

**Introduction:**

LEA: SR Charter School for the Arts Contact : Paul Gaudreau, Principal [pgaudreau@srcs.k12.ca.us](mailto:pgaudreau@srcs.k12.ca.us), (707)522-3170 LCAP Year: 2014-2015

***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?

<b>Involvement Process</b>						<b>Impact on LCAP</b>
Administrators met with various stakeholder groups: PAB, ELAC, SACO and students, as applicable						<p><b>Analysis of Input Meetings:</b></p> <p><b>Conditions of Learning</b></p> <ul style="list-style-type: none"> <li>• Provide basic supplies: classified and certificated</li> <li>• Provide 21<sup>st</sup> century learning environments: infrastructure, equipment and training</li> <li>• Provide 21<sup>st</sup> century learning facilities for group, team &amp; individual learning</li> <li>• Improve facilities</li> <li>• Interactive, relevant learning opportunities (PBL and PD)</li> </ul> <p><b>Pupil Outcomes</b></p> <ul style="list-style-type: none"> <li>• Stronger more focused use of student assessment data</li> <li>• Collaboration time</li> <li>• Integration of community resources beyond the school bells</li> <li>• Extended day or year: before, after or summer offerings</li> <li>• Enhance English Learner Program: placement, materials, data and instructional outcomes</li> <li>• Differentiated learning experiences: coaches, reading specialist, aides to decrease teacher: student ratio and support professional learning</li> </ul> <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• Social emotional support: additional time, staff and at elementary school</li> <li>• Family/Community Mentors: outreach and case management</li> <li>• Increase support staff time and services to promote safety: noon supervisors, nurses, psychologist</li> <li>• Caring school climate</li> <li>• Improved communication: Parent Center, parent classes and common school websites</li> <li>• Restorative Practices implemented school-wide</li> <li>• Matriculation projects: between grade levels and schools (SRHS)</li> <li>• Promote college-going culture district wide (College Fair)</li> </ul>
<b>School</b>	<b>PAB</b>	<b>ELAC</b>	<b>SACO</b>	<b>General Parent Meetings &amp; "Coffees"</b>	<b>Staff Meetings</b>	
SR Arts Charter	On site	On site	On site	On site	On site	
<p>District office also held community meetings during 2014 on March 4th, 11th, and 13th throughout the city and at different times the day. Child care and translation was available at each meeting. Union consultant took place on March 13, 2014 with certificated and classified units. Agendas were provided for all meetings and opportunities to ask questions regarding the new law and funding formula were provided.</p> <p>Principals met with district office to compile data trends from input meetings and a final list was developed. This analysis was translated and posted on the website for community. A prioritizing survey for LCAP was then posted on the website Tuesday, April 15-22 to provide additional data.</p>						

**Annual Update: 2015**

Administrators met with various stakeholder groups: Teacher, Parent Advisory Board, ELAC, SACO(Parent Engagement Committee) and students, as applicable.

School	PAB	ELAC	SACO	General Parent Meetings & "Coffees"	Staff Meetings
SR Arts Charter	12/16/15 1/20/15 2/17/15 3/17/15 4/21/15 5/19/15	10/17/14 1/27/15 2/24/15 3/12/15 4/28/15	10/24/14 1/30/15 4/24/15 5/29/15	Part of ELAC, PAB, and SACO Coffees on 1 <sup>st</sup> and 3 <sup>rd</sup> Tuesdays am	2 <sup>nd</sup> and 4 <sup>th</sup> Mondays each month

District office also held LCAP community meetings during 2014-2015 school year

DELAC	DAC	SUN
LCAP update at every meeting, input gathered throughout 9-4-14, 10-9-14 11-6-14, 1-8-15, 2-5-15 3-5-15, 4-9-15, 5-7-15	District Advisory Board  10-23-15, 11-4-14 2-26-15, 5-11-15	Stakeholder Unity Network 11-15-15, 1-24-15 1-27-15, 3-12-15 3-19-15, 4-25-15 4-28-15

Child care and translation was available at each meeting Agendas were provided for all meetings and opportunities to ask questions regarding the law and funding formula were provided.

Principals met with district office to compile data trends from input meetings and a final list was developed. This analysis was translated and posted on the website for community. A prioritizing survey for LCAP was then posted on the district website to provide additional data.

**Annual Update:**

<p><b>Impact on LCAP</b> Continue Actions/Services Below (Increase items in <b>BOLD</b>)</p> <p><b>Conditions of Learning</b></p> <ul style="list-style-type: none"> <li>• <b>Provide basic supplies: For both classified and certificated</b></li> <li>• <b>Provide 21<sup>st</sup> century learning environments</b></li> <li>• Provide 21<sup>st</sup> century learning facilities for group, team &amp; individual learning</li> <li>• <b>Increase working calendar or daily hours</b></li> <li>• Interactive, relevant learning</li> </ul> <p><b>Pupil Outcomes</b></p> <ul style="list-style-type: none"> <li>• <b>Stronger more focused use of student assessment data</b></li> <li>• <b>Collaboration time</b></li> <li>• <b>Integration of community resources beyond the school bells</b></li> <li>• <b>Extended day or year: before, after or summer offerings</b></li> <li>• <b>Enhance English Learner Program: placement, materials, data and instructional outcomes</b></li> <li>• <b>Differentiated learning experiences: coaches, reading specialist, aides to decrease teacher: student ratio and support professional learning</b></li> </ul> <p><b>Engagement</b></p> <ul style="list-style-type: none"> <li>• <b>Social emotional support: additional time, staff and at elementary school</b></li> <li>• <b>Family/Community Mentors: outreach and case management</b></li> <li>• <b>Increase support staff time and services to promote safety: noon supervisors, nurses, psychologist</b></li> <li>• Caring school climate</li> <li>• <b>Improved communication: Parent Center, parent classes and common school websites</b></li> <li>• <b>Restorative Practices implemented school wide</b></li> <li>• <b>Matriculation projects: between grade levels and schools</b></li> <li>• Promote college-going culture district wide</li> </ul>	
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

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

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

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

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

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

**Goal:** Describe the goal:

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

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

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

**Schools:** Identify the 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 school sites 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:	<u>Conditions Of Learning</u> <b>#1</b> Increase the understanding and implementation of the Common Core State Standards, National Arts Standards and utilization of Arts Integration techniques throughout all grade/subject levels		Related State and/or Local Priorities: 1__ 2_ <u>X</u> 3__ 4__ 5__ 6_ <u>X</u> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
Identified Need :	Implementation of Common Core State Standards, National Arts Standards and the utilization of the Kennedy Center Arts Integration approach to teaching/learning		
Goal Applies to:	School:	Santa Rosa Charter School for the Arts	
	Applicable Pupil Subgroups:	All Students, English Learns, Low Income, Foster Youth	
<b>LCAP Year 1: 2014-2015</b>			
Expected Annual Measurable Outcomes:	Teachers will be provided with P.D. opportunities to learn about and implement the Common Core State Standards, National Arts Standards and Arts Integration techniques and procedures. Students in all grades will demonstrate an increase in academic achievement (5%) and/or reach the “proficient level” as measured by district/state/local assessment tools.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide opportunities for professional development, improvement, understanding and utilization of the Common Core State Standards, National Arts Standards and Arts Integration techniques and procedures	SRCSA	<u>X</u> ALL  OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$1200 Matching Base funds with SACO

Create strong scope and sequence of CCSS and National Arts Standards	SRCSA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No funding allocated (part of CRA role)
Recruit and retain Arts Integration Specialists/educators to develop and help implement an A.I. School Plan	SRCSA	<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)_____	\$10,000 Base/donation
Recruit and retain afterschool tutoring/homework teachers	SRCSA	<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)_____	\$5,000.00 Supplemental
Create benchmark celebrations for reclassified fluent English proficient students	SRCSA	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No funding Allocated
Create afterschool tutoring/workspace for online learning/SBAC	SRCSA	<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)_____	\$8,000.00 Supplemental

<p>Recruit and retain an RTI coordinator (Tier II intervention)</p>	<p>SRCSA</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$2,000.00 Supplemental</p>
<p>Increase Pupil attendance by communicating more effectively with parents</p>	<p>SRCSA</p>	<p><input checked="" type="checkbox"/> ALL  OR:  <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>No funding Allocated</p>

<b>LCAP Year 2: 2015-2016</b>			
Expected Annual Measurable Outcomes:	Teachers will be provided with P.D. opportunities to learn about and implement the Common Core State Standards, National Arts Standards and Arts Integration techniques and procedures. Students in all grades will demonstrate an increase in academic achievement (5%) and/or reach the “proficient level” as measured by district/state/local assessment tools.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide opportunities for professional development, improvement, understanding and utilization of the Common Core State Standards, National Arts Standards and Arts Integration techniques and procedures	SRCSA	<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)_____	\$4500.00 Supplemental
Create strong scope and sequence of CCSS and National Arts Standards	SRCSA	<input checked="" type="checkbox"/> ALL ----- OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No funding Allocated
Recruit and retain Arts Integration Specialists/educators to develop and help implement an A.I. School Plan	SRCSA	<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)_____	\$7500.00 Supplemental/ base
Recruit and retain afterschool tutoring/homework teachers	SRCSA	<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)_____	\$8,000.00 Supplemental

Create benchmark celebrations for reclassified fluent English proficient students	SRCSA	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500.00 Supplemental
Recruit and retain an RTI /reading specialist/coordinator (Tier II intervention specialist/TOSA)	SRCSA	<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)_____	\$10,000.00 Supplemental
Increase Pupil attendance by communicating more effectively with parents. Creating “attendance awards/celebrations”.	SRCSA	<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)_____	\$800.00 Supplemental

<b>LCAP Year 3: 2016-2017</b>			
Expected Annual Measurable Outcomes:	Teachers will be provided with P.D. opportunities to learn about and implement the Common Core State Standards, National Arts Standards and Arts Integration techniques and procedures. Students in all grades will demonstrate an increase in academic achievement (5%) and/or reach the “proficient level” as measured by district/state/local assessment tools.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide opportunities for professional development, improvement, understanding and utilization of the Common Core State Standards, National Arts Standards and Arts Integration techniques and procedures	SRCSA	<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)_____	\$5,000.00 Supplemental
Create strong scope and sequence of CCSS and National Arts Standards	SRCSA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No funding Allocated
Recruit and retain Arts Integration Specialists/educators to develop and help implement an A.I. School Plan	SRCSA	<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)_____	\$8,000.00 Supplemental/ Base

Recruit and retain afterschool tutoring/homework teachers	SRCSA	<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)_____	\$8,000.00 Supplemental
Create benchmark celebrations for reclassified fluent English proficient students	SRCSA	<input type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	\$500.00 Supplemental
Recruit and retain an RTI /reading specialist/coordinator (Tier II intervention specialist/TOSA)	SRCSA	<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)_____	\$16,000.00 Supplemental
Increase Pupil attendance by communicating more effectively with parents. Creating “attendance awards/celebrations”.	SRCSA	<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)_____	\$800.00 Supplemental



<b>GOAL:</b>	<u>Pupil Outcomes/achievement</u>		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Identified Need :	Increased Student performance on assessments			
Goal Applies to:	Schools:	Santa Rosa Charter School for the Arts		
	Applicable Pupil Subgroups:	All Students		
<b>LCAP Year 1: 2014-2015</b>				
Expected Annual Measurable Outcomes:	Increase the performance of all pupils on standardized assessments for each assessment period by 5% and/or reaching the "proficient level"			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service		Budgeted Expenditures
Provide collaboration opportunities for grade levels to analyze & interpret student data, plan differentiated instruction	SRCSA	<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)_____		Funded through the district for 2014-15
Train all teachers for the implementation of standardized assessments and obtain necessary materials for administration of tests	SRCSA	<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)_____		\$3,000.00 Supplemental

<b>LCAP Year 2: 2015-2016</b>			
Expected Annual Measurable Outcomes:	Increase the performance of all pupils on standardized assessments for each assessment period by 5% and/or reaching the “proficient level”		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue collaboration opportunities for grade levels to analyze & interpret student data, plan differentiated instruction	SRCSA	<input checked="" type="checkbox"/> ALL	\$2,000.00 Supplemental
		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)_____	
Ongoing professional development (all teachers) for the implementation of standardized assessments and obtain necessary materials for administration of tests	SRCSA	<input checked="" type="checkbox"/> ALL	\$3,000.00 Supplemental
		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>LCAP Year 3: 2016-2017</b>			
Expected Annual Measurable Outcomes:	Increase the performance of all pupils on standardized assessments for each assessment period by 5% and/or reaching the “proficient level”		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Continue collaboration opportunities for grade levels to analyze & interpret student data, plan differentiated instruction	SRCSA	<input checked="" type="checkbox"/> ALL	\$3,000.00 Supplemental
		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)_____	

Ongoing professional development (all teachers) for the implementation of standardized assessments and obtain necessary materials for administration of tests	SRCSA	<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)_____	\$3,500.00 Supplemental
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GOAL:	<b>#3.</b> Create a strong foundation and adherence to the Arts Charter document by involving all stakeholders thus improving school climate and engagement.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ <input checked="" type="checkbox"/> 7__ 8__ COE only: 9__ 10__ Local : Specify _____
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Identified Need :	Increase engagement of parents and students through research based community school strategies.		
Goal Applies to:	Schools:	Santa Rosa Charter School for the Arts	
	Applicable Pupil Subgroups:	All Students	

**LCAP Year 1: 2014-2015**

Expected Annual Measurable Outcomes:	Increase all stakeholder involvement/engagement in the Arts Charter educational program and vision		
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adhere to charter document and parent involvement provision. Provide more parent involvement opportunities by partnering with community.	SRCSA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No funding Allocated
Hold parent/principal coffees before/after school at least once a month	SRCSA	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	No funding Allocated
Create educational opportunities for parents	SRCSA	<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	No funding Allocated

		__Other Subgroups:(Specify)_____	
Provide student leadership training (SSA),Anti bullying workshops	SRCSA	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No funding Allocated
Create extended learning opportunities for students which includes, but not limited to lunchtime activities and after school offerings	SRCSA	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	No funding Allocated

**LCAP Year 2: 2015-2016**

Expected Annual Measurable Outcomes:	Increase all stakeholder involvement/engagement in the Arts Charter educational program and vision		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adhere to charter document and parent involvement provision. Provide more parent involvement opportunities by partnering with community.	SRCSA	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$2,000.00 Base
Hold parent/principal coffees before/after school at least once a month	SRCSA	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$600.00 Supplemental
Continue educational opportunities for parents	SRCSA	<u>X</u> ALL OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____	\$700.00 Supplemental

Provide student leadership training (SSA), Anti bullying workshops	SRCSA	<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) _____	\$6,000.00 Supplemental
Create extended learning opportunities for students which includes, but not limited to lunchtime activities and after school offerings	SRCSA	<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) _____	\$10,000.00 Supplemental

LCAP Year 3: 2016-2017			
Expected Annual Measurable Outcomes:	Increase all stakeholder involvement/engagement in the Arts Charter educational program and vision		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Adhere to charter document and parent involvement provision.  Continue to provide more parent involvement opportunities by partnering with community.	SRCSA	<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) _____	\$500.00 Supplemental
Continue/expand parent/principal/teacher meetings before/after school at least once a month	SRCSA	<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	\$1,000 Supplemental

		<u>__</u> Other Subgroups:(Specify) _____	
Continue educational opportunities for parents	SRCSA	<u>X</u> ALL OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups:(Specify) _____	\$800.00 Supplemental
Continue to provide student leadership training (SSA),Anti bullying workshops	SRCSA	<u>X</u> ALL OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups:(Specify) _____	\$6,000.00 Supplemental
Continue extended learning opportunities for students which includes, but not limited to lunchtime activities and after school offerings	SRCSA	<u>X</u> ALL OR: <u>__</u> Low Income pupils <u>__</u> English Learners <u>__</u> Foster Youth <u>__</u> Redesignated fluent English proficient <u>__</u> Other Subgroups:(Specify) _____	\$5,000.00 Supplemental

## 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:	1- Increase the understanding and implementation of the Common Core State Standards, National Arts Standards and utilization of Arts Integration techniques throughout all grade/subject levels		Related State and/or Local Priorities: 1__ 2_X_ 3__ 4__ 5__ 6_X_ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools: Santa Rosa Charter School for the Arts				
	Applicable Pupil Subgroups: All Students, English Learns, Low Income, Foster Youth				
Expected Annual Measurable Outcomes:	Teachers will be provided with P.D. opportunities to learn about and implement the Common Core State Standards, National Arts Standards and Arts Integration techniques and procedures. Students in all grades will demonstrate an increase in academic achievement (5%) and/or reach the "proficient level" as measured by district/state/local assessment tools.	Actual Annual Measurable Outcomes:	Teachers were provided with P.D. opportunities to learn about and implement the Common Core State Standards, National Arts Standards and Arts Integration techniques and procedures. Students in all grades will demonstrate an increase in academic achievement (5%) and/or reach the "proficient level" as measured by district/state/local assessment tools.		
<b>LCAP Year: 2014-2015</b>					
Planned Actions/Services			Actual Actions/Services		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Provide opportunities for professional development, improvement, understanding and utilization of the Common Core State Standards, National Arts Standards and Arts Integration techniques and procedures		\$1200 Matching Base funds with SACO	Provide opportunities for professional development, improvement, understanding and utilization of the Common Core State Standards, National Arts Standards and Arts Integration techniques and procedures		
Scope of service:	SRCSA		Scope of service:	SRCSA	
_X_ ALL				_X_ ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____				OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify)_____	



Recruit and retain Arts Integration Specialists/educators to develop and help implement an A.I. School Plan		\$10,000 Base/donation	Recruit and retain Arts Integration Specialists/educators to develop and help implement an A.I. School Plan	\$12,000 Base/donation
Scope of service:	SRCSA		Scope of service:	SRCSA
<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)_____	
Recruit and retain afterschool tutoring/homework teachers		\$5,000.00 Supplemental	Recruited and utilized teachers to provide afterschool tutoring/homework services	\$5,000.00 Supplemental
Scope of service:	SRCSA		Scope of service:	SRCSA
<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)_____	
Create strong scope and sequence of CCSS and National Arts Standards		N/A	Began to create a scope and sequence of CCSS and National Arts Standards	N/A

Scope of service:	SRCSA		Scope of service:	SRCSA	
<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)_____		
Create benchmark celebrations for reclassified fluent English proficient students		N/A	With the help of our ELAC coordinator, we created certificates for all redesignated students		\$80.00 Base
Scope of service:	SRCSA		Scope of service:	SRCSA	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		
Create afterschool tutoring/workspace for online learning/SBAC		\$8000.00 Supplemental	Installed a glass wall to create an afterschool tutoring/workspace for online learning/SBAC in the SRCSA library		\$8000.00 Supplemental
Scope of service:	SRCSA		Scope of service:	SRCSA	
<input type="checkbox"/> ALL			<input type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient		

__Other Subgroups:(Specify)_____			__Other Subgroups:(Specify)_____		
Scope of service: SRCSA			Scope of service: SRCSA		
__ALL			__ALL		
OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __X_English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		
<p>What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?</p>		<ul style="list-style-type: none"> <li>• It was evident that more training/support for PD opportunities was needed across all grade levels. <b>We will be increasing funding to \$4500.00</b></li> <li>• While Arts Integration specialists are integral to our schools charter we cannot sustain paying for such services through donations. <b>Revisit AI plan and plan for \$7500.00 in supplemental funds</b></li> <li>• The homework/tutoring offerings overwhelmingly successful and well attended. <b>Expand program offerings and funding to \$8,000.00</b></li> <li>• Through ELAC meetings it was determined a larger celebration of redesignated should be planned and implemented. <b>Increase funding support to \$500.00</b></li> <li>• Allocated funding for the hiring of an additional support provider was not sufficient. <b>Increase funding to \$16,000 and try to share provider with another campus</b></li> </ul>			

Original GOAL from prior year LCAP:	2- Pupil Outcomes: Increase performance on standardized assessments as well as local/site based assessments.		Related State and/or Local Priorities: 1__ 2__ 3__ 4_X 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local : Specify _____		
Goal Applies to:	Schools:	Santa Rosa Charter School for the Arts			
	Applicable Pupil Subgroups:	All			
Expected Annual Measurable Outcomes:	Increase the performance of all pupils on standardized assessments (SBAC) for each assessment period by 5% and/or reaching the "proficient level"		Actual Annual Measurable Outcomes:	Increase the *performance of all pupils on standardized assessments (SBAC) for each assessment period by 5% and/or reaching the "proficient level" 2014-2015 SBAC data will be used as a baseline for the following years	
<b>LCAP Year: 2014-2015</b>					
<b>Planned Actions/Services</b>			<b>Actual Actions/Services</b>		
		Budgeted Expenditures	Estimated Actual Annual Expenditures		
Provide collaboration opportunities for grade levels to analyze & interpret student data, plan differentiated instruction		Funded through the district	Provided collaboration/release day opportunities for grade levels to analyze & interpret student data, plan differentiated instruction		
Scope of service:	SRCSA		Scope of service:	SRCSA	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____			OR: __Low Income pupils __English Learners __Foster Youth __Redesignated fluent English proficient __Other Subgroups:(Specify)_____		

Train teachers for the implementation of standardized assessments and obtain necessary materials for administration of tests		\$3,000 Supplemental	Trained teachers for the implementation of standardized assessments and obtained necessary materials for administration of tests. This was provided by SRCS	\$0.00 funds were utilized
Scope of service:	SRCSA		Scope of service:	SRCSA
<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?		<ul style="list-style-type: none"> <li>• While district release days were made available to teachers it was decided at the site level that further structured on-site collaborative opportunities were needed. Increase funds to \$3,000.00</li> <li>• With the onset of the SBAC test and CCSS it became apparent that the district provided trainings did not fully meet the needs of our students/teachers. Discussions were had regarding other forms of assessments taking place next year and the need to be familiar with them. Increase funding to \$3500.00</li> </ul>		

Original GOAL from prior year LCAP:	<b>3- Engagement, School Climate:</b> Create a strong foundation and adherence to Arts Charter document by involving all stakeholders thus improving school climate.		Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local : Specify _____	
Goal Applies to:	Schools:	Santa Rosa Charter School for the Arts		
	Applicable Pupil Subgroups:	All Students		
Expected Annual Measurable Outcomes:	Increase all stakeholder involvement/engagement in the Arts Charter educational program and vision		Actual Annual Measurable Outcomes:	Increase all stakeholder involvement/engagement in the Arts Charter educational program and vision
<b>LCAP Year: 2014-2015</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Adhere to charter document and parent involvement provision. Provide more parent involvement opportunities by partnering with community.		N/A	Adhere to charter document and parent involvement provision. Provide more parent involvement opportunities by partnering with community.	
Scope of service:	SRCSA		Scope of service:	SRCSA
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Redesignated fluent English proficient __ Other Subgroups:(Specify) _____	
Hold Parent/principal coffees before/after school at least once a month		N/A	Bi Monthly meetings were held and well attended by stakeholders including parents and neighbors of the school	
			\$600 personal	

Scope of service:	SRCSA		Scope of service:	SRCSA	
<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)_____		
Create Educational opportunities for parents		N/A	We held a variety of events were parents received education on a variety of subjects		N/A
Scope of service:	SRCSA		Scope of service:	SRCSA	
<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)_____		
Provide student leadership training (SSA), anti-bullying workshops		No funds allotted	We continued growing the implementation and usage of Restorative Practices but did not have the funds available to implement SSA and/or anti-bullying workshops		No funds were used from LCAP
Scope of service:	SRCSA		Scope of service:	SRCSA	
<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)_____		

<p>Create extended opportunities for students which includes, but is not limited to lunchtime activities and afterschool offerings</p>	<p>No funds allotted</p>	<p>Create extended opportunities for students which includes, but is not limited to lunchtime activities and afterschool offerings</p>	<p>No funds were used from LCAP</p>
<p>Scope of service:</p>	<p>SRCSA</p>	<p>Scope of service:</p>	<p>SRCSA</p>
<p><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)_____</p>		<p><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)_____</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>	<ul style="list-style-type: none"> <li>• Through the rewriting of our Charter document, the need for additional parent/community activities were needed to be organized. <b>Increase funding to \$2,000.</b></li> <li>• The principal/parent meetings were well attended and should continue. <b>Supply funding in the amount of \$600.00</b></li> <li>• The parent nights that were held were greatly received and should be increased. <b>Supply funding in the amount of \$700.00</b></li> <li>• The implementation and trainings of Restorative Practices were beneficial to all SRCSA but a more specific student leadership/anti-bullying program(s) has been an identified need.</li> </ul>		



	<p><b>Supply funding in the amount of \$6,000</b></p> <ul style="list-style-type: none"> <li>• Students and families are desperate for activities that engage and inform them. While we were able to organize fee for service types of activities (Spanish, Drama) much more needs to be provided to all students. <b>Funding allotted in the amount of \$10,000.00</b></li> </ul>
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### 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 grant funds calculated for 2015-2016:		\$	<b>\$61,000</b>
<b>Goal 1: Conditions of learning</b>			
P.D Opportunities on CCSS and A.I.	<b>Cost:</b>		<b>\$4,500.00</b>
Arts Integration specialists	<b>Cost:</b>		<b>\$7,500.00</b>
After school tutoring/homework club	<b>Cost:</b>		<b>\$8,000.00</b>
Recruit & retain part-time Intervention specialist	<b>Cost:</b>		<b>\$16,000.00</b>
Awards/celebration of accomplishments	<b>Cost:</b>		<b>\$1300.00</b>
<b>Goal 2: Pupil Outcomes</b>			
Collaboration opportunities to analyze data	<b>Cost:</b>		<b>\$2,000.00</b>
P.D. surrounding assessment implementation and administration	<b>Cost:</b>		<b>\$3,000.00</b>
<b>Goal 3: Engagement &amp; School Climate</b>			
Create parent nights	<b>Cost:</b>		<b>\$2,000.00</b>
Principal/parent meetings	<b>Cost:</b>		<b>\$600.00</b>
Provide Anti-Bullying Workshops	<b>Cost:</b>		<b>\$6000.00</b>
Educational parent opportunities/trainings	<b>Cost:</b>		<b>\$700.00</b>
Extended school learning opportunities	<b>Cost:</b>		<b>\$10,000.00</b>
	<b>Total</b>		<b>\$61,100.00</b> →

- 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.

For LCAP year 1, 2014-2015, the total supplemental funds estimated was **\$45,000**. Several actions and items did not have money allocated; it was either not necessary or covered by other non-supplemental and non-concentration funds. For year 2 of LCAP an estimated **\$61,000** supplemental and carryover funds will be needed.

The increase in funding is necessary for our growing population of English Learners, Low Income, and Foster Youth students. SRCSA's Charter calls for strong parent engagement in our school community. More resources, such as a Family Engagement Facilitator will help facilitate the parent to school communication and parent education opportunities. With new common core state standards and adherence to our Arts Integrated teaching approach it is crucial teachers receive appropriate training and support for further development of a scope and sequence that adheres to the Arts Integrated approach and strategies for English Learners, Low Income students, and Foster Youth.

**LOCAL CONTROL AND ACCOUNTABILITY PLAN AND ANNUAL UPDATE APPENDIX**

For the purposes of completing the LCAP in reference to the state priorities under Education Code sections 52060 and 52066, the following shall apply:

(a) “Chronic absenteeism rate” shall be calculated as follows:

- (1) The number of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30) who are chronically absent where “chronic absentee” means a pupil who is absent 10 percent or more of the schooldays in the school year when the total number of days a pupil is absent is divided by the total number of days the pupil is enrolled and school was actually taught in the total number of days the pupil is enrolled and school was actually taught in the regular day schools of the district, exclusive of Saturdays and Sundays.
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

(b) “Middle School dropout rate” shall be calculated as set forth in California Code of Regulations, title 5, section 1039.1.

(c) “High school dropout rate” shall be calculated as follows:

- (1) The number of cohort members who dropout by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

(d) “High school graduation rate” shall be calculated as follows:

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is

defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.

(2) The total number of cohort members.

(3) Divide (1) by (2).

(e) "Suspension rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).

(f) "Expulsion rate" shall be calculated as follows:

(1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).

(2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).

(3) Divide (1) by (2).