

**Introduction:**

**LEA:** Roses in Concrete Community School    **Contact:** Vidrale Franklin, Head of School; vfranklin@rosesinconcrete.org    **LCAP Year:** 2016-2017

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

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

**Name (Charter School Official)** Vidrale Franklin                      **Signature:** \_\_\_\_\_                      **Date:** July 1, 2016

### **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?

<b>Involvement Process</b>	<b>Impact on LCAP</b>
<p>Roses in Concrete Community School has involved its stakeholders in developing, reviewing, and supporting the LCAP process to align goals and actions to the state’s eight LCAP priority areas. During the planning phase, our founding team which included veteran educators with decades of demonstrated success in East Oakland schools and similar urban communities, relied on their years of work with the community and research to devise an initial plan to fundamentally improve the educational experience and lives of children in our community.</p> <p>In determining specific areas of need to be addressed in the Local Accountability Plan, the founders reviewed the following quantitative data related to similar school within the area: school site demographics, test results, attendance rates, suspension/expulsion rates, surveys and resources. Such information was gathered in reports such as: School Accountability Report Cards (SARC), Standardized Testing and Reporting (STAR) performance results, California English Language Development Test (CELDT) results, Academic Performance Index (API) results, CBEDS and information from DataQuest.</p>	<p>Input from stakeholder feedback generated five elements of effective practice (5R’s) that assisted in the development of the identified needs and goals for each state LCAP priority.</p> <ol style="list-style-type: none"> <li>1. Resources: Identify basic needs through invested relationships with families, students, and the community (home visits, observations, active community presence, robust community agency partnerships).</li> <li>2. Relationships: Extended teacher-student connection (looping, community council); Intensive involvement in student lives during and after school hours; Culturally and community responsive educators.</li> <li>3. Relevancy: Build students’ self-esteem by providing culturally and community responsive academic and social-emotional curriculum, and pedagogy.</li> <li>4. Rigor: Engage students in culturally and community responsive curriculum and pedagogy aligned with CCCS, State Priorities, and Ed Code. Provide rigorous pedagogy and set high expectations for <i>all</i> students along with consistent support.</li> <li>5. Responsibility: Engage students in Service Learning Projects &amp; YPAR (Youth Participatory Action Research) so that students understand the importance of education in “social justice” and “returning to the Community.”</li> </ol>
<p><b>Annual Update:</b> Roses in Concrete Community School worked with three key stakeholder groups, families, community members, and school staff. The school convened a series of meetings and provided a survey for these groups to provide input on the services, actions and goals of the Local Control Accountability Plan (LCAP).</p>	<p><b>Annual Update:</b> Input from stakeholder feedback revealed twelve priorities that assisted in the development of the identified needs and goals for each state LCAP priority.</p> <ol style="list-style-type: none"> <li>1. Connects Lessons To Students' Cultures And Community: Teachers’ lessons empower students by connecting to their experiences, histories, languages, and cultures.</li> <li>2. Teaches Students To Apply Lessons To Their Lives: Teachers create opportunities for students to apply their learning beyond</li> </ol>

the classroom.

3. Develops Critical Thinking Skills: Teachers prepare students to question, analyze and solve problems in their schoolwork, personal lives, and community.
4. Uses Multiple Ways To Assess Student Learning: Teachers use grading methods that highlight student strengths, help them improve in areas of weakness, and push them to progress academically.
5. Builds Trusting Relationships With Students: Teachers build trusting relationships where students feel like they can communicate their needs.
6. Authentically Cares About Students: Teachers listen to students needs with care and provides students with socio-emotional support.
7. Builds Relationships With Families And Community: Teachers build relationships with parents, family, and community members.
8. Creates Community Environment In The Classroom: Teachers create classroom culture that helps students feel responsible for each other's well-being and success.
9. Creates Supportive Academic Culture: Teachers provide information and support so that students develop individual and group study skills in the class and at home (this can include: note taking, organization skills, test study tips, study groups, etc.).
10. Is Self-Reflective: Teachers are self-reflective about their teaching, knows they do not know everything, and is committed to learning and improving.
11. Uses Effective Teaching And Learning Strategies: Teachers use new and effective strategies for teaching.
12. Shows Solidarity With Students And Families: Teachers understand the community and works with the community to make it better.

## **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 school sites 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 school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the schoolsite level.

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

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

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

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

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

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

**Guiding Questions:**

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



<b>GOAL:</b>	<b>Focus Goal 1:</b> Provide all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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**Identified Need :** **Our students need excellent teachers:** caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies.

<b>Goal Applies to:</b>	<b>Schools:</b>	Roses in Concrete Community School
	<b>Applicable Pupil Subgroups:</b>	Socio-economically disadvantaged (SED), English Learners (EL), African American (AA), Latino (L), Special Education (SpEd).

**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>All teachers (100%) are appropriately credentialed for their assignment. <b>Metric:</b> Annual Credential Report audit – Source California Longitudinal Pupil Achievement Data System (CALPADS)</li> <li>All teachers (100%) are supported in teaching the Common Core and Next Generation Science Standards including integration of technology. <b>Metric:</b> Professional Development Sign-in sheet and Professional Development Survey.</li> <li>All students (100%) have sufficient access to common core-aligned instructional materials. <b>Metric:</b> Professional Development Sign-in sheet and Professional Development Survey.</li> <li>Seventy five percent (75%) of students are proficient in reading, writing, mathematics, science and history/social studies. <b>Metric:</b> State CCSS Reading Assessment, formative assessments.</li> <li>Seventy five percent (75%) of students meet or exceed state required assessment measures of similar schools rankings as identified by CCSS regulations. <b>Metric:</b> State CCSS Assessment.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Rigorous recruiting will take place to find teachers who are highly qualified and are committed to coaching pre-service teachers as part of the school’s lab school model.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<b>Expense:</b> Certificated salaries, substitutes (\$805,023)
Faculty will have 2 weeks of professional development prior to the beginning of school and 1 week after the close of each school year.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<b>Expense:</b> Substitutes, conference and travel (\$4,000)

<p>Staff will receive meaningful, on-going feedback on their practice using the Teaching Excellence Network (TEN) process which includes input from students, families and professional colleagues.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify) _____</p>	
<p>Curriculum maps will be developed by each grade-level team prior to the opening of school and will be continuously revised to meet the needs of students. All maps will include ELD standards aligned to the content standards to maximize language support.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify) _____</p>	<p><b>Expense:</b>  Curriculum materials, books (\$94,000)</p>
<p>Teachers will effectively deliver standards-based instruction and consistently monitor student progress using formative assessments and employ time-sensitive interventions.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify) _____</p>	
<p>Teachers will design formative and summative assessments aligned with instruction to inform student progress and instructional effectiveness.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify) _____</p>	
<p>Spanish bilingual teachers will be hired to build and support the dual-immersion program supporting biliteracy, bilingualism and biculturalism.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify) _____</p>	<p><b>Expense:</b>  Certificated salaries, (\$402,512)</p>
<p>Before and after school interventions, closely aligned with regular school instruction, will be provided 4 days per week. Intersession and summer school will provide added support for students in areas identified on interim/benchmark assessments.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify) _____</p>	<p><b>Expense:</b>  After school program coordinator and staff, Performing Arts Director (\$164,000)</p>

<p>Specialized and intensive supports will be made available to students with IEPs and to EL students to insure adequate progress and reclassification, respectively. These will include before and after school 1 on 1 academic supports, and additional in class supports from teacher apprentices, classroom aids, and the classroom teacher.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Classroom instructional aids (\$66,000)</p>
<p>The mathematical practices will be deeply embedded in language arts practices. In addition to developing number sense, having opportunities to use a variety of arithmetic procedures to engage in simple to increasingly more complex computations and word problems, students will combine mathematical and English language arts standards to make sense of mathematical processes.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	

GOAL:	<b>Focus Goal 1:</b> Provide all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.		
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>All teachers (100%) are appropriately credentialed for their assignment. <b>Metric:</b> Annual Credential Report audit – Source California Longitudinal Pupil Achievement Data System (CALPADS)</li> <li>All teachers (100%) are supported in teaching the Common Core and Next Generation Science Standards including integration of technology. <b>Metric:</b> Praxis Learning Community meeting notes; Professional Development Workshop Agendas.</li> <li>All students (100%) have sufficient access to common core-aligned instructional materials. <b>Metric:</b> Curriculum Frames; Professional Development Workshop Agendas.</li> <li>All staff will receive ongoing Transformative Justice training. <b>Metric:</b> Professional Development Workshop Agendas.</li> <li>All students, staff and visitors will be provided with clean, safe facilities. <b>Metric:</b> Work Order Completion Sheet.</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to actively recruit and hire teachers who are qualified and appropriately credentialed, and skilled in the 12 TEN Priorities, which include developing strong and authentic relationships with students and their families, creating a culturally rigorous and relevant curriculum, and creating a supportive academic culture.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<b>Expense:</b> Certificated salaries (\$865,443)
Provide professional development (workshops, coaching, planning time) to all staff to support the implementation of the Common Core (CCSS) including the support of formative and summative assessments and Next Generation Science Standards (NGSS) including the integration of technology. Use the results of the TEN survey to identify areas of need and growth amongst teachers and use these to guide our PD and coaching.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<b>Expense:</b> Substitutes, conference and travel, professional development (\$33,000)

<p>Provide teachers with the standards-aligned curriculum maps (ELA, SLA, Science, Social Studies) and high-quality math curriculum and materials to support the academic needs of all students. All maps will include ELD and SLD standards aligned to the content standards to maximize language support and professional development will be guided to integrate both ELD and SLD within SLA and ELA.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __ Low Income pupils __ English Learners  __ Foster Youth __ Redesignated fluent English proficient  __ Other Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Math curriculum and Materials (\$40,000)</p>
<p>Provide all day and after school staff with professional development in Transformative Justice practices and social emotional learning.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __ Low Income pupils __ English Learners  __ Foster Youth __ Redesignated fluent English proficient  __ Other Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Dean of Climate and Culture, Materials (\$106,000)</p>
<p>Invest in maintenance in the school as identified through family, student and staff surveys.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __ Low Income pupils __ English Learners  __ Foster Youth __ Redesignated fluent English proficient  __ Other Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Business Manager, Custodian, Janitorial Supplies, Repairs &amp; Maintenance, \$150,000</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>Gathering base-line data and reviewing our progress has lead to the following changes:</p> <ul style="list-style-type: none"> <li>• Provide professional development to teachers in the form of coaching and workshop training. Expense: \$11,000</li> <li>• Provide math curriculum and curriculum frames for ELA and SLA with social justice theme. Expense: \$40,000</li> <li>• Adjust student achievement goals based on baseline data (now in Goal 2).</li> <li>• Focus on providing students with clean and safe learning environment.</li> </ul>		

GOAL:	<b>Focus Goal 1:</b> Provide all students access to fully credentialed teachers, instructional materials that align with state standards, and safe facilities.		
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	<ul style="list-style-type: none"> <li>All teachers (100%) are appropriately credentialed for their assignment. <b>Metric:</b> Annual Credential Report audit – Source California Longitudinal Pupil Achievement Data System (CALPADS)</li> <li>All teachers (100%) are supported in teaching the Common Core and Next Generation Science Standards including integration of technology. <b>Metric:</b> Praxis Learning Community meeting notes; Professional Development Workshop Agendas.</li> <li>All students (100%) have sufficient access to common core-aligned instructional materials. <b>Metric:</b> Curriculum Frames; Professional Development Workshop Agendas.</li> <li>All staff will receive ongoing Transformative Justice training. <b>Metric:</b> Professional Development Workshop Agendas.</li> <li>All students, staff and visitors will be provided with clean, safe facilities. <b>Metric:</b> Work Order Completion Sheet.</li> </ul>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue to actively recruit and hire teachers who are qualified and appropriately credentialed, and skilled in the 12 TEN Priorities, which include developing strong and authentic relationships with students and their families, creating a culturally rigorous and relevant curriculum, and creating a supportive academic culture.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b> Certificated salaries (\$865,443)
Provide professional development (workshops, coaching, planning time) to all staff to support the implementation of the Common Core (CCSS) including the support of formative and summative assessments and Next Generation Science Standards (NGSS) including the integration of technology. Use the results of the TEN survey to identify areas of need and growth amongst teachers and use these to guide our PD and coaching.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b> Substitutes, conference and travel, professional development (\$33,000)

<p>Provide teachers with the standards-aligned curriculum maps (ELA, SLA, Science, Social Studies) and high-quality math curriculum and materials to support the academic needs of all students. All maps will include ELD and SLD standards aligned to the content standards to maximize language support and professional development will be guided to integrate both ELD and SLD within SLA and ELA.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __ Low Income pupils __ English Learners  __ Foster Youth __ Redesignated fluent English proficient  __ Other Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Math curriculum and Materials (\$40,000)</p>
<p>Provide all day and after school staff with professional development in Transformative Justice practices and social emotional learning.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __ Low Income pupils __ English Learners  __ Foster Youth __ Redesignated fluent English proficient  __ Other Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Dean of Climate and Culture, Materials (\$106,000)</p>
<p>Invest in maintenance in the school as identified through family, student and staff surveys.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __ Low Income pupils __ English Learners  __ Foster Youth __ Redesignated fluent English proficient  __ Other Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Business Manager, Custodian, Janitorial Supplies, Repairs &amp; Maintenance, \$150,000</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>			

<b>GOAL:</b>	<b>Focus Goal 2:</b> Increase academic achievement and student agency by ensuring that all curriculum and instruction is culturally and linguistically responsive to the needs of students and community.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input 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"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____
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<b>Identified Need :</b>	<b>Our students need excellent teachers:</b> caring, committed, collaborative, exemplary, credentialed teachers who use diverse teaching strategies and who are representative of the students they serve.
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<b>Goal Applies to:</b>	<b>Schools:</b>	Roses in Concrete Community School
	<b>Applicable Pupil Subgroups:</b>	Socio-economically disadvantaged (SED), English Learners (EL), African American (AA), Latino (L), Special Education (SpEd).

**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>All teachers (100%) will be trained in culturally relevant instruction and inclusive practices and strategies for African American and Latino students, and English learners. <b>Metric:</b> Professional Development Sign-in sheet and Professional Development Survey.</li> <li>All teachers (100%) will use instructional strategies that address students’ multiple intelligences. <b>Metric:</b> Training evaluations and summative survey.</li> <li>Increase the percentage of teachers who are African-American and/or Latino by ensuring that 75% or more of newly hired teachers are AA or Latino. <b>Metric:</b> CALPADs.</li> <li>Sixty percent (60%) or more of English learners will demonstrate at least one year of progress annually toward English fluency. <b>Metric:</b> The California English Language Development Test (CELDT).</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
All students will be engaged in highly motivating, relevant curriculum that reflect their cultural and linguistic backgrounds and issues facing their communities.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b> Curriculum materials, books (\$94,000)
TEN’s priority survey and feedback cycle will be used to track community values and the school’s responsiveness to their curricular and instructional needs.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b> Community Organizer (\$20,000)



<p>Professional support and development for teachers will be driven by feedback and outcome data creating a collaborative community that allows teachers to continually respond in ways that deepen relationships with students and families while maintaining high levels of rigor and support for students.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Substitutes, conference and travel (\$4,000)</p>
<p>All curriculum maps will include ELD standards aligned to Common Core standards to maximize language support.</p>	<p>All</p>	<p><input type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Curriculum materials, books (\$94,000)</p>
<p>RiC will actively recruit and prioritize the hiring of faculty and leadership that are fluent in the home languages and cultures of our students.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Certificated salaries, substitutes (\$805,023)</p>
<p>RiC will implement asset-based approach to curriculum design and instruction to ensure accelerated and effective acquisition of academic English.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL</p> <hr/> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Substitutes, conference and travel (\$4,000)</p>

**GOAL:** **Focus Goal 2:** Increase academic achievement and student agency by ensuring that all curriculum and instruction is culturally and linguistically responsive to the needs of students and community.

**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<ul style="list-style-type: none"> <li>• All students (100%) will have access to culturally relevant curriculum and instruction. <b>Metric:</b> Praxis Learning Community meeting notes; Professional Development Workshop Agendas.</li> <li>• All teachers (100%) will use instructional strategies that address students’ multiple intelligences. <b>Metric:</b> Praxis Learning Community meeting notes; Professional Development Workshop Agendas; Lesson Observation Notes.</li> <li>• Increase the percentage of teachers who are African-American and/or Latino by ensuring that 80% or more of newly hired teachers are AA or Latino. <b>Metric:</b> CALPADs.</li> <li>• The school will maintain at least an 8.0 rating on the Teacher Excellence Network (TEN) survey in the Relevance category. <b>Metric:</b> TEN survey results.</li> <li>• Thirty five percent (35%) of students are proficient in English Language Arts/Literacy. <b>Metric:</b> State CCSS Reading Assessment, formative assessments.</li> <li>• Thirty percent (30%) of students are proficient in Mathematics. <b>Metric:</b> State CCSS Mathematics Assessment, formative assessments.</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop teacher and staff cultural competence and use of culturally and linguistically relevant instructional practices to engage students in highly motivating, relevant curricula that reflect their cultural and linguistic backgrounds and issues facing their communities.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b> Curriculum materials, books (\$125,000); Professional Development (\$11,000)
Facilitate Praxis Learning Communities (PLC) for instructional staff focused on issues of equity and cultural competence using Growth Plans aligned with TEN Priorities.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b> Lead Teachers (\$220,000)

<p>Consistently maximize learning time by planning and executing well-designed and engaging lessons that meet the needs of all learners.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Professional Development  (\$11,000)</p>
<p>Provide staff with meaningful, on-going feedback on their practice using the Teaching Excellence Network (TEN) process which includes input from students, families and professional colleagues. Work within larger staff meetings and PLC meetings within and across language and grade levels to develop and monitor growth plans to ensure that teachers are focusing on addressing community concerns and working toward excellence within a guided self-reflective process.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b></p>
<p>Specialized and intensive supports will be made available to students with IEPs and to EL students to insure adequate progress and reclassification, respectively. These will include before and after school 1 on 1 academic supports, and additional in class supports from volunteers, instructional aids, and teachers.</p>	<p>All</p>	<p><input type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Instructional Aids, Americorps  (\$215,000)</p>
<p>Formative and summative assessments aligned with instruction will be used to inform student progress and instructional effectiveness and will be used to guide instruction, grouping, and intervention needs.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Assessment, Substitutes  (\$35,000)</p>
<p>All curriculum frames will include ELD standards aligned to Common Core standards to maximize language support.</p>	<p>All</p>	<p><input type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Curriculum materials, books  (\$125,000)</p>

<p>Provide time for the analysis of student data at least 3 times during the school year to support instructional decision making.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  NWEA (\$3,000);  Professional Development (\$11,000);  Substitute Release Time (\$4,200)</p>
<p>Continue to use TEN's priority survey and feedback cycle to track community values and the school's responsiveness to their curricular and instructional needs.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b></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>Gathering base-line data and reviewing our progress has lead to the following changes:</p> <ul style="list-style-type: none"> <li>• All teachers will be provide professional development to teachers in the form of coaching and workshop training. Expense: \$11,000</li> <li>• Instruction will observed and feedback provided to teachers that is aligned with their individual growth plans.</li> <li>• The TEN evaluation system will be used to gather feedback from community on programming.</li> <li>• Adjust student achievement goals based on baseline data (now in Goal 2).</li> <li>• The number of students performing at standard in ELA/Literacy will grow from 25% to 35%.</li> <li>• The number of students performing at standard in Mathematics will grow from 22% to 30%.</li> </ul>		

**GOAL:** **Focus Goal 2:** Increase academic achievement and student agency by ensuring that all curriculum and instruction is culturally and linguistically responsive to the needs of students and community.

**LCAP Year 3: 2017-18**

- Expected Annual Measurable Outcomes:**
- All students (100%) will have access to culturally relevant curriculum and instruction. **Metric:** Praxis Learning Community meeting notes; Professional Development Workshop Agendas.
  - All teachers (100%) will use instructional strategies that address students’ multiple intelligences. **Metric:** Praxis Learning Community meeting notes; Professional Development Workshop Agendas; Lesson Observation Notes.
  - Increase the percentage of teachers who are African-American and/or Latino by ensuring that 80% or more of newly hired teachers are AA or Latino. **Metric:** CALPADs.
  - The school will maintain at least an 8.0 rating on the Teacher Excellence Network (TEN) survey in the Relevance category. **Metric:** TEN survey results.
  - Forty five percent (45%) of students are proficient in English Language Arts/Literacy. **Metric:** State CCSS Reading Assessment, formative assessments.
  - Forty percent (40%) of students are proficient in Mathematics. **Metric:** State CCSS Mathematics Assessment, formative assessments.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Develop teacher and staff cultural competence and use of culturally and linguistically relevant instructional practices to engage students in highly motivating, relevant curricula that reflect their cultural and linguistic backgrounds and issues facing their communities.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b> Curriculum materials, books (\$125,000); Professional Development (\$11,000)
Facilitate Praxis Learning Communities (PLC) for instructional staff focused on issues of equity and cultural competence using Growth Plans aligned with TEN Priorities.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b> Lead Teachers (\$220,000)

<p>Consistently maximize learning time by planning and executing well-designed and engaging lessons that meet the needs of all learners.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Professional Development  (\$11,000)</p>
<p>Provide staff with meaningful, on-going feedback on their practice using the Teaching Excellence Network (TEN) process which includes input from students, families and professional colleagues. Work within larger staff meetings and PLC meetings within and across language and grade levels to develop and monitor growth plans to ensure that teachers are focusing on addressing community concerns and working toward excellence within a guided self-reflective process.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b></p>
<p>Specialized and intensive supports will be made available to students with IEPs and to EL students to insure adequate progress and reclassification, respectively. These will include before and after school 1 on 1 academic supports, and additional in class supports from volunteers, instructional aids, and teachers.</p>	<p>All</p>	<p><input type="checkbox"/> ALL  OR:  __Low Income pupils <input checked="" type="checkbox"/>English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Instructional Aids, Americorps  (\$215,000)</p>
<p>Formative and summative assessments aligned with instruction will be used to inform student progress and instructional effectiveness and will be used to guide instruction, grouping, and intervention needs.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Assessment, Substitutes  (\$35,000)</p>
<p>All curriculum frames will include ELD standards aligned to Common Core standards to maximize language support.</p>	<p>All</p>	<p><input type="checkbox"/> ALL  OR:  __Low Income pupils <input checked="" type="checkbox"/>English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Curriculum materials, books  (\$125,000)</p>

<p>Provide time for the analysis of student data at least 3 times during the school year to support instructional decision making.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  NWEA (\$3,000);  Professional Development (\$11,000);  Substitute Release Time (\$4,200)</p>
<p>Continue to use TEN's priority survey and feedback cycle to track community values and the school's responsiveness to their curricular and instructional needs.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b></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>			

<b>GOAL:</b>	<b>Focus Goal 3:</b> Ensure a safe, welcoming and inclusive climate for all students and their families so that all students are in class and ready to learn.	Related State and/or Local Priorities: 1__ 2✓ 3✓ 4✓ 5✓ 6✓ 7✓ 8__ COE only: 9__ 10__ Local : Specify _____
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<b>Identified Need :</b>	<b>Our students need physiological and safety support:</b> an environment characterized by love and belonging, self-esteem and needs based on social and emotional skills development.
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<b>Goal Applies to:</b>	<b>Schools:</b>	Roses in Concrete Community School
	<b>Applicable Pupil Subgroups:</b>	Socio-economically disadvantaged (SED), English Learners (EL), African American (AA), Latino (L), Special Education (SpEd).

**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	<ul style="list-style-type: none"> <li>• Sixty percent (60%) of students will score at a 3 or better in the Social-Emotional Domains section of the Elementary CCSS report card. <b>Metric:</b> Elementary CCSS report card.</li> <li>• Seventy five percent (75%) of students will report school connectedness as self-identified in the school climate survey. <b>Metric:</b> California Healthy Kids Survey (CHKS)</li> <li>• The percentage of students identified as chronically absent (more than 18 days) will be below 10%. <b>Metric:</b> Daily Attendance Report.</li> <li>• The School Attendance Rate will average 95% for all sub-groups. <b>Metric:</b> Monthly Attendance Reports.</li> <li>• The percentage of students suspended or expelled will be less than 8% in total and within any subgroup. <b>Metric:</b> Annual State Suspension Report.</li> <li>• At least 80% of families will report connectedness to the school and access to school resources. <b>Metric:</b> School Climate Survey.</li> <li>• At least 90% of students and families will participate in the School Climate Survey. <b>Metric:</b> School Climate Survey</li> </ul>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Actions listed for this priority will be imbedded in all pedagogy- and curriculum as a result of grade-level professional learning communities and cross-grade level mentorship family weekly planning sessions that focus on these attitudes in their lesson designs.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b> Certificated salaries, substitutes (\$809,023)



<p>Students will be regularly reminded of larger responsibilities to themselves, their families and the community via the consistent reciting and use of the Definite Dozen as a paragon of the school culture.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	
<p>Hire and support teachers and community partners that build community, social/emotional skills and culturally responsive arts and athletic programs to insure high levels of engagement and health for students.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Certificated teachers, instructional aids, after school program staff, performing arts coordinator (\$1,115,000)</p>
<p>Engage a robust group of community partners to ensure that we can meet broad family and student social/emotional needs.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Community organizer, principal (\$200,000)</p>
<p>Deliver curriculum and instruction that is relevant, success-oriented, and engaging so students want to be at school.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b> All staff, principal (\$1,315,000)</p>
<p>Create powerful and sustained relationships with students and families by looping students.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	

<p>Create extensive support systems and community partnerships to allow for immediate and appropriate intervention when needed by providing resources aligned with Maslow's basic needs and our 5Rs (Resources, Relationships, Relevancy, Rigor, Responsibility) framework.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	
<p>Time-on-task engagement will be maximized to insure direct relationship to student learning by using engaging pedagogy and frequent use of project based and hands on learning opportunities.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Professional development substitutes (\$4,000)</p>
<p>Only the most egregious violation - those that put students and/or the school in physical danger -will be considered grounds for suspension or expulsion. All other infractions will be handled with various levels of restorative justice and counseling.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Professional development substitutes, (\$4,000)</p>
<p>Teachers and/or Community Organizer will meet with each family to explain how TEN works and how their voices will be heard in transforming the school climate and culture.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	
<p>Founder and principal host neighborhood meetings to explain the essential nature of TEN to the success of RiC and parents centrality to the success of their students and the school.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Computer and projector, refreshments (\$5,000)</p>
<p>Group meetings, home visits, neighborhood meetings and other communication strategies will be utilized to inform parents of the importance of their feedback and how it is used.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	

<p>Volunteer Parent Coordinators will be identified to support parent participation. A parent/community room will be established to serve as a space for volunteer work and meetings.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __ Low Income pupils __ English Learners  __ Foster Youth __ Redesignated fluent English proficient __ Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Volunteer recognition, supplies, materials (\$3,000)</p>
<p>A list of diverse volunteer opportunities for parents and community members will be published in a monthly newsletter and posted on the school's website.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __ Low Income pupils __ English Learners  __ Foster Youth __ Redesignated fluent English proficient __ Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Printing, website hosting (\$3,000)</p>
<p>Monthly meetings will be established providing parents/guardians an opportunity to give feedback to school leadership.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __ Low Income pupils __ English Learners  __ Foster Youth __ Redesignated fluent English proficient __ Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Refreshments (\$2,000)</p>
<p>The school will communicate regularly with parents via written and electronic media, encouraging families to participate in whole school and class functions and parent education opportunities.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __ Low Income pupils __ English Learners  __ Foster Youth __ Redesignated fluent English proficient __ Other  Subgroups:(Specify)_____</p>	

**GOAL:** Focus Goal 3: Ensure a safe, welcoming and inclusive climate for all students and their families so that all students are in class and ready to learn.

**LCAP Year 2: 2016-17**

- Expected Annual Measurable Outcomes:**
- The school will maintain at least an 8.0 rating on the Teacher Excellence Network (TEN) survey in the Relationships category. **Metric:** TEN survey results.
  - At least 85% of students (3-5 grades) and families will participate in the TEN Feedback Loop. **Metric:** TEN survey results.
  - The percentage of students identified as chronically absent (more than 18 days) will be below 8%. **Metric:** Daily Attendance Report.
  - The School Attendance Rate will average 95% for all sub-groups. **Metric:** Monthly Attendance Reports.
  - The number of suspensions will be less than 10% of the total student population. **Metric:** Annual State Suspension Report.
  - The number of office referrals will decrease by 10% from 252 to 227.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide staff support on the implementation of school-wide systems and structures in an effort to increase and reinforce positive student behaviors as aligned with TEN Priorities.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b> Head of School, Dean of Culture and Climate (\$225,000)
Provide training for all staff on the implementation of restorative and transformative practices.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b> Professional Development (\$11,000)
Continue to provide counseling services to support students dealing with trauma and other emotional issues.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b> Counselor (\$60,000)

<p>Continue to conduct weekly GROWTH Team meetings to provide intensive assistance to students and families needing specific resources and focused support.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Certificated teachers, Counselor, Director of Community Organizing, Director of Special Education, Head of School (\$520,000)</p>
<p>Engage surrounding community in positive dialogue by hosing 3 neighborhood meetings to foster positive relationships and address any concerns.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b>  Head of School, Director of Community Organizing, Lead Teachers (\$425,000)</p>
<p>Continue to host monthly meetings with school leadership and other planning meetings to provide parents an opportunity to give feedback and input on programs.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b></p>
<p>Utilize various modes of communication to keep parents informed of school events and other activities.</p>	<p>All</p>	<p><input checked="" type="checkbox"/> ALL  OR:  __Low Income pupils __English Learners  __Foster Youth __Redesignated fluent English proficient __Other  Subgroups:(Specify)_____</p>	<p><b>Expense:</b></p>

Continue to solicit feedback from families on school's progress on community identified TEN Priorities.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b> Teachers, Head of School, Business Manager, Office Clerk (\$1,090,500)
Develop school-wide systems and structures to gather ongoing community input and feedback.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b> Director of Community Organizing, Lead Teachers, Head of School (\$425,000)
Provide a list of diverse volunteer opportunities for parents and community members published in a bi-monthly newsletter and posted on the school's website.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b> (\$3,000)
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Gathering base-line data and reviewing our progress has lead to the following changes: <ul style="list-style-type: none"> <li>• The school will use the TEN online system for gathering feedback data from community members that includes school staff, families and students.</li> <li>• The student attendance rate was 93% for 2015-2016.</li> <li>• The suspension rate for 2015-2016 was 12%.</li> <li>• Students identified as chronically absent totaled 5%.</li> <li>• Eighty percent of families responded to the TEN feedback survey.</li> <li>• Ninety five percent of 3<sup>rd</sup> and 4<sup>th</sup> grade students provided feedback via the TEN survey.</li> </ul>		

**LCAP Year 3: 2017-18**

**Expected Annual Measurable Outcomes:**

- The school will maintain at least an 8.5 rating on the Teacher Excellence Network (TEN) survey in the Relationships category. **Metric:** TEN survey results.
- At least 90% of students (3-5 grades) and families will participate in the TEN Feedback Loop. **Metric:** TEN survey results.
- The percentage of students identified as chronically absent (more than 18 days) will be below 8%. **Metric:** Daily Attendance Report.
- The School Attendance Rate will average 95% for all sub-groups. **Metric:** Monthly Attendance Reports.
- The number of suspensions will be less than 8% of the total student population. **Metric:** Annual State Suspension Report.
- The number of office referrals will decrease by 10% from to.

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide staff support on the implementation of school-wide systems and structures in an effort to increase and reinforce positive student behaviors as aligned with TEN Priorities.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b>
Provide training for all staff on the implementation of restorative and transformative practices.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b>
Continue to provide counseling services to support students dealing with trauma and other emotional issues.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b>
Continue to conduct weekly GROWTH Team meetings to provide intensive assistance to students and families needing specific resources and focused support.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b>

Engage surrounding community in positive dialogue by hosing 3 neighborhood meetings to foster positive relationships and address any concerns.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b>
Continue to host monthly meetings with school leadership and other planning meetings to provide parents an opportunity to give feedback and input on programs.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b>
Utilize various modes of communication to keep parents informed of school events and other activities.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b>
Continue to solicit feedback from families on school's progress on community identified TEN Priorities.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b>
Develop school-wide systems and structures to gather ongoing community input and feedback.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b>
A list of diverse volunteer opportunities for parents and community members will be published in a bi-monthly newsletter and posted on the school's website.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<b>Expense:</b>



Engage a robust group of community partners to ensure that we can meet broad family and student social/emotional needs.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<b>Expense:</b>
Create extensive support systems and community partnerships to allow for immediate and appropriate intervention when needed by providing resources aligned with Maslow's basic needs and our 5Rs (Resources, Relationships, Relevancy, Rigor, Responsibility) framework.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<b>Expense:</b>
Volunteer Parent Coordinators will be identified to support parent participation. A parent/community room will be established to serve as a space for volunteer work and meetings.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<b>Expense:</b>
Continue to provide a list of diverse volunteer opportunities for parents and community members published in a bi-monthly newsletter and posted on the school's website.	All	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	<b>Expense:</b>
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?			