CSU Requirement – Establish a baseline of the percent of students meeting UC/CSU requirement</li> <li>d) Share of EL that become proficient –EL students will improve on CELDT scores toward proficiency</li> <li>e) EL reclassification rate – Maintain EL reclassification rate</li> <li>f) AP exams with 3 or higher – Analyze trends of the percent of students scoring a 3 or higher in AP exams</li> <li>g) Share of pupils determined prepared for college by EAP - Establish a baseline score for students based on 2014-15 test</li> </ul> <p><b>PUPILL EGAGEMENT</b></p> <ul style="list-style-type: none"> <li>a) Attendance rates – Maintain attendance rates of approximately 97%</li> <li>b) Chronic Absenteeism – Establish a baseline of chronic absenteeism</li> <li>c) Middle school dropout rates – Establish a baseline of middle school dropout rates</li> <li>d) High school dropout rates – Establish a baseline of high school dropout rates</li> <li>e) High school graduation rates – Establish a baseline of high school graduation rates</li> </ul> <p><b>OTHER PUPIL OUTCOMES</b></p> <ul style="list-style-type: none"> <li>a) Other indicators - Establish a baseline score of the number of students achieving grade level proficiency in ELA</li> </ul> | <p><b>Actual Annual Measurable Outcomes:</b></p> <p><b>PUPIL ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>a) Performance on statewide test- ELA 41% of students were proficient and above</li> <li>b) API score - API scores were unavailable for the 14/15 school year</li> <li>c) UC/CSU Requirement- 49.79% of students met the UC/CSU requirement in the 14/15 school year</li> <li>d) Share of EL that become proficient- 0% in 14/15 school year, FCS only has two EL students</li> <li>e) EL reclassification rate- 0% in 14/15 school year, FCS only has two EL students</li> <li>f) AP exams with 3 or higher - 33.33%</li> <li>g) Share of pupils determined prepared for college by EAP in ELA. 43% in the 14/15 school year</li> </ul> <p><b>PUPIL ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>a) Attendance rates- 98.42% for the 14/15 school year</li> <li>b) Chronic Absenteeism- 0.04% or 35 of 736 students fall under this category</li> <li>c) Middle school dropouts- 0.01% there were two middle school dropouts in the 14/15 school year</li> <li>d) High School Dropout Rate- 10.00% in 14/15 school year</li> <li>e) High School Graduation Rate- 90.00% in 14/15 school year (In other reports FCS is combined with other schools showing a much lower graduation rate.)</li> </ul> <p><b>OTHER PUPIL OUTCOMES</b></p> <ul style="list-style-type: none"> <li>a) Other indicators - FCS is establishing a baseline during the 15/16 school year. Final results will not be available until the end</li> </ul> |

#### SCHOOL CLIMATE

- a) Pupil suspension rate – Establish a baseline of suspension rates
- b) Pupil expulsion rate – Maintain expulsion rates (zero expulsions in school history)
- c) Other local measures – Maintain positive rankings on staff/parent survey regarding school climate

#### PARENTAL INVOLVEMENT

- a) Efforts to seek parent involvement – Continue parent involvement expectations and requirements
- b) Promotion of parental participation – Continue to seek parent feedback and to require participation in school

#### BASIC SERVICES

- a) Rate teachers are appropriately assigned and fully credentialed – Maintain rate that teaches are appropriately assigned and credentialed
- b) Pupil access to standards aligned instructional materials – Maintain 100% access to standards aligned curriculum
- c) Facilities maintained in good repair – Maintain the standard of our facilities

#### IMPLEMENTATION OF STATE STANDARDS

- a) Implementation of CCSS – Continue to train staff and to provide support to staff in implementing CCSS and to include ELD standards

#### COURSE ACCESS

- a) Pupils access and enrollment in all required areas of study – Maintain 100% pupil access to required areas of study.

of the school year

#### SCHOOL CLIMATE

- a) Pupil suspension rate- 0.12% for the 14/15 school year
- b) Pupil expulsion rate- 0.00% for the 14/15 school year
- c) Other local measures- FCS has maintained positive rankings on staff/parent surveys  
Staff Survey Results - 100% agree or strongly agree that feel safe on campus.  
Parent survey Results - Students feel safe at the learning center:  
Foresthill: Strongly Agree/Agree--80% (8) Neut--1% (1) Don't know--1% (1)  
GV/NC: Strongly Agree/Agree--79% (68) Neut--9% (8) Don't know--12% (10)  
Truckee: Strongly Agree/Agree--93% (39) 2% (1) Disagree--2% (1)

#### PARENTAL INVOLVEMENT

Efforts to Seek Parental Involvement - Charter Council, Parent Meetings, Surveys  
Promotion of Parental Participation - Learning model requires participation, Promotion of surveys, Promotion of charter council meetings on website and newsletters.

#### BASIC SERVICES

- a) Rate teachers appropriately assigned and fully credentialed- 96.22% in 14/15 school year
- b) Pupil access to standards aligned instructional materials- 100%
- c) Facilities maintained in good repair- Based on SARC Facilities Assessment the overall assessment is "good"  
Parent Survey Results - Forest Charter facilities are maintained and in good repair  
Foresthill: Strongly Agree/Agree - 70% (7) Disagree - 20% (2) Don't Know - 10% (1)  
GV/NC: Strongly Agree/Agree - 88% (76) Neut - 7% (6) Disagree 1% (1) Don't Know - 3.5% (3)  
Truckee: Strongly Agree/Agree - 90% (37) Neut - 7% (3) Disagree 1% (1)

#### IMPLEMENTATION of STATE STANDARDS

- a) Implementation of CCSS - Staff has been trained as a whole and individually in subject specific areas of CCSS. Trainers

|  |  |
|--|--|
|  | <p>brought in for staff development. Time for collaboration among staff provided during staff meetings. Department heads updating curriculum to meet CCSS expectations.</p> <p><b>COURSE ACCESS</b><br/> a) Pupil access and enrollment in all fields of study- 100% for the 14/15 school year</p> |
|--|--|

**LCAP Year: 2015-16**

| Planned Actions/Services   |   | Actual Actions/Services  |   |
|--|---|--|---|
|  | Budgeted Expenditures   |  | Estimated Actual Annual Expenditures  |
| a) Provide highly qualified teachers<br>b) Provide Professional Development<br>c) Provide ELA and math intervention as needed<br>d) Provide optional support classes (Co-ops, Learning Center classes)<br>e) College and career advisors<br>f) Access to an Intervention Specialist and/or SST Coordinator | ST's; Block Classes; College & Career; Tutoring Unrestricted GF \$1,929,021<br><hr/> EPA \$913K | a) All Supervising Teachers are California credentialed.<br>b) Two professional development days were provided during the year. Staff sent to additional conferences and trainings as requested.<br>c) ELA and Math intervention provided through our SST process. This process is supported by our intervention coordinator and our SST coordinators.<br>d) Support classes and co-ops available at all learning centers.<br>e) FCS employs 1.2 FTE college counselors. Academic Dean also works with/supports this group.<br>f) We have hired a part time intervention coordinator at the Nevada City Learning center and we have hired an SST coordinator at the Truckee and Foresthill Learning Centers to support students. | ST's; Block Classes; College & Career; Tutoring 0000: Unrestricted Unrestricted GF \$2,088,948<br><hr/> EPA \$1,008,000 |



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| <p>Scope of Service   School-wide</p>  |  | <p>Scope of Service   School-wide</p>  |  |
| <p>X All<br/>                 OR:<br/>                 _ Low Income pupils<br/>                 _ English Learners<br/>                 _ Foster Youth<br/>                 _ Redesignated fluent English proficient<br/>                 _ Other Subgroups: (Specify)</p> |  | <p>X All<br/>                 OR:<br/>                 _ Low Income pupils<br/>                 _ English Learners<br/>                 _ Foster Youth<br/>                 _ Redesignated fluent English proficient<br/>                 _ Other Subgroups: (Specify)</p> |  |
| <p>a) Provide aides, tutoring as needed<br/>                 b) Provide optional enrichment classes</p>  | <p>Enrichment &amp; Specialty Inst.; Aides; Classes; Tutoring Unrestricted GF \$103K</p>                 | <p>a) Aides provided for students and classes as needed. Tutors hired as needed based on the determination of the ST or the intervention/SST coordinator.<br/>                 b) Enrichment classes provided at all learning centers</p>                                  | <p>Enrichment &amp; Specialty Inst; Aides; Classes; Tutoring Unrestricted GF \$125,522</p>                     |
| <p>Scope of Service   School-wide</p>  |  | <p>Scope of Service   School-wide</p>  |  |
| <p>X All<br/>                 OR:<br/>                 _ Low Income pupils<br/>                 _ English Learners<br/>                 _ Foster Youth<br/>                 _ Redesignated fluent English proficient<br/>                 _ Other Subgroups: (Specify)</p> |  | <p>X All<br/>                 OR:<br/>                 _ Low Income pupils<br/>                 _ English Learners<br/>                 _ Foster Youth<br/>                 _ Redesignated fluent English proficient<br/>                 _ Other Subgroups: (Specify)</p> |  |
| <p>a) Access to Common Core aligned curriculum and materials<br/>                 b) Access to Technology</p>  | <p>Curriculum &amp; Materials; Technology Unrestricted GF \$117K<br/>                 Lottery \$118K</p> | <p>a) Students have access to a variety of common core aligned curriculum.<br/>                 b) Technology is available at all FCS learning centers. During 2015-16 year, FCS purchased over 40 chrome books to improve access to technology.</p>                       | <p>Curriculum &amp; Materials; Technology Unrestricted GF \$197,118<br/>                 Lottery \$108,016</p> |
| <p>Scope of Service   School-wide</p>  |  | <p>Scope of Service   School-wide</p>  |  |

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| <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>  |   | <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>  |   |
| <p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in ELA are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services.</p>  | <p>Special Education Unrestricted GF 276.7K</p> <hr/> <p>Special Education \$244.2K</p> | <p>Special education related services were provided to support students with disabilities. Services were driven by individual student needs and goals.</p>  | <p>Special Education Unrestricted GF \$270,572</p> <hr/> <p>Special Education \$238,643</p> |
| <p>Scope of Service   School-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Special Education Students</u></p> |   | <p>Scope of Service   School-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input checked="" type="checkbox"/> Other Subgroups: (Specify)</p> <p><u>Special Education Students</u></p> |   |
| <p>Provide &amp; maintain safe facilities for learning</p>  | <p>Facility Unrestricted GF 310.8K</p>  | <p>Facilities are all in good working order. Based on SARC Facilities Assessment the overall assessment is "good"</p>   | <p>Facility Unrestricted GF \$305,575</p>   |
| <p>Scope of Service   School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p>   |   | <p>Scope of Service   School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p>  |   |

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|---|--|---|---|--|--|---|------------------|-------------|---|--|--|
| _ Other Subgroups: (Specify)  |  |   |   |  |  |   |                  |             |   |  |  |
| Develop standards aligned monthly benchmark assessments to determine grade level proficiency and to track progress/effectiveness of interventions in ELA in grades K-8  | Included in teacher salaries           | Benchmarks were reviewed and one was chosen by the staff. ELA benchmarks were implemented during the 2015-16 school year.   | Included in teacher salaries  |  |  |   |                  |             |   |  |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input checked="" type="checkbox"/> All<br/>           -----<br/>           OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)         </td> </tr> </table> | Scope of Service                       | School-wide   | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input checked="" type="checkbox"/> All<br/>           -----<br/>           OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)         </td> </tr> </table> | Scope of Service | School-wide | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  |  |
| Scope of Service  | School-wide                            |   |   |  |  |   |                  |             |   |  |  |
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| Scope of Service  | School-wide                            |   |   |  |  |   |                  |             |   |  |  |
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| Determine which metrics to use to determine grade level proficiency and to track progress/effectiveness of interventions in grades 9-12   | Included in admin and teacher salaries | Committee meeting was held to address this action. A benchmark for ELA in grades 9-12 was developed and will be implemented for the 2016-17 school year.  | Included in Admin and teacher salaries  |  |  |   |                  |             |   |  |  |
| <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input checked="" type="checkbox"/> All<br/>           -----<br/>           OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)         </td> </tr> </table> | Scope of Service                       | School-wide   | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  |  | <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 10%; padding: 2px;">Scope of Service</td> <td style="padding: 2px;">School-wide</td> </tr> <tr> <td colspan="2" style="padding: 2px;"> <input checked="" type="checkbox"/> All<br/>           -----<br/>           OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)         </td> </tr> </table> | Scope of Service | School-wide | <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify) |  |  |
| Scope of Service  | School-wide                            |   |   |  |  |   |                  |             |   |  |  |
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| Scope of Service  | School-wide                            |   |   |  |  |   |                  |             |   |  |  |
| <input checked="" type="checkbox"/> All<br>-----<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners<br><input type="checkbox"/> Foster Youth<br><input type="checkbox"/> Redesignated fluent English proficient<br><input type="checkbox"/> Other Subgroups: (Specify)   |  |   |   |  |  |   |                  |             |   |  |  |
| Implement a longitudinal data analysis program that can determine the effectiveness of our intervention programs and the percent of our students working at or above grade level proficiency.   | Included in admin salaries             | We are tracking results of our k-8 benchmark testing, but we have not been able to implement a program to determine the effectiveness of our intervention programs. Our Student Information System has been working | Included in admin salaries  |  |  |   |                  |             |   |  |  |

|   |                                       |   |   |   |                  |             |  |
|---|---------------------------------------|---|---|---|------------------|-------------|--|
|   |                                       | on a data analysis program, but it is not yet ready. We may need to work with an outside vendor for this service.   |   |   |                  |             |  |
| <table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table>   | Scope of Service                      | School-wide   |   | <table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table> | Scope of Service | School-wide |  |
| Scope of Service  | School-wide                           |   |   |   |                  |             |  |
| Scope of Service  | School-wide                           |   |   |   |                  |             |  |
| <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |                                       | <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |   |   |                  |             |  |
| Use benchmark testing, established metrics and state testing to establish a baseline of the number of students meeting grade level proficiency to measure future growth.  | Included in admin salaries            | K-8 benchmark testing in ELA was implemented this year. We will need to wait until the end of the school year to get a baseline number of students meeting grade level proficiency.   | Included in admin salaries                    |   |                  |             |  |
| <table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table>   | Scope of Service                      | School-wide   |   | <table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table> | Scope of Service | School-wide |  |
| Scope of Service  | School-wide                           |   |   |   |                  |             |  |
| Scope of Service  | School-wide                           |   |   |   |                  |             |  |
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| Maintain a part-time Intervention Specialist to coordinate efforts to support students not meeting proficiency level in ELA   | Specialist \$36.7K Supplemental Funds | We maintained a part time intervention specialist. In addition, we hired an SST coordinator for the Truckee and Foresthill Learning Centers in order to provide better service for students who need academic support.  | Specialist/Intervention Supplemental \$42,991 |   |                  |             |  |
| <table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table>   | Scope of Service                      | School-wide   |   | <table border="1"> <tr> <td>Scope of Service</td> <td>School-wide</td> </tr> </table> | Scope of Service | School-wide |  |
| Scope of Service  | School-wide                           |   |   |   |                  |             |  |
| Scope of Service  | School-wide                           |   |   |   |                  |             |  |
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| <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p>  |  | <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p>  |   |
| <p>Additional funds available to support pupils who qualify as low income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, etc.</p>  | <p>Additional Funds Supplemental \$106.2K</p>  | <p>These funds were provided to qualifying students. They were used for a variety of supports.</p>  | <p>Additional funds/ Curriculum; tutors; supplies; etc Supplemental \$111,708</p> |
| <p>Scope of Service: School-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service: School-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:<br/> <input checked="" type="checkbox"/> Low Income pupils<br/> <input checked="" type="checkbox"/> English Learners<br/> <input checked="" type="checkbox"/> Foster Youth<br/> <input checked="" type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |   |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>   | <p>Overall, this was a successful year of building our intervention program. Benchmark testing is being used at the K-8 level and students needing support are being more readily identified. The high school benchmarks assessments are nearly complete and will be ready for implementation in the fall of 2016. Further, the additional Funds that were allocated for our low-income population financed a variety of educational options that supported each student's learning plan.</p> <p>Our intervention process, led by our intervention coordinator and our SST coordinators, have served approximately 27 students through the SST process. Of these 27 students, 23 (85%) have shown growth demonstrating that we have the means and systems in place to create improvement through or program. In addition, approximately 25 students have been supported through tutoring or other supports even though they are not in the formal SST process. There is a need to track better data regarding all of these students and the progress they are making.</p> <p>Since this program is still in its infancy, we feel that we need to remain on this path for a few more years before we can fully determine its effectiveness. However, in order to refine this process for next year, Forest Charter School is implementing the following changes to our planned actions and services:</p> <ol style="list-style-type: none"> <li>1. Improve access to technology by beginning the process to make chrome books available for all students in grades 6-12.</li> </ol> |   |   |

|  |  |
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|  | <p>2. Improve the SST referral process so that students are referred to an SST earlier.</p> <p>3. Find a better data-tracking program so that we can measure the growth of individual students as well as the effectiveness of the interventions in which we invest. We are also interested to how students perform when they have attended FCS for three or more years.</p> |
|--|--|

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

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

|                                       |   |  |
|---------------------------------------|---|--|
| Original GOAL 2 from prior year LCAP: | The Percentage of students who demonstrate grade-level proficiency in math will increase annually   | Related State and/or Local Priorities:<br>1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/><br><br>COE only: 9 _ 10 _<br><br>Local : Specify   |
| Goal Applies to:                      | Schools: Forest Charter School<br>-----<br>Applicable Pupil Subgroups: All  |  |
| Expected Annual Measurable Outcomes:  | <p><b>PUPIL ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>a) Performance on statewide test – Establish a baseline score for students based on 2014-15 test</li> <li>b) API score – Meet or exceed growth API target as applicable</li> <li>c) UC/CSU Requirement – Establish a baseline of the percent of students meeting UC/CSU requirement</li> <li>d) Share of EL that become proficient –EL students will improve on CELDT scores toward proficiency</li> <li>e) EL reclassification rate – Maintain EL reclassification rate</li> <li>f) AP exams with 3 or higher – Analyze trends of the percent of students scoring a 3 or higher in AP exams</li> <li>g) Share of pupils determined prepared for college by EAP - Establish a baseline score for students based on 2014-15 test</li> </ul> <p><b>PUPILL EGAGEMENT</b></p> <ul style="list-style-type: none"> <li>a) Attendance rates – Maintain attendance rates of approximately 97%</li> <li>b) Chronic Absenteeism – Establish a baseline of chronic absenteeism</li> <li>c) Middle school dropout rates – Establish a baseline of middle school dropout rates</li> <li>d) High school dropout rates – Establish a baseline of high school dropout rates</li> <li>e) High school graduation rates – Establish a baseline of high school graduation rates</li> </ul> <p><b>OTHER PUPIL OUTCOMES</b></p> <ul style="list-style-type: none"> <li>a) Other indicators - Establish a baseline score of the number of students achieving grade level proficiency in Math</li> </ul> | <p><b>Actual Annual Measurable Outcomes:</b></p> <p><b>PUPIL ACHIEVEMENT</b></p> <ul style="list-style-type: none"> <li>a) Performance on statewide test- Math 27% of students were proficient and above</li> <li>b) API score - API scores were unavailable for the 14/15 school year</li> <li>c) UC/CSU Requirement- 49.79% of students met the UC/CSU requirement in the 14/15 school year</li> <li>d) Share of EL that become proficient- 0% in 14/15 school year, FCS only has two EL students</li> <li>e) EL reclassification rate- 0% in 14/15 school year, FCS only has two EL students</li> <li>f) AP exams with 3 or higher - 33.33%</li> <li>g) Share of pupils determined prepared for college by EAP in ELA. 43% in the 14/15 school year</li> </ul> <p><b>PUPIL ENGAGEMENT</b></p> <ul style="list-style-type: none"> <li>a) Attendance rates- 98.42% for the 14/15 school year</li> <li>b) Chronic Absenteeism- 0.04% or 35 of 736 students fall under this category</li> <li>c) Middle school dropouts- 0.01% there were two middle school dropouts in the 14/15 school year</li> <li>d) High School Dropout Rate- 10.00% in 14/15 school year</li> <li>e) High School Graduation Rate- 90.00% in 14/15 school year (In other reports FCS is combined with other schools showing a much lower graduation rate.)</li> </ul> <p><b>OTHER PUPIL OUTCOMES</b></p> <ul style="list-style-type: none"> <li>a) Other indicators - FCS is establishing a baseline during the 15/16 school year. Final results will not be available until the end</li> </ul> |

SCHOOL CLIMATE

- a) Pupil suspension rate – Establish a baseline of suspension rates
- b) Pupil expulsion rate – Maintain expulsion rates (zero expulsions in school history)
- c) Other local measures – Maintain positive rankings on staff/parent survey regarding school climate

PARENTAL INVOLVMENT

- a) Efforts to seek parent involvement – Continue parent involvement expectations and requirements
- b) Promotion of parental participation – Continue to seek parent feedback and to require participation in school

BASIC SERVICES

- a) Rate teachers are appropriately assigned and fully credentialed – Maintain rate that teaches are appropriately assigned and credentialed
- b) Pupil access to standards aligned instructional materials – Maintain 100% access to standards aligned curriculum
- c) Facilities maintained in good repair – Maintain the standard of our facilities

IMPLEMENTATION OF STATE STANDARDS

- a) Implementation of CCSS – Continue to train staff and to provide support to staff in implementing CCSS and to include ELD standards

COURSE ACCESS

- a) Pupils access and enrollment in all required areas of study – Maintain 100% pupil access to required areas of study.

of the school year

SCHOOL CLIMATE

- a) Pupil suspension rate- 0.12% for the 14/15 school year
- b) Pupil expulsion rate- 0.00% for the 14/15 school year
- c) Other local measures- FCS has maintained positive rankings on staff/parent surveys  
 Staff Survey Results - 100% agree or strongly agree that feel safe on campus.  
 Parent survey Results - Students feel safe at the learning center:  
 Foresthill: Strongly Agree/Agree--80% (8) Neut--1% (1) Don't know--1% (1)  
 GV/NC: Strongly Agree/Agree--79% (68) Neut--9% (8) Don't know--12% (10)  
 Truckee: Strongly Agree/Agree--93% (39) 2% (1) Disagree--2% (1)

PARENTAL INVOLVEMENT

Efforts to Seek Parental Involvement - Charter Council, Parent Meetings, Surveys  
 Promotion of Parental Participation - Learning model requires participation, Promotion of surveys, Promotion of charter council meetings on website and newsletters.

BASIC SERVICES

- a) Rate teachers appropriately assigned and fully credentialed- 96.22% in 14/15 school year
- b) Pupil access to standards aligned instructional materials- 100%
- c) Facilities maintained in good repair- Based on SARC Facilities Assessment the overall assessment is "good"  
 Parent Survey Results - Forest Charter facilities are maintained and in good repair  
 Foresthill: Strongly Agree/Agree - 70% (7) Disagree - 20% (2) Don't Know - 10% (1)  
 GV/NC: Strongly Agree/Agree - 88% (76) Neut - 7% (6) Disagree 1% (1) Don't Know - 3.5% (3)  
 Truckee: Strongly Agree/Agree - 90% (37) Neut - 7% (3) Disagree 1% (1)

IMPLEMENTATION of STATE STANDARDS

- a) Implementation of CCSS - Staff has been trained as a whole and individually in subject specific areas of CCSS. Trainers



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|  | <p>brought in for staff development. Time for collaboration among staff provided during staff meetings. Department heads updating curriculum to meet CCSS expectations.</p> <p>COURSE ACCESS<br/> a) Pupil access and enrollment in all fields of study- 100% for the 14/15 school year</p> |
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| LCAP Year: 2015-16   |  |  |  |
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| Planned Actions/Services   |  | Actual Actions/Services  |  |
| Budgeted Expenditures  |  | Estimated Actual Annual Expenditures   |  |
| a) Provide highly qualified teachers<br>b) Provide Professional Development<br>c) Provide ELA and math intervention as needed<br>d) Provide optional support classes (Co-ops, Learning Center classes)<br>e) College and career advisors<br>f) Access to an Intervention Specialist and/or SST Coordinator | ST's; Block Classes; College & Career; Tutoring Unrestricted GF \$1,968,072<br><hr/> EPA \$913,000 | a) All Supervising Teachers are California credentialed.<br>b) Two professional development days were provided during the year. Staff sent to additional conferences and trainings as requested.<br>c) ELA and Math intervention provided through our SST process. This process is supported by our intervention coordinator and our SST coordinators.<br>d) Support classes and co-ops available at all learning centers.<br>e) FCS employs 1.2 FTE college counselors. Academic Dean also works with/supports this group.<br>f) We have hired a part time intervention coordinator at the Nevada City Learning center and we have hired an SST coordinator at the Truckee and Foresthill Learning Centers to support students. | ST's; Block Classes; College & Career; Tutoring Unrestricted GF Same as Goal 1<br><hr/> EPA Same as Goal 1 |
| Scope of Service: School-wide  |  | Scope of Service: School-wide  |  |
| <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners  |  | <input checked="" type="checkbox"/> All<br>OR:<br><input type="checkbox"/> Low Income pupils<br><input type="checkbox"/> English Learners  |  |

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| <p><input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p>   |  | <p><input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p>   |  |
| <p>a) Provide aides, tutoring as needed<br/> b) Provide optional enrichment classes</p>  | <p>Enrichment &amp; Specialty Inst.; Aides; Classes; Tutoring Unrestricted GF \$103,000</p>    | <p>a) Aides provided for students and classes as needed. Tutors hired as needed based on the determination of the ST or the intervention/SST coordinator.<br/> b) Enrichment classes provided at all learning centers</p>  | <p>Enrichment &amp; Specialty Inst; Aides; Classes; Tutoring Unrestricted GF Same as Goal 1</p>          |
| <p>Scope of Service: School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |  | <p>Scope of Service: School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |  |
| <p>a) Access to Common Core aligned curriculum and materials<br/> b) Access to Technology</p>  | <p>Curriculum &amp; Materials; Technology Unrestricted GF \$117,000<br/> Lottery \$118,000</p> | <p>a) Students have access to a variety of common core aligned curriculum.<br/> b) Technology is available at all FCS learning centers. During 2015-16 year, FCS purchased over 40 chrome books to improve access to technology.</p>   | <p>Curriculum &amp; Materials; Technology Unrestricted GF Same as Goal 1<br/> Lottery Same as Goal 1</p> |
| <p>Scope of Service: School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient</p>  |  | <p>Scope of Service: School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All<br/> OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |  |

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| <p>_ Other Subgroups: (Specify)</p>  |  |  |  |
| <p>Students with disabilities participate in general education to the maximum extent possible. Educational needs in ELA are driven by IEP goals for each student. Centralized programs are available for placement of students with severe special needs who require specialized services.</p> | <p>Special Education Unrestricted GF \$276,700<br/>Special Education \$244,200</p> | <p>Special education related services were provided to support students with disabilities. Services were driven by individual student needs and goals.</p>   | <p>Special Education Unrestricted GF Same as Goal 1<br/>Special Education Same as Goal 1</p> |
| <p>Scope of Service   School-wide</p> <hr/> <p><u>All</u><br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/><input checked="" type="checkbox"/> Other Subgroups: (Specify)<br/>Special Education Students</p>         |  | <p>Scope of Service   School-wide</p> <hr/> <p><u>All</u><br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/><input checked="" type="checkbox"/> Other Subgroups: (Specify)<br/>Special Education Students</p> |  |
| <p>Provide &amp; maintain safe facilities for learning</p>   | <p>Facility Unrestricted GF 310,800</p>  | <p>Facilities are all in good working order. Based on SARC Facilities Assessment the overall assessment is "good"</p>  | <p>Facility Unrestricted GF Same as Goal 1</p>   |
| <p>Scope of Service   School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All<br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/>_ Other Subgroups: (Specify)</p>   |  | <p>Scope of Service   School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All<br/>OR:<br/>_ Low Income pupils<br/>_ English Learners<br/>_ Foster Youth<br/>_ Redesignated fluent English proficient<br/>_ Other Subgroups: (Specify)</p>                                     |  |
| <p>Develop standards aligned monthly benchmark assessments to determine grade level proficiency and to track progress/effectiveness of interventions in math in grades K-8</p>   | <p>Included in teacher salaries</p>  | <p>Benchmarks were reviewed and one was chosen by the staff. ELA benchmarks were implemented during the 2015-16 school year.</p>   | <p>Included in teacher salaries</p>  |

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| <p>Scope of Service   School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |                                   | <p>Scope of Service   School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |                                   |
| <p>Determine which metrics to use to determine grade level proficiency and to track progress/effectiveness of interventions in grades 9-12</p>  | <p>Included in admin salaries</p> | <p>Committee meeting was held to address this action. A benchmark for ELA in grades 9-12 was developed and will be implemented for the 2016-17 school year.</p>   | <p>Included in admin salaries</p> |
| <p>Scope of Service   School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |                                   | <p>Scope of Service   School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth</p> <p><input type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |                                   |
| <p>Implement a longitudinal data analysis program that can determine the effectiveness of our intervention programs and the percent of our students working at or above grade level proficiency.</p>  | <p>Included in admin salaries</p> | <p>We are tracking results of our k-8 benchmark testing, but we have not been able to implement a program to determine the effectiveness of our intervention programs. Our Student Information System has been working on a data analysis program, but it is not yet ready. We may need to work with an outside vendor for this service.</p>  | <p>Included in admin salaries</p> |
| <p>Scope of Service   School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p>  |                                   | <p>Scope of Service   School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p>  |                                   |

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| <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p>   |   | <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p>   |   |
| <p>Use benchmark testing, established metrics and state testing to establish a baseline of the number of students meeting grade level proficiency to measure future growth.</p>  | <p>Included in admin salaries</p>         | <p>K-8 benchmark testing in ELA was implemented this year. We will need to wait until the end of the school year to get a baseline number of students meeting grade level proficiency.</p>   | <p>Included in admin salaries</p>         |
| <p>Scope of Service: School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p>Scope of Service: School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |   |
| <p>Maintain a part-time Intervention Specialist to coordinate efforts to support students not meeting proficiency level in math</p>  | <p>Intervention Supplemental \$28,300</p> | <p>We maintained a part time intervention specialist. In addition, we hired an SST coordinator for the Truckee and Foresthill Learning Centers in order to provide better service for students who need academic support.</p>  | <p>Intervention Supplemental \$27,933</p> |
| <p>Scope of Service: School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p>Scope of Service: School-wide</p> <hr/> <p><input checked="" type="checkbox"/> All</p> <p>OR:<br/> <input type="checkbox"/> Low Income pupils<br/> <input type="checkbox"/> English Learners<br/> <input type="checkbox"/> Foster Youth<br/> <input type="checkbox"/> Redesignated fluent English proficient<br/> <input type="checkbox"/> Other Subgroups: (Specify)</p> |   |

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| <p>Additional funds available to support pupils who qualify as low income, English learners, or foster youth. Funds will support things such as tutoring, bus passes, test fees, school supplies, etc.</p>  | <p>Additional Funds Supplemental \$105,100</p>  | <p>These funds were provided to qualifying students. They were used for a variety of supports.</p>  | <p>Additional Funds/Curriculum, tutoring, bus pass, school supplies Supplemental Same as Goal 1</p> |
| <p>Scope of Service: School-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |   | <p>Scope of Service: School-wide</p> <hr/> <p><input type="checkbox"/> All</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils</p> <p><input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth</p> <p><input checked="" type="checkbox"/> Redesignated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups: (Specify)</p> |   |
| <p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>   | <p>Overall, this was a successful year of building our intervention program. Benchmark testing is being used at the K-8 level and students needing support are being more readily identified. The high school benchmarks assessments are nearly complete and will be ready for implementation in the fall of 2016. Further, the additional Funds that were allocated for our low-income population financed a variety of educational options that supported each student's learning plan.</p> <p>Our intervention process, led by our intervention coordinator and our SST coordinators, have served approximately 27 students through the SST process. Of these 27 students, 23 (85%) have shown growth demonstrating that we have the means and systems in place to create improvement through or program. In addition, approximately 25 students have been supported through tutoring or other supports even though they are not in the formal SST process. There is a need to track better data regarding all of these students and the progress they are making.</p> <p>Since this program is still in its infancy, we feel that we need to remain on this path for a few more years before we can fully determine its effectiveness. However, in order to refine this process for next year, Forest Charter School is implementing the following changes to our planned actions and services:</p> <ol style="list-style-type: none"> <li>1. Improve access to technology by beginning the process to make chrome books available for all students in grades 6-12.</li> <li>2. Improve the SST referral process so that students are referred to an SST earlier.</li> <li>3. Find a better data-tracking program so that we can measure the growth of individual students as well as the effectiveness of the interventions in which we invest. We are also interested to how students perform when they have attended FCS for three or more years.</li> </ol> |   |   |

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

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

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

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

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

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|---|------------------|
| Total amount of Supplemental and Concentration grant funds calculated:  | <u>\$393,998</u> |
| <p>Forest Charter School will receive an estimated \$393,998 in supplemental funding generated by the school’s low-income population (SED), the only numerically significant unduplicated demographic. The school did not qualify for any concentration grant funding. The FCS unduplicated count is 43.3%. The proposed use of our supplemental funds will be principally directed toward providing increased and improved Math and ELA interventions. Due to the nature of our personalized learning program, an intervention specialist, along with the students Supervising Teacher, will enhance our ability to individualize the intervention process. Further, we have established funds for low-income students to provide additional academic tutoring or other supports as needed. We believe that this approach will have the greatest impact on our low-income population. These funds will directly support our SED population through ELA and Math Intervention, academic tutoring opportunities, additional curriculum/material support, test fees, etc. Due to our unique individualized school model, we believe that providing additional funds for each student is the best way to ensure that each student who is part of our SED population will receive additional support. Further, in the past, we have tried to conduct group trainings and /or tutoring at our learning centers, but due to our personalized model as well as our diverse geographic locations, this approach was not effective. Funds have been used to meet the following goals:</p> <ul style="list-style-type: none"> <li>• implementation of two intervention specialist (Math and ELA) to work with students and supervising teachers on the best way to support students who may be struggling academically.</li> <li>• provide additional material and curriculum, online class support and one-on-one tutoring and/or bus passes to help get the student to school. These additional tools support the intervention specialist and supervising teacher individualize academic growth.</li> <li>• provide ongoing staff development to support supervising teachers in the implementation of state standards, benchmark assessments, and possible interventions. The school's Staff Development/Educator Effectiveness Plan can be found at <a href="http://www.forestcharter.com/schooldocs">www.forestcharter.com/schooldocs</a></li> </ul> |                  |

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.



|      |   |
|------|---|
| 6.89 | % |
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Forest Charter School anticipates expending all Supplemental Funding earned under the LCFF, which represents 6.89% of total LCFF funding received. Based on stakeholder feedback, there is a clear desire for academic intervention in math and ELA to support students who are struggling or who are behind academically. Utilizing standards aligned benchmark assessments to determine students who require support, FCS has budgeted increases to support additional academic tutoring, curriculum and material support, Math and ELA interventions, etc.

**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).