

Introduction:

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

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LCAP Year: 2016-2017

Local Control and Accountability Plan and Annual Update Template

<p>GOAL 1:</p>	<p>Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.</p>	<p>Related State and/or Local Priorities: 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local : Specify _____</p>
<p>Identified Need :</p>	<p>Staff and parents have expressed the need to continue offering high quality academic programs to students who can benefit from accelerated learning opportunities.</p>	
<p>Goal Applies to:</p>	<p>Schools: Santa Rosa Accelerated Charter School Applicable Pupil Subgroups: EL/FY/LI</p>	
<p>LCAP Year 2014-2015</p>		
<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers will use data gained from SRI, Springboard, and Mars Tasks assessments.</p>	
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>
<p>Weekly collaboration time built into the SRACS bell schedule. Funds are available for PD through CC implementation grant, charter budget, supplemental funds and SFPO financial support. The use of icons of depth and complexity will be present in all classrooms. Students will experience tiered activities. The curriculum of depth, complexity, and novelty will be present in all classrooms.</p>	<p>SRACS</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) _____ \$0 <input checked="" type="checkbox"/> ALL</p>

<p>Continue to work towards a one-to-one student to computer ratio. Currently SRACS has 80 student laptops. Each classroom is equipped with an Elmo, LCD projector, teacher computer, Wi-Fi access. Lessons often incorporate the use of a wide range of technology, including proberware, software, AV equipment. Every classroom has a printer for staff and students. Technology used to support these learners. Laptops provided to students when appropriate so they can access the core curriculum.</p>	<p>SRACS</p>	<p>OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$0</p>
<p>Teachers use problem based learning in each unit. Staff give students models and systems that connect to the real world. SRACS staff bring in speakers from the field and take fieldtrips related to the core curriculum. Making the learning meaningful for at-risk groups. Allows at-risk students the ability to see curriculum in a way that makes it relevant to them.</p>	<p>SRACS</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$0</p>
<p>SRACS provides every student with a study hall opportunity five days a week. SRACS has an instructional aide that supports all four classrooms and would like to hire an additional aide. Students from Maria Carrillo high school may be utilized to support SRACS students during study hall.</p>	<p>SRACS</p>	<p><input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____</p>	<p>\$0</p>
<p>LCAP Year 2: 2015-2016</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers will use data gained from SRI, Springboard, and Mars Tasks assessments.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>
<p>Weekly collaboration time built into the SRACS bell schedule. Funds are available for PD through CC implementation grant, charter budget, supplemental funds and SFPO financial support. The use of icons of depth and complexity will be present in all</p>	<p>SRACS</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>\$0</p>

<p>classrooms. Students will experience tiered activities. The curriculum of depth, complexity, and novelty will be present in all classrooms.</p>			
<p>Continue to work towards a one-to-one student to computer ratio. Currently SRACS has 80 student laptops. Each classroom is equipped with an Elmo, LCD projector, teacher computer, Wi-Fi access. Lessons often incorporate the use of a wide range of technology, including proberware, software, AV equipment. Every classroom has a printer for staff and students. Technology used to support these learners. Laptops provided to students when appropriate so they can access the core curriculum.</p>	<p>SRACS</p>	<p><u> </u> x ALL</p> <p>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) _____</p>	<p>\$0</p>
<p>Teachers use problem based learning in each unit. Staff give students models and systems that connect to the real world. SRACS staff bring in speakers from the field and take fieldtrips related to the core curriculum. Making the learning meaningful for at-risk groups. Allows at-risk students the ability to see curriculum in a way that makes it relevant to them. SRACS provides every student with a study hall opportunity five days a week. SRACS has an instructional aide that supports all four classrooms and would like to hire an additional aide. Students from Maria Carrillo high school may be utilized to support SRACS students during study hall.</p>	<p>SRACS</p>	<p><u> </u> x ALL</p> <p>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) _____</p> <p><u> </u> x ALL</p> <p>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) _____</p>	<p>\$0</p>
<p>LCAP Year 3: 2016-2017</p>			
<p>Expected Annual Measurable Outcomes: Teachers will use data gained from Renaissance, Springboard, and Mars Tasks assessments.</p>			
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service</p>	<p>Budgeted Expenditures</p>

<p>In 2015-16, SRACS was invited, as one of 35 schools, to apply for the National Blue Ribbon Award due to exceedingly favorable test data in 2015. In 2015, the percent of SRACS's students who met or exceeded standard for the CAASPP, is as follows: 5th grade, ELA 90% and math 83% and 6th grade, ELA 92% and 84%</p> <p>During, 2016-2017, 90% of 5th and 6th grade students will exceed or meet standard in both ELA and Math on the CAASPP.</p>	<p>SRACS</p>	<p>OR: _____ x_ALL</p> <p>___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> <p>\$0</p>
<ul style="list-style-type: none"> • Provide robust professional development to support every staff member in CC, GATE, and NGSS. 	<p>SRACS</p>	<p>___ x_ALL</p> <p>OR: _____</p> <p>___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> <p>\$2000</p>
<ul style="list-style-type: none"> • Weekly collaboration time built into the SRACS bell schedule. • Funds are available for PD through CC implementation grant, charter budget, supplemental funds and SFPO financial support. • Students will experience tiered activities. • The curriculum of depth, complexity, and novelty will be present in all classrooms. • Each year, students will be engaged in a growing number of critical thinking, creative, and complex tasks. • Learners will be able to make judgments about validity, usefulness and the ethical nature of information. • Continue to work towards a one-to-one student to computer ratio. • Each classroom is equipped with an Elmo, LCD projector, teacher computer, wi-fi access. • Lessons often incorporate the use of a wide range of technology, including probe-ware, software, AV equipment. • Every classroom has a printer for staff and students. 	<p>SRACS</p>	<p>___ x_ALL</p> <p>OR: _____</p> <p>___ Low Income pupils ___ English Learners ___ Foster Youth ___ Redesignated fluent English proficient ___ Other Subgroups:(Specify) _____</p> <p>\$3000</p>

<ul style="list-style-type: none"> • Laptops provided to students when appropriate so they can access the core curriculum. • Teachers use problem based learning in each unit. • Staff give students models and systems that connect to the real world. • SRACS staff bring in speakers from the field and take fieldtrips related to the core curriculum. • Making the learning meaningful for at-risk groups. • Allows at-risk students the ability to see curriculum in a way that makes it relevant to them. • SRACS provides every student with a study hall opportunity five days a week. • SRACS has an instructional aide that supports all four classrooms • Recruit and retain quality staff. • Every child will have access to technology when needed and appropriate. • Each year, students will be engaged in a growing number of critical thinking, creative, and complex tasks. • Learners will be able to make judgments about validity, usefulness and the ethical nature of information. 	
<p>GOAL 2:</p> <p>Identified Need :</p> <p>Goal Applies to:</p> <p>Expected Annual Measurable Outcomes:</p> <p>Actions/Services</p>	<p>Related State and/or Local Priorities: 1_x_ 2__ 3__ 4__ 5_x_ 6_x_ 7_x_ 8_x_</p> <p>COE only: 9__ 10__</p> <p>Local : Specify _____</p> <p>Increase student wellness and family engagement through the full service community model.</p> <p>Staff and parents have expressed the need to continue providing access to quality social/emotional support, as well as a school-wide communication plan.</p> <p>Schools: Santa Rosa Accelerated Charter School</p> <p>Applicable Pupil Subgroups: EL/FY/LI</p> <p>LCAP Year 1: 2014-2015</p> <p>Teachers will use data gained from school counselor records. Data will also be gathered regarding the increase of EL/FY/LI students based on targeted marketing materials.</p> <p>Scope of Service</p> <p>Pupils to be served within identified scope of service</p> <p>Budgeted Expenditures</p>

<p>Teachers continually work to create school-wide activities that foster teamwork, friendship and the understanding of others through assemblies. PE Teacher will begin iDo 26.2 program with all students.</p>	<p>SRACS</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>\$0</p>
<p>Staff emails important information to parents weekly, information packets sent home weekly. Website updated weekly with important school-wide information. Monthly meetings with AFPO, AC and Staff. SFPO had representative on AC. District charter meetings now have parent members.</p>	<p>SRACS</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>\$0</p>
<p>All charters will meet with district leadership three times yearly to discuss LCAP and charter. SRACS AC will create marketing packets to targeted groups of students (EL, LI, FY).</p>	<p>SRACS</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$1000</p>
<p>Staff will work in a proactive manner to ensure every student feels welcome and safe. Classroom activities will support a safe schools climate. SRACS will contract with RVMS to supply counseling support for students who need it.</p>	<p>SRACS</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>\$0</p>
<p>SRACS will provide families without internet connectivity financial assistance to get on the internet.</p>	<p>SRACS</p>	<p><input type="checkbox"/> ALL OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input type="checkbox"/> Redesignated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____</p>	<p>\$174</p>
<p>LCAP Year 2: 2015-2016</p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers will use data gained from school counselor records. Data will also be gathered regarding the increase of EL/FY/LI students based on targeted marketing materials.</p>		
<p>Actions/Services</p>	<p>Scope of Service</p>	<p>Pupils to be served within identified scope of service <input checked="" type="checkbox"/> ALL</p>	<p>Budgeted Expenditures</p>

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

LCAP Year 3: 2016-2017

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

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teachers continually work to create school-wide activities that foster teamwork, friendship and the understanding of others through assemblies.	SRACS	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners	\$1000

<ul style="list-style-type: none"> P.E. Teacher will teach Sportsmanship 	<p>SRACS</p>	<p>___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p> <p>___x___ALL</p> <p>OR:</p> <p>___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p> <p>___x___ALL</p> <p>OR:</p> <p>___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p> <p>___ALL</p> <p>OR:</p> <p>X___Low Income pupils X___English Learners X___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p> <p>___x___ALL</p> <p>OR:</p> <p>___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p>	<p>\$1000</p>
<ul style="list-style-type: none"> Staff emails important information to parents weekly, Information packets sent home weekly. Website updated weekly with important school-wide information. Weekly Newsletter emailed to parents Facebook page maintained Monthly meetings with SFPO, AC and Staff. All charters will meet with district leadership three times yearly to discuss LCAP and charter. 	<p>SRACS</p>	<p>___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p> <p>___x___ALL</p> <p>OR:</p> <p>___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p> <p>___x___ALL</p> <p>OR:</p> <p>X___Low Income pupils X___English Learners X___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p> <p>___x___ALL</p> <p>OR:</p> <p>___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p>	<p>\$2000</p>
<ul style="list-style-type: none"> Staff will work in a proactive manner to ensure every student feels welcome and safe. Classroom activities will support a safe schools climate. 	<p>SRACS</p>	<p>___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p> <p>___x___ALL</p> <p>OR:</p> <p>___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p> <p>___x___ALL</p> <p>OR:</p> <p>___Low Income pupils ___English Learners ___Foster Youth ___Redesignated fluent English proficient ___Other Subgroups:(Specify) _____</p>	<p>\$2000</p>

These goals were revised into actions/services that encompass the district goals for college and career readiness, and wellness and family engagement. This year, we were nominated to apply for the National Blue Ribbon Award, a distinction that only 35 other schools in the state of California had. Based on input from our school community members, we intend to put more energy into student wellness by adding assemblies that address bullying and teach conflict resolution, and respect. In addition, we plan to provide parent education classes to address:

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?

Twice exceptional(2E) issues, Emotional needs of gifted kids, and social media and raising kids with technology.