Local Control Accountability Plan and Annual Update (LCAP) Template

Addendum: General instructions & regulatory requirements.

Appendix A: Priorities 5 and 6 Rate Calculations

Appendix B: Guiding Questions: Use as prompts (not limits)

LEA Name	SR Charter School for the Arts		
Contact Name and Title	Mitchell Carter Interim Principal	Email and Phone	mcarter@srcs.k12.ca.us 707-522-3175

2017-20 Plan Summary

THE STORY

Briefly describe the students and community and how the LEA serves them.

Santa Rosa Charter School for the Arts is a collaborative school community changing education by providing an academically rigorous program, using an arts-integrated approach. All members cultivate creativity and empathy, while embracing challenges, to engage and develop the whole child in a safe environment.

As part of our commitment to the Common Core Standards along with the Next Generation Science Standards and California Social Studies Standards, SRCSA K-5 teachers have been developing and implementing the SRCS elementary Units of Study with the help of Connie Kamm. In addition, 2016-2017 was the first year launching Lucy Calkins Writing Workshop in K-6 classrooms. K-5 teachers look forward to implementing our newly adopted Everyday Math program in the 2017-2018 school year.

In grades 6-8, the math curriculum is College Preparatory Math, or CPM. For science, 6-8 grade students are receiving integrated Next Generation Science Standards. This allows students to learn Life Science, Physical Science, Earth Science, and Engineering Sciences in an integrated format.

In the last few years SRCSA has taken some big exciting steps to grow our arts program. In 2015, we held our first Arts EXPO: an evening event for our whole community to showcase and celebrate the arts integration happening at our school. In the 2015-2016 school year we introduced violin instruction two days a week in small groups for all third graders.

By far the biggest effort yet came at the beginning of the 2016-2017 school year when we restructured our middle school schedule in order to extend the school day and offer an arts block for 6-8 students four days a week.

In addition, for the 2016-2017 school year we hired a drama teacher and offered drama for 6-8 students and the 4th and 5th graders.

Our plan is for the Arts classes for grades K-3 to have the goal of exposing students to all the arts. Then as students move into the fourth and fifth grades, they get more depth and focus within an art form, but still experience all the arts through arts integrated units. Then, in grades 6-8 during the arts block, students pick an art form, build their skills and prepare a portfolio.

The fact that we have made these changes in the face of many challenges to strengthen our arts instruction and benefit our students is a reflection of our community's and staff's deep commitment to the arts.

We as a staff and a community have much to be thankful for, including a beautiful new campus with a music room, art rooms, dance room, and Black Box Theater that we look forward to moving to this summer.

For the 2017-2018 school year all 4th and 5th graders will receive one dance class a week. They will choose between art and drama class which they will attend two days a week. In addition, they choose between Strings and Band. 4th-5th Strings and 4th-5th Band are two days a week, with just a half class at a time.

A valuable part of our school community is the School for the Arts Community Organization, or SACO. It is a non-profit parent organization that raises funds to support both academic and arts endeavors at SRCSA. They coordinate volunteers for school-wide events and individual classrooms.

LCAP HIGHLIGHTS

Identify and briefly summarize the key features of this year's LCAP.

Goal 1. Arts Integration Planning Collaboration K-8
- Professional development related to state standards and curriculum was provided for first year teachers and art teachers at our school.
- This year marks our second year of an on-going effort to focus on teacher collaboration between general education and Arts teachers.

Goal 2. Student Performance
- Two days a week after school tutoring was provided for math and writing. The intention was to give strategic support for 6th-8th grade students.

Goal 3. Parent Outreach/School Climate
- Classes were taught to early elementary parents to promote the skills/behaviors that are needed at home to support their child for academic success.

REVIEW OF PERFORMANCE

Based on a review of performance on the state indicators and local performance indicators included in the LCFF Evaluation Rubrics, progress toward LCAP goals, local self-assessment tools, stakeholder input, or other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying any specific examples of how past increases or improvements in services for low-income students, English learners, and foster youth have led to improved performance for these students.

GREATEST PROGRESS

Based on SBA results for both ELA and Math, the subgroup "All Students" is showing 7-20 point increases.

Our charter goal of Arts Integration is a consistent focus for the school during staff collaboration and ensuring student access to arts in all subject areas through arts embedded lessons.

Referring to the LCFF Evaluation Rubrics, identify any state indicator or local performance indicator for which overall performance was in the "Red" or "Orange" performance category or where the LEA received a "Not Met" or "Not Met for Two or More Years" rating. Additionally, identify any areas that the LEA has determined need significant improvement based on review of local performance indicators or other local indicators. What steps is the LEA planning to take to address these areas with the greatest need for improvement?

GREATEST NEEDS

Based on SBA results in ELA, our "Hispanic/Latino" subgroup is declining 1-15 points, while our "All Student" subgroup is increasing by 7-20 points, thus widening the proficiency gap.

The school will design, implement and monitor a designated ELD program for ELs (time, curriculum and assessment) as well as integrate SDAIE/GLAD strategies in all classrooms. 6-8 teachers and new teachers will participate in GLAD training.

Referring to the LCFF Evaluation Rubrics, identify any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these performance gaps?

PERFORMANCE GAPS

The school does not have any student groups that are two or more levels below any "All Student" performance indicators.

INCREASED OR IMPROVED SERVICES

If not previously addressed, identify the two to three most significant ways that the LEA will increase or improve services for low-income students, English learners, and foster youth.

Increase & Improve Services (for subgroups)
- All ELLs will receive designated ELD instruction for 30 minutes daily.
- Continue and expand after school tutoring. Tutoring will be opened up to include more elementary students.
- Social Advocates for Youth (SAY) counselors have been hired.
- Hire instructional aides to support certificated teachers when delivering differentiated/strategic instruction.
- Acquire on-line computer adaptive programs to support students with Keyboarding, Math, and Reading skills.

BUDGET SUMMARY

Complete the table below. LEAs may include additional information or more detail, including graphics.

DESCRIPTION	AMOUNT
Total General Fund Budget Expenditures for LCAP Year	$ 155,250.00
Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for LCAP Year	$155,250.00

The LCAP is intended to be a comprehensive planning tool but may not describe all General Fund Budget Expenditures. Briefly describe any of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP.

- Arts Integration Professional Development
- Arts Assemblies, events and field trips
- Instructional materials such as art supplies and musical instruments
- Online math program (ALEX)

$ 155,250.00	Total Projected LCFF Revenues for LCAP Year

Annual Update

LCAP Year Reviewed: 2016-17

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 1	Conditions Of Learning #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

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED	ACTUAL
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	Arts Integrated professional development related to Common Core state standards and curriculum was provided for first year teachers and art teachers at our school. Teachers collaborated with Art teachers to develop and implement arts integrated lessons/units using the Common Core State Standards, National Arts Standards and Arts Integration techniques and procedures. ELA and Math SBA scores improved 7-20 points for the all students subgroup as well as the socioeconomically disadvantaged subgroup. Local assessment (Let's Go Learn) results showed improvement in all areas for both Math and ELA.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services

PLANNED	ACTUAL

	Provide opportunities for professional development, improvement, understanding and utilization of the Common Core State Standards, National Arts Standards and Arts Integration techniques and procedures	Hired substitutes to release teachers for PD and collaboration time throughout the year.
Expenditures	**BUDGETED** Matching Base funds with SACO $1200	**ESTIMATED ACTUAL** Substitute costs 4,500

Action   2

Actions/Services	**PLANNED** Create strong scope and sequence of CCSS and National Arts Standards	**ACTUAL** Teachers generated scope and sequence of each of the art disciplines: visual/digital art, drama, music, and dance.
Expenditures	**BUDGETED** No funding allocated (part of CRA role)	**ESTIMATED ACTUAL**

Action   3

Actions/Services	**PLANNED** Recruit and retain Arts Integration Specialists/educators to develop and help implement an A.I. School Plan	**ACTUAL** Recruited and retained both a music and drama teacher paid for by the district.
Expenditures	**BUDGETED** Base $10,000	**ESTIMATED ACTUAL**

Action   4

Actions/Services	**PLANNED** Recruit and retain afterschool tutoring/homework teachers	**ACTUAL** There were two tutors for 6-8 students. They provided academic intervention for math and writing.
Expenditures	**BUDGETED** Supplemental $5,000.00	**ESTIMATED ACTUAL** Teacher extended day pay 5,000

Action   5

Actions/Services	**PLANNED** Create benchmark celebrations for reclassified fluent English proficient students	**ACTUAL** n/a
Expenditures	**BUDGETED** No funding Allocated	**ESTIMATED ACTUAL**

Action   6

Expenditures	**BUDGETED** Other	**ESTIMATED ACTUAL**

Action **7**

Actions/Services	PLANNED Recruit and retain an RTI coordinator (Tier II intervention)	ACTUAL n/a
Expenditures	BUDGETED Supplemental $2,000,00	ESTIMATED ACTUAL

Action **8**

Actions/Services	PLANNED Increase Pupil attendance by communicating more effectively with parents	ACTUAL n/a
Expenditures	BUDGETED No funding Allocated	ESTIMATED ACTUAL

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	Arts Integrated professional development related to Common Core state standards and curriculum was provided for first year teachers and art teachers at our school. Teachers collaborated with Art teachers to develop and implement arts integrated lessons/units using the Common Core State Standards, National Arts Standards and Arts Integration techniques and procedures.W
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	We have laid the foundation and will continue to build upon the designed curriculum from the work for Goal #1.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We faced programmatic challenges due to changes in leadership at the school. Additional challenges arose due to our temporary location.

Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

We faced programmatic challenges due to changes in leadership at the school. Additional challenges arose due to our temporary location.

Annual Update   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 2	Puoil Outcomes/achievement #2. Increase performance on state standardized assessments as well as local/site based assessments.

State and/or Local Priorities Addressed by this goal:	STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8 COE ☐ 9 ☐ 10 LOCAL

ANNUAL MEASURABLE OUTCOMES

EXPECTED

Increase the performance of all pupils on standardized assessments for each assessment period by 5% and/or reaching the "proficient level"

ACTUAL

ELA and Math SBA scores improved 7-20 points for the all students subgroup as well as the socioeconomically disadvantaged subgroup.

Local assessment (Let's Go Learn) results showed improvement in all areas for both Math and ELA.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action 1

Actions/Services	**PLANNED** Provide collaboration opportunities for grade levels to analyze & interpret student data, plan differentiated instruction	**ACTUAL** The school leadership team initiated this process. They met to analyze student writing samples. This work allowed us to lay the foundation for the upcoming year.
Expenditures	**BUDGETED** Funded through the district for 2014-15	**ESTIMATED ACTUAL**

Action **2**

	PLANNED	ACTUAL
Actions/Services	Train all teachers for the implementation of standardized assessments and obtain necessary materials for administration of tests	N/A
	BUDGETED	ESTIMATED ACTUAL
Expenditures	Supplemental $3,000.00	

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	The school leadership team initiated this process. They met to analyze student writing samples.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Student work analysis by the leadership team allowed us to lay the foundation for the upcoming year.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We faced programmatic challenges due to changes in leadership at the school. Additional challenges arose due to our temporary location.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We faced programmatic challenges due to changes in leadership at the school. Additional challenges arose due to our temporary location.

[Annual Update]{.underline}   **LCAP Year Reviewed: 2016-17**

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Goal 3	Engagement. School Climate: #3. Create a strong foundation and adherence to the Arts Charter document by involving all stakeholders thus improving school climate and engagement.

State and/or Local Priorities Addressed by this goal:	STATE COE LOCAL	☐ 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☒ 6 ☐ 7 ☐ 8 ☐ 9 ☐ 10

ANNUAL MEASURABLE OUTCOMES

EXPECTED	**ACTUAL**
Increase all stakeholder involvement/engagement in the Arts Charter educational program and vision	Classes were taught to early elementary parents to promote the skills/behaviors that are needed at home to support their child for academic success.

ACTIONS / SERVICES

Duplicate the Actions/Services from the prior year LCAP and complete a copy of the following table for each. Duplicate the table as needed.

Action   1

	PLANNED	ACTUAL
Actions/Services	Adhere to charter document and parent involvement provision. Provide more parent involvement opportunities by partnering with community.	Parent volunteers were organized to help classes on field trips to local organizations such as: The Sonoma County Water Agency and Alliance Redwoods Conference Grounds. Students and their families participated in community service projects throughout the local community.
	BUDGETED	ESTIMATED ACTUAL
Expenditures	No funding Allocated	

Action 2

Actions/Services	**PLANNED** Hold parent/principal coffees before/after school at least once a month	**ACTUAL** Monthly parent coffee meetings were implemented in the first half of the year.
Expenditures	**BUDGETED** No funding Allocated	**ESTIMATED ACTUAL**

Action 3

Actions/Services	**PLANNED** Create educational opportunities for parents	**ACTUAL** Classes were taught to early elementary parents to promote the skills/behaviors that are needed at home to support their child for academic success.
Expenditures	**BUDGETED** No funding Allocated	**ESTIMATED ACTUAL**

Action 4

Actions/Services	**PLANNED** Provide student leadership training (SSA),Anti-bullying workshops	**ACTUAL** N/A
Expenditures	**BUDGETED** No funding Allocated	**ESTIMATED ACTUAL**

Action 5

Actions/Services	**PLANNED** Create extended learning opportunities for students which includes, but not limited to lunchtime activities and after school offerings	**ACTUAL** Two days a week after school tutoring was provided for math and writing. The intention was to give strategic support for 6th-8th grade students.
Expenditures	**BUDGETED** No funding Allocated	**ESTIMATED ACTUAL**

ANALYSIS

Complete a copy of the following table for each of the LEA's goals from the prior year LCAP. Duplicate the table as needed.

Use actual annual measurable outcome data, including performance data from the LCFF Evaluation Rubrics, as applicable.

Describe the overall implementation of the actions/services to achieve the articulated goal.	To reach out to parents, we provided classes to early elementary parents to promote the skills/behaviors that are needed at home to support their child for academic success. Also parents met with our principal on a monthly basis for morning coffee. Lastly, two days a week after school tutoring was provided for math and writing. The intention was to give strategic support for 6th-8th grade students.
Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.	Although the early elementary parent classes were not well attended, they were well received in general. Parent orientation/education will be expanded to reach upper grade families as well. Students who attended after school tutoring were able to get individualized help from their teacher which fostered stronger student-school connection.
Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures.	We faced programmatic challenges due to changes in leadership at the school. Additional challenges arose due to our temporary location.
Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.	We faced programmatic challenges due to changes in leadership at the school. Additional challenges arose due to our temporary location.

<u>Stakeholder Engagement</u>

LCAP Year ☐ 2017–18 ☐ 2018–19 ☐ 2019–20

INVOLVEMENT PROCESS FOR LCAP AND ANNUAL UPDATE

How, when, and with whom did the LEA consult as part of the planning process for this LCAP/Annual Review and Analysis?
Administrators met with various stakeholder groups throughout the year on a monthly basis to discuss school events, curriculum, student academic results, school and community events. The stakeholder groups are: Teacher, Parent Advisory Board (PAB), ELAC, SACO (School for the Arts Community Organization) and students.

This past spring, the SRCS District administered the "Thought Exchange" survey online to all stakeholders. 100 people participated in the survey for SRCSA. Here are the details of the respondents:
3 Secondary Staff Members
88 Parents/Guardians
7 Elementary Staff members
0 Students
1 Community Member
1 Other

A paper survey was distributed to all parents of English Learners at SRCSA in English and Spanish in the beginning of May 2017. The results were shared at the last ELAC meeting.

In addition, the administration reviewed the results of the parent led group, SACO, ran the Spring Survey, which had 68 respondents. This was an online survey that was distributed to SRCSA parents.

IMPACT ON LCAP AND ANNUAL UPDATE

How did these consultations impact the LCAP for the upcoming year?
Analysis of Input Meetings:
Conditions of Learning

- Provide basic supplies:classified and certificated
- Provide 21st century learning environments: infrastructure, equipment and training
- Provide 21st century learning facilities for group, team & individual learning
- Improve facilities
- Interactive, relevant learning opportunities (PBL and PD)

Pupil Outcomes

- Stronger more focused use of student assessment data

- Collaboration time
- Integration of community resources beyond the school bells
- Extended day or year: before, after or summer offerings
- Enhance English Learner Program: placement, materials, data and instructional outcomes
- Differentiated learning experiences: coaches, reading specialist, aides to decrease teacher: student ratio and support professional learning

Engagement
- Social emotional support: additional time, staff and at elementary school
- Family/Community Mentors: outreach and case management
- Increase support staff time and services to promote safety: noon supervisors, nurses, psychologist
- Caring school climate
- Improved communication: Parent Center, parent classes and common school websites
- Restorative Practices implemented school-wide
- Matriculation projects: between grade levels and schools (SRHS)
- Promote college-going culture district wide (College Fair)

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☒ Modified	☐ Unchanged

Goal 1	Increase student access to and proficiency of standards within the Common Core, Next Generation Science, California History and Social Studies, Visual and Performing Arts (VAPA), through Arts Integration techniques and curriculum in all grades/subjects.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☒ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need

Based on the SBA results, our Hispanic/Latino subgroup are not reaching proficiency in ELA and Math. The arts can improve student engagement and school climate, while enabling students to express their understanding, strengthen their learning and better access cross curricular standards. Students are able to access the content through different lenses, which leads to higher order thinking skills and creativity.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBA results CELDT results Writing assessments LGL Data	ELA SBA status for all students is green, medium, increased. Math SBA status for all students is yellow, low, increased significantly.	Continue to increase percentage proficiency and increase level of proficiency for all students.		Continue to increase percentage proficiency and increase level of proficiency for all students.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Provide opportunities for professional development of the standards within the Common Core, Next Generation Science, California History and Social Studies, Visual and Performing Arts (VAPA).	Continue the development or improvement of rigorous standards-based lessons.	Continue to improve rigorous standards-based lessons.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	2300.00	Amount		Amount	
Source	LCFF	Source	Supplemental	Source	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Begin to provide collaborative experiences to develop vertical alignment and arts integrated lessons that align with and meet the Common Core, Next Generation Science, History and Social Studies and Visual and Performing Arts standards in all subject areas.	Continue to provide collaborative experiences to develop vertical alignment and arts integrated lessons that align with and meet the Common Core, Next Generation Science, History and Social Studies and Visual and Performing Arts standards in all subject areas.	Continue to provide collaborative experiences to develop vertical alignment and arts integrated lessons that align with and meet the Common Core, Next Generation Science, History and Social Studies and Visual and Performing Arts standards in all subject areas.

BUDGETED EXPENDITURES

	2017-18		2018-19		2019-20
Amount	6,750	Amount		Amount	
Source	LCFF	Source		Source	
Budget Reference	No funding allocated	Budget Reference	No funding allocated	Budget Reference	

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |

| Scope of Services | ☐ LEA-wide | ☐ Schoolwide | **OR** | ☐ Limited to Unduplicated Student Group(s) |

| Location(s) | ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Retain Arts teachers in Music and Drama to develop and help implement arts integrated curriculum.	Retain Arts teachers in Music and Drama to develop and help implement arts integrated curriculum.	Retain Arts teachers in Music and Drama to develop and help implement arts integrated curriculum.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$74,000.00	Amount		Amount	
Source	LCFF	Source	Base	Source	
Source	Base	Source		Source	

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☒ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)] |

| Location(s) | ☐ All Schools | ☐ Specific Schools: | ☐ Specific Grade spans: |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Purchase instructional supplies to support and enhance arts integrated curriculum.	Replenish instructional supplies to support and enhance arts integrated curriculum.	Replenish instructional supplies to support and enhance arts integrated curriculum.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	2,500.00	Amount		Amount	
Source	Supplemental	Source	Supplemental	Source	

Action **5**

OR

Students to be Served	☒ English Learners	☐ Foster Youth	☐ Low Income

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Source	Supplemental	Source	Supplemental	Source	

Action **6**

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Source	Supplemental	Source	Supplemental	Source	

Action **7**

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Source	Supplemental	Source	Supplemental	Source	

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☒ Modified	☐ Unchanged

Goal 2	All subgroups of students will increase their performance on state standardized assessments as well as local/site based assessments.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1 ☐ 2 ☐ 3 ☒ 4 ☐ 5 ☐ 6 ☐ 7 ☐ 8
COE ☐ 9 ☐ 10
LOCAL

Identified Need | Based on the SBA results, our Hispanic/Latino subgroup are not reaching proficiency in ELA and Math.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
SBA results CELDT results LGL results Writing Assessments	ELA SBA status for all students is green, medium, increased. ELA SBA status for Hispanic/Latino students is orange, low, declined. Math SBA status for all students is yellow, low, increased significantly. Math SBA status for Hispanic/Latino students is yellow, low, increased.	Continue to increase percentage proficiency and increase level of proficiency for all students and our Hispanic/Latino subgroup.		Continue to increase percentage proficiency and increase level of proficiency for all students and our Hispanic/Latino subgroup.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☐ Modified ☐ Unchanged
Begin to provide collaboration opportunities for grade levels to analyze & interpret student data, and plan differentiated instruction.	Continue collaboration opportunities for grade levels to analyze & interpret student data, and plan differentiated instruction.	Continue collaboration opportunities for grade levels to analyze & interpret student data, and plan differentiated instruction.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$2,500.00	Amount		Amount	
Source	LCFF	Source	Supplemental	Source	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

| Location(s) | ☐ All Schools | ☐ Specific Schools: | | ☐ Specific Grade spans: |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ English Learners | ☐ Foster Youth | ☐ Low Income |

| Scope of Services | ☐ LEA-wide | ☐ Schoolwide | **OR** ☐ Limited to Unduplicated Student Group(s) |

| Location(s) | ☐ All Schools | ☐ Specific Schools: | | ☐ Specific Grade spans: |

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged	☐ New ☒ Modified ☐ Unchanged
Continue and expand after school tutoring in Reading, Writing and Math.	Continue after school tutoring in Reading, Writing and Math.	Continue after school tutoring in Reading, Writing and Math.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	6,500.00	Amount		Amount	
Source	LCFF	Source	Supplemental	Source	

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

| Students to be Served | ☐ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)] |

| Location(s) | ☐ All Schools | ☐ Specific Schools: | | ☐ Specific Grade spans: |

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Implement designated ELD instruction.	Continue and improve designated ELD instruction.	Continue and improve designated ELD instruction.

BUDGETED EXPENDITURES

2017-18	**2018-19**	**2019-20**
Amount 30,000.00	Amount	Amount

Goals, Actions, & Services

Strategic Planning Details and Accountability

Complete a copy of the following table for each of the LEA's goals. Duplicate the table as needed.

☐ New	☒ Modified	☐ Unchanged

Goal 3	Continue to strengthen the foundation and adherence to the Arts Charter document by involving all stakeholders, thus improving school climate and student well-being.

State and/or Local Priorities Addressed by this goal:

STATE ☐ 1   ☐ 2   ☐ 3   ☐ 4   ☐ 5   ☒ 6   ☐ 7   ☐ 8
COE   ☐ 9   ☐ 10
LOCAL

Identified Need

We have a high number of chronic tardies and behavioral challenges. There is a need to implement structures and procedures that increase parent and student engagement at SRCSA.

EXPECTED ANNUAL MEASURABLE OUTCOMES

Metrics/Indicators	Baseline	2017-18	2018-19	2019-20
Tardy Rates SWISS Data		Decrease the number of tardies and behavioral incidence reports.		Decrease the number of tardies and behavioral incidence reports.

PLANNED ACTIONS / SERVICES

Complete a copy of the following table for each of the LEA's Actions/Services. Duplicate the table, including Budgeted Expenditures, as needed.

Action   **1**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]
Location(s)	☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR** ☐ Limited to Unduplicated Student Group(s)

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Purchase and implement character education program.	Continue to implement character education program.	Continue to implement character education program.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$3,000.00	Amount		Amount	
Source	LCFF	Source	Supplemental	Source	

Action **2**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]

Location(s)	☐ All Schools	☐ Specific Schools:	☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income

	Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
	Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	**2018-19**	**2019-20**
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged
Develop grades 6-8 parent/student orientation at the beginning of the school year to establish an understanding of expectations for curriculum, behavior and procedures.	Continue and revise parent/student orientation at the beginning of the school year to establish an understanding of expectations for curriculum, behavior and procedures.	Continue and revise parent/student orientation at the beginning of the school year to establish an understanding of expectations for curriculum, behavior and procedures.

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Source	Supplemental	Source	Supplemental	Source	

Action **3**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	☒ All	☐ Students with Disabilities	☐ [Specific Student Group(s)]	
Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:				
Students to be Served	☐ English Learners	☐ Foster Youth	☐ Low Income	
Scope of Services	☐ LEA-wide	☐ Schoolwide	**OR**	☐ Limited to Unduplicated Student Group(s)
Location(s)	☐ All Schools	☐ Specific Schools:		☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged	☐ New ☐ Modified ☒ Unchanged
Continue educational opportunities for parents.	Continue educational opportunities for parents.	Continue educational opportunities for parents.

BUDGETED EXPENDITURES

2017-18		2018-19		2019-20	
Amount	$700.00	Amount		Amount	
Source	Supplemental	Source	Supplemental	Source	

Action **4**

For Actions/Services not included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☒ All ☐ Students with Disabilities ☐ [Specific Student Group(s)]

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

OR

For Actions/Services included as contributing to meeting the Increased or Improved Services Requirement:

Students to be Served: ☐ English Learners ☐ Foster Youth ☐ Low Income

Scope of Services: ☐ LEA-wide ☐ Schoolwide **OR** ☐ Limited to Unduplicated Student Group(s)

Location(s): ☐ All Schools ☐ Specific Schools: ☐ Specific Grade spans:

ACTIONS/SERVICES

2017-18	2018-19	2019-20
☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged	☒ New ☐ Modified ☐ Unchanged

| Hire and retain counselors/advocates for students in conjunction with SRCS LCAP goals for student wellness as well. | Continue to retain counselors/advocates for students. | Continue to retain counselors/advocates for students. |

BUDGETED EXPENDITURES

2017-18		**2018-19**		**2019-20**	
Amount	$27,000	Amount		Amount	
Source	LCFF	Source	LCFF	Source	LCFF

Action **5**

| Students to be Served | ☒ All | ☐ Students with Disabilities | ☐ [Specific Student Group(s)] |

OR

ACTIONS/SERVICES

BUDGETED EXPENDITURES

Source	Supplemental	Source	Supplemental	Source	

Demonstration of Increased or Improved Services for Unduplicated Pupils

LCAP Year   ☐ 2017–18 ☐ 2018–19 ☐ 2019–20

Estimated Supplemental and Concentration Grant Funds: $155,250   Percentage to Increase or Improve Services: 6.0   %

Describe how services provided for unduplicated pupils are increased or improved by at least the percentage identified above, either qualitatively or quantitatively, as compared to services provided for all students in the LCAP year.

Identify each action/service being funded and provided on a schoolwide or LEA-wide basis. Include the required descriptions supporting each schoolwide or LEA-wide use of funds (see instructions).

Goal 1: Arts Integration
ACTION 1: Substitutes for release time for Teachers to attend Arts Integrated PD at SCOE $2,300
ACTION 2: Substitutes for release time for Teachers to plan FOSS Science Lessons/Units and Lucy Calkins Writing Workshop Units $8,400
ACTION 3: Retain Arts teachers in Music and Drama to develop and help implement arts integrated curriculum. $74,000
ACTION 4:Purchase instructional supplies to support and enhance arts integrated curriculum. $4,000
TOTAL Goal 1: $88,700
Goal 2: Academic Performance
ACTION 1: Substitutes for release time (½ days) for teachers to analyze & interpret student data, and plan differentiated instruction. $2,500.
ACTION 2: Hire teachers for after school tutoring. $6,500.
ACTION 3: Implement designated ELD instruction $30,000.
TOTAL Goal 2: $39,000
Goal 3: School climate and student well-being
ACTION 1: Purchase and implement character education program. $3,000
ACTION 2: Parent/student orientation
ACTION 3: Parent Education $700
ACTION 4: Hire/retain SAY counselors $27,000
TOTAL Goal 3: $30,700
TOTAL: $158,400

With 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, LowIncome students , and Foster Youth.
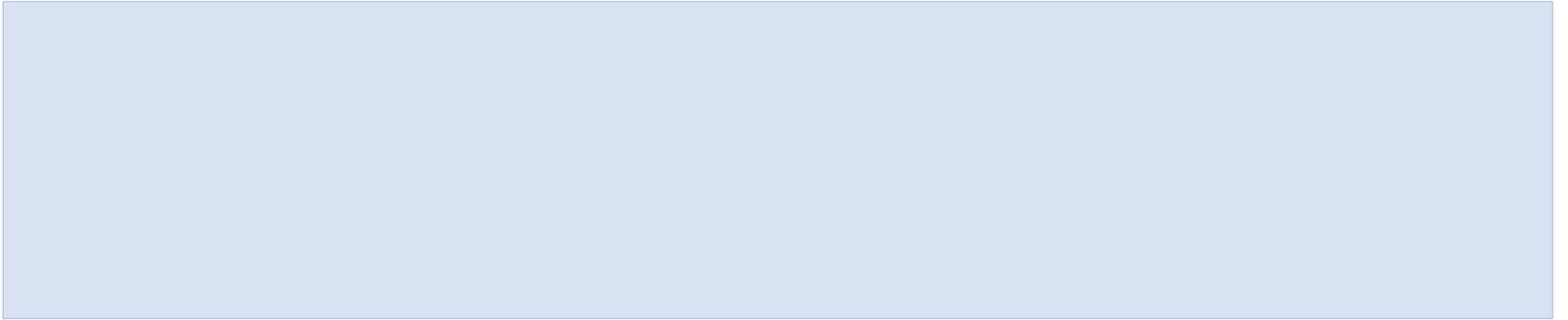
Revised Local Control and Accountability Plan and Annual Update Template Instructions

[Addendum](#)

The Local Control and Accountability Plan (LCAP) and Annual Update Template documents and communicates local educational agencies' (LEAs) actions and expenditures to support student outcomes and overall performance. For school districts and county offices of education, the LCAP is a three-year plan which is reviewed and updated in the second and third years of the plan. Charter schools may complete the LCAP to align with the term of the charter school's budget, typically one year, which is submitted to the school's authorizer. The LCAP and Annual Update Template must be completed by all LEAs each year.

For school districts, the LCAP must describe, for the school district and each school within the district, goals and specific actions to achieve those goals for all students and each student group identified by the Local Control Funding Formula (LCFF) (ethnic, socioeconomically disadvantaged, English learners, foster youth, pupils with disabilities, and homeless youth), for each of the state priorities and any locally identified priorities.

For county offices of education, the LCAP must describe, for each county office of education-operated school and program, goals and specific actions to achieve those goals for all students and each LCFF student group funded through the county office of education (students attending juvenile court schools, on probation or parole, or expelled under certain conditions) 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 funded by a school district that are provided to students attending county-operated schools and programs, including special education programs.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in Education Code (EC) sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

Charter schools must describe goals and specific actions to achieve those goals for all students and each LCFF subgroup of students including students with disabilities and homeless youth, for each of the state priorities that apply for the grade levels served or the nature of the program operated by the charter school, 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. Changes in LCAP goals and actions/services for charter schools that result from the annual update process do not necessarily constitute a material revision to the school's charter petition.

For questions related to specific sections of the template, please see instructions below:

Instructions: Linked Table of Contents

For additional questions or technical assistance related to completion of the LCAP template, please contact the local county office of education, or the CDE's Local Agency Systems Support Office at: 916-319-0809 or by email at: lcff@cde.ca.gov.

Plan Summary

The LCAP is intended to reflect an LEA's annual goals, actions, services and expenditures within a fixed three-year planning cycle. LEAs must include a plan summary for the LCAP each year.

When developing the LCAP, mark the appropriate LCAP year, and address the prompts provided in these sections. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous summary information with information relevant to the current year LCAP.

In this section, briefly address the prompts provided. These prompts are not limits. LEAs may include information regarding local program(s), community demographics, and the overall vision of the LEA. LEAs may also attach documents (e.g., the LCFF Evaluation Rubrics data reports) if desired and/or include charts illustrating goals, planned outcomes, actual outcomes, or related planned and actual expenditures.

An LEA may use an alternative format for the plan summary as long as it includes the information specified in each prompt and the budget summary table.

The reference to LCFF Evaluation Rubrics means the evaluation rubrics adopted by the State Board of Education under *EC* Section 52064.5.

Budget Summary

The LEA must complete the LCAP Budget Summary table as follows:

- **Total LEA General Fund Budget Expenditures for the LCAP Year**: This amount is the LEA's total budgeted General Fund expenditures for the LCAP year. The LCAP year means the fiscal year for which an LCAP is adopted or updated by July 1. The General Fund is the main operating fund of the LEA and accounts for all activities not accounted for in another fund. All activities are reported in the General Fund unless there is a compelling reason to account for an activity in another fund. For further information please refer to the *California School Accounting Manual (http://www.cde.ca.gov/fg/ac/sa/)*. (Note: For some charter schools that follow governmental fund accounting, this amount is the total budgeted expenditures in the Charter Schools Special Revenue Fund. For charter schools that follow the not-for-profit accounting model, this amount is total budgeted expenses, such as those budgeted in the Charter Schools Enterprise Fund.)

- **Total Funds Budgeted for Planned Actions/Services to Meet the Goals in the LCAP for the LCAP Year:** This amount is the total of the budgeted expenditures associated with the actions/services included for the LCAP year from all sources of funds, as reflected in the LCAP. To the extent actions/services and/or expenditures are listed in the LCAP under more than one goal, the expenditures should be counted only once.

- **Description of any use(s) of the General Fund Budget Expenditures specified above for the LCAP year not included in the LCAP:** Briefly describe expenditures included in total General Fund Expenditures that are not included in the total funds budgeted for planned actions/services for

the LCAP year. (Note: The total funds budgeted for planned actions/services may include funds other than general fund expenditures.)

- **Total Projected LCFF Revenues for LCAP Year:** This amount is the total amount of LCFF funding the LEA estimates it will receive pursuant to *EC* sections 42238.02 (for school districts and charter schools) and 2574 (for county offices of education), as implemented by *EC* sections 42238.03 and 2575 for the LCAP year respectively.

Annual Update

The planned goals, expected outcomes, actions/services, and budgeted expenditures must be copied verbatim from the previous year's* approved LCAP. Minor typographical errors may be corrected.

> * For example, for LCAP year 2017/18 of the 2017/18 – 2019/20 LCAP, review the goals in the 2016/17 LCAP. Moving forward, review the goals from the most recent LCAP year. For example, LCAP year 2020/21 will review goals from the 2019/20 LCAP year, which is the last year of the 2017/18 – 2019/20 LCAP.

Annual Measurable Outcomes

> For each goal in the prior year, identify and review the actual measurable outcomes as compared to the expected annual measurable outcomes identified in the prior year for the goal.

Actions/Services

> Identify the planned Actions/Services and the budgeted expenditures to implement these actions toward achieving the described goal. Identify the **actual** actions/services implemented to meet the described goal and the estimated actual annual expenditures to implement the actions/services. As applicable, identify any changes to the students or student groups served, or to the planned location of the actions/services provided.

Analysis

> Using actual annual measurable outcome data, including data from the LCFF Evaluation Rubrics, analyze whether the planned actions/services were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions/services to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process.

- Describe the overall effectiveness of the actions/services to achieve the articulated goal as measured by the LEA.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures. Minor variances in expenditures or a dollar-for-dollar accounting is not required.

- Describe any changes made to this goal, expected outcomes, metrics, or actions and services to achieve this goal as a result of this analysis and analysis of the data provided in the LCFF Evaluation Rubrics, as applicable. Identify where those changes can be found in the LCAP.

Stakeholder Engagement

Meaningful engagement of parents, students, and other stakeholders, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Education Code identifies the minimum consultation requirements for school districts and county offices of education as consulting with teachers, principals, administrators, other school personnel, local bargaining units of the school district, parents, and pupils in developing the LCAP. Education Code requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and pupils in developing the LCAP. In addition, Education Code Section 48985 specifies the requirements for the translation of notices, reports, statements, or records sent to a parent or guardian.

The LCAP should be shared with, and LEAs should request input from, school site-level advisory groups, as applicable (e.g., school site councils, English Learner Advisory Councils, student 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 specific goals.

> **Instructions:** The stakeholder engagement process is an ongoing, annual process. The requirements for this section are the same for each year of a three-year LCAP. When developing the LCAP, mark the appropriate LCAP year, and describe the stakeholder engagement process used to develop the LCAP and Annual Update. When developing the LCAP in year 2 or year 3, mark the appropriate LCAP year and replace the previous stakeholder narrative(s) and describe the stakeholder engagement process used to develop the current year LCAP and Annual Update.
>
> > **School districts and county offices of education:** Describe the process used to consult with the Parent Advisory Committee, the English Learner Parent Advisory Committee, parents, students, school personnel, the LEA's local bargaining units, and the community to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
> >
> > **Charter schools:** Describe the process used to consult with teachers, principals, administrators, other school personnel, parents, and students to inform the development of the LCAP and the annual review and analysis for the indicated LCAP year.
>
> Describe how the consultation process impacted the development of the LCAP and annual update for the indicated LCAP year, including the goals, actions, services, and expenditures.

Goals, Actions, and Services

LEAs must include a description of the annual goals, for all students and each LCFF identified group of students, to be achieved for each state priority as applicable to type of LEA. An LEA may also include additional local priorities. This section shall also include a description of the specific planned actions an LEA will take to meet the identified goals, and a description of the expenditures required to implement the specific actions.

> **School districts and county offices of education:** The LCAP is a three-year plan, which is reviewed and updated annually, as required.
>
> **Charter schools:** The number of years addressed in the LCAP may align with the term of the charter schools budget, typically one year, which is submitted to the school's authorizer. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

New, Modified, Unchanged

> As part of the LCAP development process, which includes the annual update and stakeholder engagement, indicate if the goal, identified need, related state and/or local priorities, and/or expected annual measurable outcomes for the current LCAP year or future LCAP years are modified or unchanged from the previous year's LCAP; or, specify if the goal is new.

Goal

> State the goal. LEAs may number the goals using the "Goal #" box for ease of reference. A goal is a broad statement that describes the desired result to which all actions/services are directed. A goal answers the question: What is the LEA seeking to achieve?

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 applicable to the type of LEA, and any additional local priorities; however, one goal may address multiple priorities. (Link to State Priorities)

Identified Need

Describe the needs that led to establishing the goal. The identified needs may be based on quantitative or qualitative information, including, but not limited to, results of the annual update process or performance data from the LCFF Evaluation Rubrics, as applicable.

Expected Annual Measurable Outcomes

For each LCAP year, identify the metric(s) or indicator(s) that the LEA will use to track progress toward the expected outcomes. LEAs may identify metrics for specific student groups. Include in the baseline column the most recent data associated with this metric or indicator available at the time of adoption of the LCAP for the first year of the three-year plan. The most recent data associated with a metric or indicator includes data as reported in the annual update of the LCAP year immediately preceding the three-year plan, as applicable. The baseline data shall remain unchanged throughout the three-year LCAP. In the subsequent year columns, identify the progress to be made in each year of the three-year cycle of the LCAP. Consider how expected outcomes in any given year are related to the expected outcomes for subsequent years.

The metrics may be quantitative or qualitative, but at minimum an LEA must use the applicable required metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. For the student engagement priority metrics, as applicable, LEAs must calculate the rates as described in the LCAP Template Appendix, sections (a) through (d).

Planned Actions/Services

For each action/service, the LEA must complete either the section "For Actions/Services not contributing to meeting Increased or Improved Services Requirement" or the section "For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement." The LEA shall not complete both sections for a single action.

For Actions/Services Not Contributing to Meeting the Increased or Improved Services Requirement

Students to be Served

The "Students to be Served" box is to be completed for all actions/services except for those which are included by the LEA as contributing to meeting the requirement to increase or improve services for unduplicated students. Indicate in this box which students will benefit from the actions/services by checking "All", "Students with Disabilities", or "Specific Student Group(s)". If "Specific Student Group(s)" is checked, identify the specific student group(s) as appropriate.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

For Actions/Services Contributing to Meeting the Increased or Improved Services Requirement:

Students to be Served

For any action/service contributing to the LEA's overall demonstration that it has increased or improved services for unduplicated students above what is provided to all students (see Demonstration of Increased or Improved Services for Unduplicated Students section, below), the LEA must identify the unduplicated student group(s) being served.

Scope of Service

For each action/service contributing to meeting the increased or improved services requirement, identify scope of service by indicating "LEA-wide", "Schoolwide", or "Limited to Unduplicated Student Group(s)". The LEA must select one of the following three options:

- If the action/service is being funded and provided to upgrade the entire educational program of the LEA, place a check mark next to "LEA-wide."

- If the action/service is being funded and provided to upgrade the entire educational program of a particular school or schools, place a check mark next to "schoolwide".

- If the action/service being funded and provided is limited to the unduplicated students identified in "Students to be Served", place a check mark next to "Limited to Student Groups".

For charter schools and single-school school districts, "LEA-wide" and "Schoolwide" may be synonymous and, therefore, either would be appropriate. For charter schools operating multiple schools (determined by a unique CDS code) under a single charter, use "LEA-wide" to refer to all schools under the charter and use "Schoolwide" to refer to a single school authorized within the same charter petition. Charter schools operating a single school may use "LEA-wide" or "Schoolwide" provided these terms are used in a consistent manner through the LCAP.

Location(s)

Identify the location where the action/services will be provided. If the services are provided to all schools within the LEA, the LEA must indicate "All Schools". If the services are provided to specific schools within the LEA or specific grade spans only, the LEA must mark "Specific Schools" or "Specific Grade Spans". Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades K-5), as appropriate.

Charter schools operating more than one site, authorized within the same charter petition, may choose to distinguish between sites by selecting "Specific Schools" and identify the site(s) where the actions/services will be provided. For charter schools operating only one site, "All Schools" and "Specific Schools" may be synonymous and, therefore, either would be appropriate. Charter schools may use either term provided they are used in a consistent manner through the LCAP.

Actions/Services

For each LCAP year, identify the actions to be performed and services provided to meet the described goal. Actions and services that are implemented to achieve the identified goal may be grouped together. LEAs may number the action/service using the "Action #" box for ease of reference.

New/Modified/Unchanged:

- Check "New" if the action/service is being added in any of the three years of the LCAP to meet the articulated goal.

- Check "Modified" if the action/service was included to meet an articulated goal and has been changed or modified in any way from the prior year description.

- Check "Unchanged" if the action/service was included to meet an articulated goal and has not been changed or modified in any way from the prior year description.
    - If a planned action/service is anticipated to remain unchanged for the duration of the plan, an LEA may check "Unchanged" and leave the subsequent year columns blank rather than having to copy/paste the action/service into the subsequent year columns. Budgeted expenditures may be treated in the same way as applicable.

Note: The goal from the prior year may or may not be included in the current three-year LCAP. For example, when developing year 1 of the LCAP, the goals articulated in year 3 of the preceding three-year LCAP will be from the prior year.

Charter schools may complete the LCAP to align with the term of the charter school's budget that is submitted to the school's authorizer. Accordingly, a charter school submitting a one-year budget to its authorizer may choose not to complete the year 2 and year 3 portions of the Goals, Actions, and

Services section of the template. If year 2 and/or year 3 is not applicable, charter schools must specify as such.

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.

Expenditures that are included more than once in an LCAP must be indicated as a duplicated expenditure and include a reference to the goal and action/service where the expenditure first appears in the LCAP.

If a county superintendent of schools has jurisdiction over a single school district, and chooses to complete a single LCAP, the LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted expenditures are aligned.

Demonstration of Increased or Improved Services for Unduplicated Students

This section must be completed for each LCAP year. When developing the LCAP in year 2 or year 3, copy the Demonstration of Increased or Improved Services for Unduplicated Students table and mark the appropriate LCAP year. Using the copy of the table, complete the table as required for the current year LCAP. Retain all prior year tables for this section for each of the three years within the LCAP.

Estimated Supplemental and Concentration Grant Funds

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 students as determined pursuant to 5 *CCR* 15496(a)(5).

Percentage to Increase or Improve Services

Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* 15496(a)(7).

Consistent with the requirements of 5 *CCR* 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. This description must address how the action(s)/service(s) limited for one or more unduplicated student group(s), and any schoolwide or districtwide action(s)/service(s) supported by the appropriate description, taken together, result in the required proportional increase or improvement in services for unduplicated pupils.

If the overall increased or improved services include any actions/services being funded and provided on a schoolwide or districtwide basis, identify each action/service and include the required descriptions supporting each action/service as follows.

For those services being provided on an LEA-wide basis:

- For school districts with an unduplicated pupil percentage of 55% or more, and for charter schools and county offices of education: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities.

- For school districts with an unduplicated pupil percentage of less than 55%: Describe how these services are **principally directed to** and **effective in** meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the services are **the most effective use of the funds to** meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience or educational theory.

For school districts only, identify in the description those services being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis:

- For schools with 40% or more enrollment of unduplicated pupils: Describe how these services are **principally directed to** and **effective in** meeting its goals for its unduplicated pupils in the state and any local priorities.

- For school districts expending funds on a schoolwide basis at a school with less than 40% enrollment of unduplicated pupils: Describe how these services are **principally directed to** and how the services are **the most effective use of the funds to** meet its goals for English learners, low income students and foster youth, in the state and any local priorities.

State Priorities

Priority 1: Basic Services addresses the degree to which:
- A. Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- B. Pupils in the school district have sufficient access to the standards-aligned instructional materials; and
- C. School facilities are maintained in good repair.

Priority 2: Implementation of State Standards addresses:
- A. The implementation of state board adopted academic content and performance standards for all students, which are:
  - a. English Language Arts – Common Core State Standards for English Language Arts
  - b. Mathematics – Common Core State Standards for Mathematics
  - c. English Language Development
  - d. Career Technical Education
  - e. Health Education Content Standards
  - f. History-Social Science
  - g. Model School Library Standards
  - h. Physical Education Model Content Standards
  - i. Next Generation Science Standards
  - j. Visual and Performing Arts
  - k. World Language; and
- B. How the programs and services will enable English learners to access the CCSS and the ELD standards for purposes of gaining academic content knowledge and English language proficiency.

Priority 3: Parental Involvement addresses:
- A. The efforts the school district makes to seek parent input in making decisions for the school district and each individual school site;
- B. How the school district will promote parental participation in programs for unduplicated pupils; and
- C. How the school district will promote parental participation in programs for individuals with exceptional needs.

Priority 4: Pupil Achievement as measured by all of the following, as applicable:
- A. Statewide assessments;
- B. The Academic Performance Index;
- C. The percentage of pupils who have successfully completed courses that satisfy UC or CSU entrance requirements, or programs of study that align with state board approved career technical educational standards and framework;
- D. The percentage of English learner pupils who make progress toward English proficiency as measured by the CELDT;
- E. The English learner reclassification rate;
- F. The percentage of pupils who have passed an advanced placement examination with a score of 3 or higher; and
- G. The percentage of pupils who participate in, and demonstrate college preparedness pursuant to, the Early Assessment Program, or any subsequent assessment of college preparedness.

Priority 5: Pupil Engagement as measured by all of the following, as applicable:
- A. School attendance rates;
- B. Chronic absenteeism rates;

C. Middle school dropout rates;
D. High school dropout rates; and
E. High school graduation rates;

Priority 6: School Climate as measured by all of the following, as applicable:
A. Pupil suspension rates;
B. Pupil expulsion rates; and
C. Other local measures, including surveys of pupils, parents, and teachers on the sense of safety and school connectedness.

Priority 7: Course Access addresses the extent to which pupils have access to and are enrolled in:
A. S broad course of study including courses described under Sections 51210 and 51220(a)-(i), as applicable;
B. Programs and services developed and provided to unduplicated pupils; and
C. Programs and services developed and provided to individuals with exceptional needs.

Priority 8: Pupil Outcomes addresses pupil outcomes, if available, for courses described under Sections 51210 and 51220(a)-(i), as applicable.

Priority 9: Coordination of Instruction of Expelled Pupils (COE Only) addresses how the county superintendent of schools will coordinate instruction of expelled pupils

Priority 10. Coordination of Services for Foster Youth (COE Only) addresses how the county superintendent of schools will coordinate services for foster children, including:
A. Working with the county child welfare agency to minimize changes in school placement
B. Providing education-related information to the county child welfare agency to assist in the delivery of services to foster children, including educational status and progress information that is required to be included in court reports;
C. Responding to requests from the juvenile court for information and working with the juvenile court to ensure the delivery and coordination of necessary educational services; and
D. Establishing a mechanism for the efficient expeditious transfer of health and education records and the health and education passport.

Local Priorities address:
A. Local priority goals; and
B. Methods for measuring progress toward local goals.

APPENDIX A: PRIORITIES 5 AND 6 RATE CALCULATION INSTRUCTIONS

For the purposes of completing the LCAP in reference to the state priorities under *Education Code* sections 52060 and 52066, as applicable to type of LEA, 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).

NOTE: Authority cited: Sections 42238.07 and 52064, *Education Code*. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.6, 47606.5, 48926, 52052, 52060, 52061, 52062, 52063, 52064, 52066, 52067, 52068, 52069, 52070, 52070.5, and 64001,; 20 U.S.C. Sections 6312 and 6314.

APPENDIX B: GUIDING QUESTIONS

Guiding Questions: Annual Review and Analysis

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 school sites 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?

Guiding Questions: Stakeholder Engagement

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, or 47606.5, as applicable, 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?

Guiding Questions: Goals, Actions, and Services

1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning": Basic Services (Priority 1), the Implementation of State Standards (Priority 2), and Course Access (Priority 7)?

2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes": Pupil Achievement (Priority 4), Pupil Outcomes (Priority 8), Coordination of Instruction of Expelled Pupils (Priority 9 – COE Only), and Coordination of Services for Foster Youth (Priority 10 – COE Only)?

3) What are the LEA's goal(s) to address state priorities related to parent and pupil "Engagement": Parental Involvement (Priority 3), Pupil Engagement (Priority 5), and School Climate (Priority 6)?

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 school site 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 bgroups 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?

LCAP Expenditure Summary

Total Expenditures by Funding Source						
Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Funding Sources	219,200.00	9,500.00	155,250.00	0.00	0.00	155,250.00
	1,200.00	9,500.00	30,000.00	0.00	0.00	30,000.00
Base	10,000.00	0.00	0.00	0.00	0.00	0.00
LCFF	0.00	0.00	122,050.00	0.00	0.00	122,050.00
Supplemental	208,000.00	0.00	3,200.00	0.00	0.00	3,200.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Object Type						
Object Type	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	219,200.00	9,500.00	155,250.00	0.00	0.00	155,250.00
	219,200.00	9,500.00	155,250.00	0.00	0.00	155,250.00

* Totals based on expenditure amounts in goal and annual update sections.

		Total Expenditures by Object Type and Funding Source					
Object Type	Funding Source	2016-17 Annual Update Budgeted	2016-17 Annual Update Actual	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
All Expenditure Types	All Funding Sources	219,200.00	9,500.00	155,250.00	0.00	0.00	155,250.00
		1,200.00	9,500.00	30,000.00	0.00	0.00	30,000.00
	Base	10,000.00	0.00	0.00	0.00	0.00	0.00
	LCFF	0.00	0.00	122,050.00	0.00	0.00	122,050.00
	Supplemental	208,000.00	0.00	3,200.00	0.00	0.00	3,200.00

* Totals based on expenditure amounts in goal and annual update sections.

Total Expenditures by Goal				
Goal	2017-18	2018-19	2019-20	2017-18 through 2019-20 Total
Goal 1	85,550.00	0.00	0.00	85,550.00
Goal 2	39,000.00	0.00	0.00	39,000.00
Goal 3	30,700.00	0.00	0.00	30,700.00

* Totals based on expenditure amounts in goal and annual update sections.

LCAP Expenditures By Funding Source

Santa Rosa Charter School for the Arts

Proposed Expenditure	Object Code	Amount	Action
Matching Base funds with SACO		$1,200.00	Provide opportunities for professional development, improvement, understanding and utilization of the Common Core State Standards, National Arts Standards and Arts Integration techniques and procedures
		$30,000.00	Implement designated ELD instruction.

$31,200.00

Funding Source: Base

Proposed Expenditure	Object Code	Amount	Action
		$10,000.00	Recruit and retain Arts Integration Specialists/educators to develop and help implement an A.I. School Plan

Base Total Expenditures: $10,000.00

Funding Source: LCFF

Proposed Expenditure	Object Code	Amount	Action
		$2,300.00	Provide opportunities for professional development of the standards within the Common Core, Next Generation Science, California History and Social Studies, Visual and Performing Arts (VAPA).
No funding allocated		$6,750.00	Begin to provide collaborative experiences to develop vertical alignment and arts integrated lessons that align with and meet the Common Core, Next Generation Science, History and Social Studies and Visual and Performing Arts standards in all subject areas.

		Amount	Action
		$74,000.00	Retain Arts teachers in Music and Drama to develop and help implement arts integrated curriculum.
		$2,500.00	Begin to provide collaboration opportunities for grade levels to analyze & interpret student data, and plan differentiated instruction.
		$6,500.00	Continue and expand after school tutoring in Reading, Writing and Math.
		$3,000.00	Purchase and implement character education program.
		$27,000.00	Hire and retain counselors/advocates for students in conjunction with SRCS LCAP goals for student wellness as well.

LCFF Total Expenditures: $122,050.00

Funding Source: Supplemental

Proposed Expenditure	Object Code	Amount	Action
		$5,000.00	Recruit and retain afterschool tutoring/homework teachers
		$200,000.00	Recruit and retain an RTI coordinator(Tier II intervention)
		$3,000.00	Train all teachers for the implementation of standardized assessments and obtain necessary materials for administration of tests
		$2,500.00	Purchase instructional supplies to support and enhance arts integrated curriculum.
		$700.00	Continue educational opportunities for parents.

Supplemental Total Expenditures: $211,200.00

Santa Rosa Charter School for the Arts Total Expenditures: $374,450.00