

Introduction:

LEA: Santa Rosa City Schools – Santa Rosa Accelerated Charter School

Contact (Name, Title, Email, Phone Number): Jennifer Hansen, Assistant Principal, jhansen@srcs.k12.ca.us, 707.528.5419

LCAP Year: 2015-2016

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. Accordingly, in developing goals, specific actions, and expenditures, LEAs should carefully consider how to reflect the services and related expenses for their basic instructional program in relationship to the state priorities. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with

school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

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

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

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

Section 1: Stakeholder Engagement

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

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

the annual update boxes, describe the stakeholder involvement process for the review, and describe its impact on, the development of the annual update to LCAP goals, actions, services, and expenditures.

Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>In June 2015, SRACS Advisory Council Team met with LCAP Consultant, Jay Westover, as well as gathered input from various stake holder groups: staff, SFPO (parent organization) and our parents at large. All stakeholders were made aware of the eight stake priorities, district strategic plan, and input was requested. The input helped point out a continued need for 21st Century Skills, support for EL, LI & FY, GATE instruction, differentiation, NGSS, robust staff development, and gaining better understanding of the new CC standards.</p>	<p>Analysis of Meetings Revise Conditions of Learning, Pupil Outcome, and Engagement under the two district goals: 1. Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students. 2. Increase student wellness and family engagement through the full service community model.</p>

Annual Update: June 18, 2016	Annual Update: June 18, 2017
-------------------------------------	-------------------------------------

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 school sites 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 school sites?
- 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 school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA's budget?

GOAL 1:	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____	
Identified Need :	Staff and parents have expressed the need to continue offering high quality academic programs to students who can benefit from accelerated learning opportunities.			
Goal Applies to:	Schools:	Santa Rosa Accelerated Charter School		
	Applicable Pupil Subgroups:	EL/FY/LI		
LCAP Year 1: 2015-2016				
Expected Annual Measurable Outcomes:	Teachers will use data gained from SRI, Springboard, and Mars Tasks assessments.			
	Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
	Weekly collaboration time built into the SRACS bell schedule. Funds are available for PD through CC implementation grant, charter budget, supplemental funds and SFPO financial support. The use of Icons of depth and	SRACS	<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	\$0

complexity will be present in all classrooms. Students will experience tiered activities. The curriculum of depth, complexity, and novelty will be present in all classrooms.		__ Other Subgroups:(Specify)_____	
Continue to work towards a one-to-one student to computer ratio. Currently SRACS has 80 student laptops. Each classroom is equipped with an Elmo, LCD projector, teacher computer, Wi-Fi access. Lessons often incorporate the use of a wide range of technology, including probe-ware, software, AV equipment. Every classroom has a printer for staff and students. Technology used to support these learners. Laptops provided to students when appropriate so they can access the core curriculum.	SRACS	<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)_____	\$0
Teachers use problem based learning in each unit. Staff give students models and systems that connect to the real world. SRACS staff bring in speakers from the field and take fieldtrips related to the core curriculum. Making the learning meaningful for at-risk groups. Allows at-risk students the ability to see curriculum in a way that makes it relevant to them.	SRACS	<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)_____	\$0
SRACS provides every student with a study hall opportunity five days a week. SRACS has an instructional aide that supports all four classrooms and would like to hire an additional aide. Students from Maria Carrillo high school may be utilized to support SRACS students during study hall.	SRACS	<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)_____	\$0

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Teachers will use data gained from SRI, Springboard, and Mars Tasks assessments.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Weekly collaboration time built into the SRACS bell schedule. Funds are available for PD through CC implementation grant, charter budget, supplemental funds and SFPO financial support. The use of Icons of depth and complexity will be present in all classrooms. Students will experience tiered activities. The curriculum of depth,	SRACS	<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)_____	\$0

complexity, and novelty will be present in all classrooms.			
Continue to work towards a one-to-one student to computer ratio. Currently SRACS has 80 student laptops. Each classroom is equipped with an Elmo, LCD projector, teacher computer, Wi-Fi access. Lessons often incorporate the use of a wide range of technology, including probe-ware, software, AV equipment. Every classroom has a printer for staff and students. Technology used to support these learners. Laptops provided to students when appropriate so they can access the core curriculum.	SRACS	<input checked="" type="checkbox"/> _x_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)_____	\$0
Teachers use problem based learning in each unit. Staff give students models and systems that connect to the real world. SRACS staff bring in speakers from the field and take fieldtrips related to the core curriculum. Making the learning meaningful for at-risk groups. Allows at-risk students the ability to see curriculum in a way that makes it relevant to them.	SRACS	<input checked="" type="checkbox"/> _x_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)_____	\$0
SRACS provides every student with a study hall opportunity five days a week. SRACS has an instructional aide that supports all four classrooms and would like to hire an additional aide. Students from Maria Carrillo high school may be utilized to support SRACS students during study hall.	SRACS	<input checked="" type="checkbox"/> _x_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)_____	\$0

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Teachers will use data gained from SRI, Springboard, and Mars Tasks assessments.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Weekly collaboration time built into the SRACS bell schedule. Funds are available for PD through CC implementation grant, charter budget, supplemental funds and SFPO financial support. The use of Icons of depth and complexity will be present in all classrooms. Students will experience tiered activities. The curriculum of depth, complexity, and novelty will be present in all classrooms.	SRACS	<input checked="" type="checkbox"/> _x_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)_____	\$0

<p>Continue to work towards a one-to-one student to computer ratio. Currently SRACS has 80 student laptops. Each classroom is equipped with an Elmo, LCD projector, teacher computer, Wi-Fi access. Lessons often incorporate the use of a wide range of technology, including probe-ware, software, AV equipment. Every classroom has a printer for staff and students. Technology used to support these learners. Laptops provided to students when appropriate so they can access the core curriculum.</p>	<p>SRACS</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$0</p>
<p>Teachers use problem based learning in each unit. Staff give students models and systems that connect to the real world. SRACS staff bring in speakers from the field and take fieldtrips related to the core curriculum. Making the learning meaningful for at-risk groups. Allows at-risk students the ability to see curriculum in a way that makes it relevant to them.</p>	<p>SRACS</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$0</p>
<p>SRACS provides every student with a study hall opportunity five days a week. SRACS has an instructional aide that supports all four classrooms and would like to hire an additional aide. Students from Maria Carrillo high school may be utilized to support SRACS students during study hall.</p>	<p>SRACS</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$0</p>

<p>GOAL 2:</p>	<p>Increase student wellness and family engagement through the full service community model.</p>	<p>Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local : Specify _____</p>
<p>Identified Need :</p>	<p>Staff and parents have expressed the need to continue providing access to quality social/emotional support, as well as a school-wide communication plan.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Santa Rosa Accelerated Charter School</p>
	<p>Applicable Pupil Subgroups:</p>	<p>EL/FY/LI</p>

LCAP Year 1: 2015-2016

Expected Annual Measurable Outcomes:	Teachers will use data gained from school counselor records. Data will also be gathered regarding the increase of EL/FY/LI students based on targeted marketing materials.
---	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers continually work to create school-wide activities that foster teamwork, friendship and the understanding of others through assemblies. PE Teacher will begin iDo 26.2 program with all students.	SRACS	<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)_____	\$0
Staff emails important information to parents weekly, Information packets sent home weekly. Website updated weekly with important school-wide information. Monthly meetings with AFPO, AC and Staff. SFPO had representative on AC. District charter meetings now have parent members.	SRACS	<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)_____	\$0
All charters will meet with district leadership three times yearly to discuss LCAP and charter. SRACS AC will create marketing packets to targeted groups of students (EL, LI, FY).	SRACS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1000
Staff will work in a proactive manner to ensure every student feels welcome and safe. Classroom activities will support a safe schools climate. SRACS will contract with RVMS to supply counseling support for students who need it.	SRACS	<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)_____	\$0
SRACS will provide families without internet connectivity financial assistance to get on the internet.	SRACS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$174

LCAP Year 2: 2016-2017

Expected Annual Measurable Outcomes:	Teachers will use data gained from school counselor records. Data will also be gathered regarding the increase of EL/FY/LI students based on targeted marketing materials.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers continually work to create school-wide activities that foster teamwork, friendship and the understanding of others through assemblies. PE Teacher will begin iDo 26.2 program with all students.	SRACS	<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)_____	\$0
Staff emails important information to parents weekly, Information packets sent home weekly. Website updated weekly with important school-wide information. Monthly meetings with AFPO, AC and Staff. SFPO had representative on AC. District charter meetings now have parent members.	SRACS	<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)_____	\$0
All charters will meet with district leadership three times yearly to discuss LCAP and charter. SRACS AC will create marketing packets to targeted groups of students (EL, LI, FY).	SRACS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1000
Staff will work in a proactive manner to ensure every student feels welcome and safe. Classroom activities will support a safe schools climate. SRACS will contract with RVMS to supply counseling support for students who need it.	SRACS	<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)_____	\$0
SRACS will provide families without internet connectivity financial assistance to get on the internet.	SRACS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$174

LCAP Year 3: 2017-2018

Expected Annual Measurable Outcomes:	Teachers will use data gained from school counselor records. Data will also be gathered regarding the increase of EL/FY/LI students based on targeted marketing materials.
--------------------------------------	--

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers continually work to create school-wide activities that foster teamwork, friendship and the understanding of others through assemblies. PE Teacher will begin iDo 26.2 program with all students.	SRACS	<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)_____	\$0
Staff emails important information to parents weekly, Information packets sent home weekly. Website updated weekly with important school-wide information. Monthly meetings with AFPO, AC and Staff. SFPO had representative on AC. District charter meetings now have parent members.	SRACS	<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)_____	\$0
All charters will meet with district leadership three times yearly to discuss LCAP and charter. SRACS AC will create marketing packets to targeted groups of students (EL, LI, FY).	SRACS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$1000
Staff will work in a proactive manner to ensure every student feels welcome and safe. Classroom activities will support a safe schools climate. SRACS will contract with RVMS to supply counseling support for students who need it.	SRACS	<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)_____	\$0
SRACS will provide families without internet connectivity financial assistance to get on the internet.	SRACS	<input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$174

Annual Update

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

Guiding Questions:

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

Original GOAL from prior year LCAP:	Provide robust professional development to support every staff member in CC, GATE, and NGSS.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : SRCS Strategic Plan: High Quality Staff
Goal Applies to:	Schools: SRACS Applicable Pupil Subgroups: All students, including EL, LI & FY	
Expected Annual Measurable	Recruit and retain quality staff.	Actual Annual Measurable Retained quality staff.

Outcomes:				Outcomes:			
LCAP Year: 2014-2015							
Planned Actions/Services				Actual Actions/Services			
			Budgeted Expenditures				Estimated Actual Annual Expenditures
Students will be transitioning to the NGSS, Common Core in Math, ELA & GATE.			\$9000	Students transitioned to the NGSS, Common Core in Math, ELA & GATE.			\$9000
Scope of service:	School-wide			Scope of service:	School-wide		
<input checked="" type="checkbox"/> ALL				<input checked="" type="checkbox"/> ALL			
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____				OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			
Original GOAL from prior year LCAP:	Every child will have access to technology when needed and appropriate.					Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : SRCS Strategic Plan: College and Career Ready	
Goal Applies to:	Schools:	SRACS					
	Applicable Pupil Subgroups:	All students, including EL, LI & FY					
Expected Annual Measurable Outcomes:	Well-equipped classrooms with technology for students.			Actual Annual Measurable Outcomes:	Well-equipped classrooms with technology for students.		
LCAP Year: 2014-2015							
Planned Actions/Services				Actual Actions/Services			
			Budgeted				Estimated

		Expenditures		Actual Annual Expenditures
80 laptops available for student use.		\$3500	80 laptops available for student use.	\$3000
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Original GOAL from prior year LCAP:	Students will relate what is taught in the classroom to authentic real world applications.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : SRCS Strategic Plan: College and Career Ready	
Goal Applies to:	Schools: SRACS	Applicable Pupil Subgroups: All students, including EL, LI & FY		
Expected Annual Measurable Outcomes:	Create real world learning experiences for all learners.	Actual Annual Measurable Outcomes:	Created real world learning experiences for learners.	
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Increasing lessons tied to authentic real world applications.	\$3000	Increased lessons tied to authentic real world applications.	\$1500	

Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Original GOAL from prior year LCAP:	Students will be offered the opportunity to delve deeper into content by infusing the GATE standards into all subject areas. All courses will be CC and GATE aligned.			Related State and/or Local Priorities: 1__ 2_x 3_x 4_x 5_x 6__ 7__ 8__ COE only: 9__ 10__ Local : SRCS Strategic Plan: Balanced Education, College & Career Ready	
Goal Applies to:	Schools: SRACS	Applicable Pupil Subgroups: All students, including EL, LI & FY			
Expected Annual Measurable Outcomes:	All curriculum will offer opportunities for acceleration, depth, complexity, and novelty based on student's readiness.		Actual Annual Measurable Outcomes:	All curriculum offered opportunities for acceleration, depth, complexity, and novelty based on student's readiness.	
LCAP Year: 2014-2015					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures			Estimated Actual Annual Expenditures
Curriculum will increasingly offer acceleration, depth and complexity options for all students.		\$4200	Curriculum offered acceleration, depth and complexity options for all students.		\$3200
Scope of service:	School-wide		Scope of service:	School-wide	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners		

<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Original GOAL from prior year LCAP:	Learners will be able to make judgments about validity, usefulness and the ethical nature of information.		Related State and/or Local Priorities: 1__ 2_x 3__ 4_x 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : SRCS Strategic Plan: Balanced Education, College & Career Ready	
Goal Applies to:	Schools: SRACS	Applicable Pupil Subgroups: All Students, including EL, LI & FY		
Expected Annual Measurable Outcomes:	Students will be critical, creative, and complex thinkers.	Actual Annual Measurable Outcomes:	Students are critical, creative, and complex thinkers.	
LCAP Year: 2014-2015				
Planned Actions/Services		Actual Actions/Services		
	Budgeted Expenditures		Estimated Actual Annual Expenditures	
Each year, students will be engaged in a growing number of critical thinking, creative, and complex tasks.		No fiscal impact	Students were engaged in a growing number of critical thinking, creative, and complex tasks.	
Scope of service:	School-wide		Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Original	Students will write in various genres, using correct grammar and mechanics,		Related State and/or Local Priorities:	

GOAL from prior year LCAP:	logical structures, and appropriate voice. Presentations and performances that reflect confidence, reflection and clear enunciation.	1__ 2_x 3__ 4_x 5_x 6_x 7__ 8__ COE only: 9__ 10__ Local : SRCS Strategic Plan: Balanced Education, College & Career Ready
----------------------------	--	---

Goal Applies to:	Schools: SRACS	Applicable Pupil Subgroups: All Students, including EL, LI & FY
------------------	----------------	---

Expected Annual Measurable Outcomes:	Students will be effective communicators.	Actual Annual Measurable Outcomes:	Students were effective communicators.
--------------------------------------	---	------------------------------------	--

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Each year, students will engage in an increasing number of lessons that require presentations, and performances.	No fiscal impact	Students engaged in an increasing number of lessons that require presentations, and performances.	No fiscal impact
Scope of service: School-wide <hr/> <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		Scope of service: School-wide <hr/> <input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Original GOAL from prior year LCAP:	Instruction will be based on the readiness, interests, & learning styles of all students. Support mechanisms are in place to meet the needs of diverse learners.	Related State and/or Local Priorities: 1_x 2_x 3_x 4__ 5__ 6_x 7__ 8__ COE only: 9__ 10__ Local : SRCS Strategic Plan: Balanced
-------------------------------------	--	---

Goal Applies to: Schools: SRACS
Applicable Pupil Subgroups: All students, including EL, LI & FY

Expected Annual Measurable Outcomes:	Academic support will be available for all learners.	Actual Annual Measurable Outcomes:	Academic support was available for all learners.
--------------------------------------	--	------------------------------------	--

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
All student supports will be evaluated based at the end of the year. Teacher grades and formative assessments will be the tools used to measure program effectiveness. Appropriate changes will be made for the following year to allow for consistent growth.	Classroom aide \$10,000	All student supports were evaluated at the end of the year. Teacher grades and formative assessments were the tools used to measure program effectiveness. Appropriate changes were made for the following year to allow for consistent growth.	Classroom aide \$10,000
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Original GOAL from	By creating a warm and welcoming environment, SRACS will work to teach each child at their level.	Related State and/or Local Priorities: 1_x_ 2__ 3__ 4_x_ 5_x_ 6_x_ 7__
--------------------	---	---

prior year LCAP:		8__ COE only: 9__ 10__ Local : SRCS Strategic Plan: Clean, safe modern facilities, engaged communities.
------------------	--	---

Goal Applies to:	Schools: SRACS	Applicable Pupil Subgroups: All students, including EL, LI, and FY
------------------	----------------	--

Expected Annual Measurable Outcomes:	Caring school climate.	Actual Annual Measurable Outcomes:	SRACS provided a caring school climate for students.
--------------------------------------	------------------------	------------------------------------	--

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
SRACS staff and parents will continue to provide financial support so teachers and students will have the resources they need to show academic success.	No fiscal impact	SRACS staff and parents provided financial support so teachers and students had the resources they needed to show academic success.	No fiscal impact
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Original GOAL from prior year	Provide annual PD opportunities and staff collaboration time.	Related State and/or Local Priorities: 1__x_ 2__x_ 3__ 4__x_ 5__x_ 6__x_ 7__ 8__ COE only: 9__ 10__
-------------------------------	---	--

LCAP:		Local : SRCS Strategic Plan: High Quality Staff, Balanced Education, College & Career Ready, Engaged Communities
-------	--	--

Goal Applies to:	Schools: SRACS	Applicable Pupil Subgroups: All students, including EL, LI and FY
------------------	----------------	---

Expected Annual Measurable Outcomes:	Professional development for staff in a wide variety of instructional strategies.	Actual Annual Measurable Outcomes:	Professional development for staff was provided in a wide variety of instructional strategies.
--------------------------------------	---	------------------------------------	--

LCAP Year: 2014-2015

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Working with the district and site level staff, the SRACS staff will use local and district-wide PD offerings to support all learners.	\$1700	Working with the district and site level staff, the SRACS staff used local and district-wide PD offerings to support all learners.	\$1300
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

Original GOAL from prior year LCAP:	Staff will communicate with stake holders using a variety of methods and on a regular basis.	Related State and/or Local Priorities: 1__ 2__ 3__ 4_x 5__ 6_x 7_x 8__ COE only: 9__ 10__ Local : SRCS Strategic Plan: Engaged Communities
-------------------------------------	--	--

Goal Applies to:	Schools: SRACS	
------------------	----------------	--

Applicable Pupil Subgroups: All students, including EL, LI and FY			
Expected Annual Measurable Outcomes:	Effective communication with all stakeholders.	Actual Annual Measurable Outcomes:	Staff communicated effectively with all stakeholders.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Staff will communicate using a variety of means with our stakeholders. The communication will include but not be limited to email, phone calls, newsletters, auto dialer calls and more. Each year parents will be polled asking which communication method is most effective.	No fiscal impact	Staff communicated using a variety of means with our stakeholders. The communication included email, phone calls, newsletters, and auto dialer calls. Parents were not polled asking which communication method is most effective for them.	No fiscal impact
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
Original GOAL from prior year LCAP:	Staff meets regularly during and outside the school day (and year) to develop and articulate curriculum.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 ___ COE only: 9 ___ 10 ___ Local : SRCS Strategic Plan
Goal Applies to:	Schools: SRACS	Applicable Pupil Subgroups: All students, including EL, LI and FY	

Expected Annual Measurable Outcomes:	Staff articulation across and between grade levels and subjects.	Actual Annual Measurable Outcomes:	Staff articulation across and between grade levels and subjects.
LCAP Year: 2014-2015			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
SRACS staff will meet during Common Planning, staff meetings and AC meetings monthly.		\$2500	SRACS staff met during Common Planning, staff meetings and AC meetings monthly.
Scope of service:	School-wide	Scope of service:	School-wide
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	These 11 goals were revised into actions/services that encompass the two district goals for college and career readiness, and wellness and family engagement. This was done to take away redundancies and streamline our efforts to match the district LCAP goals.		

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

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

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

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

Total amount of Supplemental and Concentration grant funds	\$1,174

- 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.

16	%
SRACS has a small unduplicated count for 2015-2016 with a total of 8 students that qualify for either FY/EL/LI (small, un-scattered population). Our parent group (SFPO) substantially contributes financially for our school's success.	

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)