

§ 15497. Local Control and Accountability Plan and Annual Update Template.

Introduction:

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LCAP Year: 2014-2015

Local Control and Accountability Plan and Annual Update Template

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

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

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

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

The LCAP is intended to be a comprehensive planning tool. LEAs may reference and describe actions and expenditures in other plans and funded by a variety of other fund sources when detailing goals, actions, and expenditures related to the state and local priorities. LCAPs must be consistent with school plans submitted pursuant to Education Code section 64001. The information contained in the LCAP, or annual update, may be supplemented by information contained in other plans (including the LEA plan pursuant to Section 1112 of Subpart 1 of Part A of Title I of Public Law 107-110) that are incorporated or referenced as relevant in this document.

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

State Priorities

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

A. Conditions of Learning:

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

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

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

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

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

B. Pupil Outcomes:

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

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

C. Engagement:

Parent involvement: *efforts to seek parent input in decision making, promotion of parent participation in programs for unduplicated pupils and special need subgroups. (Priority 3)*

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

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

Section 1: Stakeholder Engagement

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

Instructions: Describe the process used to engage parents, pupils, and the community and how this engagement contributed to development of the LCAP or annual update. Note that the LEA's goals related to the state priority of parental involvement are to be described separately in Section 2, and the related actions and expenditures are to be described in Section 3.

Guiding Questions:

- 1) How have parents, community members, pupils, local bargaining units, and other stakeholders (e.g., LEA personnel, county child welfare agencies, county office of education foster youth services programs, court-appointed special advocates, foster youth, foster parents, education rights holders and other foster youth stakeholders, English learner parents, 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?
- 4) What changes, if any, were made in the LCAP prior to adoption as a result of written comments or other feedback received by the LEA through any of the LEA's engagement processes?
- 5) What specific actions were taken to meet statutory requirements for stakeholder engagement pursuant to Education Code sections 52062, 52068, and 47606.5, including engagement with representative parents of pupils identified in Education Code section 42238.01?
- 6) In the annual update, how has the involvement of these stakeholders supported improved outcomes for pupils related to the state priorities?

Involvement Process						Impact on LCAP
Principals were asked to meet with various stakeholder groups: SSC, ELAC, Boosters, if applicable, and students.						<p><i>Impact on LCAP</i></p> <p><i>Synthesis of Input Meetings:</i></p> <p><i>Conditions of Learning</i></p> <ul style="list-style-type: none"> • <i>Recruit and retain staff including restoration of staff</i> • <i>Provide basic supplies: classified and certificated</i> • <i>Provide 21st century learning environments: infrastructure, equipment and training</i> • <i>Provide 21st century learning facilities for group, team & individual learning</i> • <i>Increase working calendar or daily hours</i> • <i>Provide digital media center</i> • <i>Small group learning experiences</i> • <i>Simplify course placement and provide essential materials for diverse learners</i> • <i>Enable relevant, real world learning beyond school walls</i> • <i>Increase A-G completion rates</i> • <i>Provide varied & relevant elective classes</i> • <i>Interactive, relevant learning</i> <p><i>Pupil Outcomes</i></p> <ul style="list-style-type: none"> • <i>Professional learning model that is scalable and sustainable</i> • <i>Collaboration time</i> • <i>Design courses that reach diverse students learning styles: placement, criteria, common goals, data and materials</i> • <i>Integration of community resources beyond the school bells</i> • <i>Extended day or year: before, after or summer</i> • <i>Enhance English Learner Program: placement, materials, data and instructional outcomes</i> • <i>Differentiated learning experiences: coaches, reading specialist, aides to decrease teacher: student ratio and support professional learning</i> • <i>Provide multiple measures of mastery: formative assessments, performance based, grading practices,</i>
School	School Site Council (SSC)	ELAC	Booster, PTA, PFO	General Parent Meeting	Staff Meeting	
Biella	2-13-14	2-10-14	3-5-14	Part of ELAC and PTA	2-14-14	
Brook Hill	3-11-14	2-13-14 3-13-14	2-13-14 3-13-14	3-5-14	2-24-14 3-10-14	
Burbank	3-10-14	3-12-14	2-12-14	2-14-14	2-24-14	
Hidden Valley	3-25-14	4-7-14	3-7-14	3-6-14	2-26-14	
HVSS	3-25-14	4-7-14	3-7-14	3-6-14	2-26-14	
Lehman	3-12-14	2-18-14	2-18-14	2-27-14	2-24-14	
Lincoln	3-13-14	2-25-14	3-7-14	3-7-14	3-12-14	
Monroe	3-3-14	2-21-14	3-4-14	3-5-14	3-12-14	
Proctor Terrace	3-13-14	3-13-14	3-11-14	3-11-14	2-26-14 o 3-12-14	
Steele Lane	2-20-14	3-11-14	2-20-14	3-7-14	3-5-14	

District office also held the following town hall meetings:

Date	Location	Time
Tuesday, March 4, 2014	Santa Rosa Middle School	6:00-8:00 p.m.
Tuesday, March 11, 2014	Comstock Middle School Montgomery High School Lawrence Cook Middle School	9:30-11:30am 1:00-3:00pm 6:30-8:30pm
Thursday, March 13, 2014	Elsie Allen High School	5:00-8:00pm

Meetings were advertised through mailers sent home, flyers at school sites, district website and an automated phone message to all homes in both Spanish and English. All meetings offered childcare, bilingual English and Spanish presentations and oral interpretation. Union consultant took place on March 13, 2014 with certificated and classified units. Agendas and other materials were provided for all meetings in both Spanish and English, and opportunities to ask questions and engage in discussion regarding the new law and funding formula was provided. Students provided input at their local school sites and through a newly formed committee entitled, Student Voice Collaborative.

Principals met with district office to compile data trends from input meetings and a final list was developed. This analysis was translated and posted on the website for community. A prioritizing survey for LCAP was then posted on the website Tuesday, April 15-22 to provide additional data.

DELAC were educated on the new regulations associated with LCFF February 6, 2014 and provided input on March 6, 2014. Our District Advisory Committee (DAC) was formed and held our first formal meeting on Wednesday, April 16, 2014.

The draft LCAP was posted from Thursday, May 8-May 22 for public comment. Stakeholders were informed of the public comment window through a mailer, SRCS website, in a bilingual newspaper, a flyer and an automated phone message in both Spanish and English. Stakeholders were invited to visit schools and review a paper copy of the draft LCAP or SRCS website. DELAC reviewed and provided feedback to the LCAP draft on Thursday, May 15, 2014. DAC reviewed and provided feedback on Wednesday, May 21. The Superintendent received questions and comments during the public viewing of this draft LCAP. A brochure was developed to address comments and questions received. The brochure was posted on the website and at each school. Additionally a two-page expenditure document was provided for DELAC and DAC feedback. This document was posted on the webpage. The public hearing was scheduled on Wednesday, June 11, 2014. The LCAP was approved on Wednesday, June 25, 2014.

MARS tasks

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*
 - *Matriculation projects: between grade levels and schools*
 - *Promote college-going culture district wide*
- LCAP Prioritizing Survey Data showed the following:*
- *626 responses grades K-12*
 - *76.8% parents, 8.5% students, 9.8% teachers*
 - *Less than 10% responses came from southwest Santa Rosa*
 - *90% of responses did not qualify for LI, EL or FY*
 - *Top 7 priorities for improving or increasing learning outcomes*
 1. *Credit recovery programs*
 2. *English Learner Programs*
 3. *Parent Outreach Support*
 4. *Increase options for all students to speak and write two or more languages*
 5. *Mentoring Programs*
 6. *Gifted and Talented Education (GATE) or Accelerated Programs*
 7. *More learning opportunities before or after school and summer programs*
 - *Top 5 priorities for improving teaching and learning in classrooms*

	<ol style="list-style-type: none">1. <i>Grouping students to meet individual needs</i>2. <i>Accelerated and/or enrichment learning opportunities</i>3. <i>Relevance and rigor of instruction</i>4. <i>Access and opportunity to courses i.e., AP, Honors, Acceleration</i>5. <i>Increased professional learning time for teachers and administrators</i> <ul style="list-style-type: none">▪ <i>Top 5 priorities for improving student and family engagement</i><ol style="list-style-type: none">1. <i>Promote and celebrate diversity of student population</i>2. <i>Increased social activities promoting school pride</i>3. <i>Increased focus on civic engagement learning opportunities</i>4. <i>Increase attendance incentives programs</i>5. <i>Parent outreach support with bilingual staff</i>▪ <i>Improving Communication and helping families feel connected to school and district</i><ol style="list-style-type: none">1. <i>Family Socials</i>2. <i>Facebook pages for each school site</i>3. <i>Twitter/text updates of school activities</i>4. <i>Annual satisfaction surveys of stakeholders</i>5. <i>Family Nights</i>6. <i>Parent Centers with bilingual staff</i>7. <i>College and Career Future Readiness Night</i>8. <i>Increased parent meetings with varying times</i>9. <i>Individual websites for each school</i>10. <i>Email newsletters</i>11. <i>Use of Home Access Center for communicating grades</i>▪ <i>Events participate in and become more connected to district and school</i><ol style="list-style-type: none">1. <i>School events (rallies, performances, field trips, etc)</i>2. <i>Student Teacher Parent organizations</i>
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	<ol style="list-style-type: none"> 3. Athletics 4. Committees (school safety, technology, etc) 5. After school tutoring 6. Parenting classes 7. School site councils
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Section 2: Goals and Progress Indicators

*For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require(s) the LCAP to include a description of the annual goals, for all pupils and each subgroup of pupils, for **each** state priority and any local priorities and require the annual update to include a review of progress towards the goals and describe any changes to the goals.*

Instructions: Describe annual goals and expected and actual progress toward meeting goals. This section must include specifics projected for the applicable term of the LCAP, and in each annual update year, a review of progress made in the past fiscal year based on an identified metric. Charter schools may adjust the chart below to align with the term of the charter school’s budget that is submitted to the school’s authorizer pursuant to Education Code section 47604.33. The metrics may be quantitative or qualitative, although LEAs must, at minimum, use the specific metrics that statute explicitly references as required elements for measuring progress within a particular state priority area. Goals must address each of the state priorities and any additional local priorities; however, one goal may address multiple priorities. The LEA may identify which school sites and subgroups have the same goals, and group and describe those goals together. The LEA may also indicate those goals that are not applicable to a specific subgroup or school site. The goals must reflect outcomes for all pupils and include specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups (e.g., school site councils, English Learner Advisory Councils, pupil advisory groups, etc.) to facilitate alignment between school-site and district-level goals and actions. An LEA may incorporate or reference actions described in other plans that are being undertaken to meet the goal.

Guiding Questions:

- 1) What are the LEA's goal(s) to address state priorities related to "Conditions of Learning"?
- 2) What are the LEA's goal(s) to address state priorities related to "Pupil Outcomes"?
- 3) What are the LEA's goal(s) to address state priorities related to "Engagement" (e.g., pupil and parent)?
- 4) What are the LEA's goal(s) to address 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 subgroups as defined in Education Code sections 42238.01 and 52052 that are different from the LEA's goals for all pupils?
- 7) What are the specific predicted outcomes/metrics/noticeable changes 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 and/or to review progress toward goals in the annual update?
- 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) In the annual update, what changes/progress have been realized and how do these compare to changes/progress predicted? What modifications are being made to the LCAP as a result of this comparison?

Identified Need and Metric (What needs have been identified and what metrics are being used to measure progress?)	Goals			Annual Update: Analysis of Progress (Not Applicable Year 1 of LCAP)	What will be different / improved for students? (based on identified metric)			Related State and Local Priorities (Identify specific state priority. For districts and COEs, all priorities in statute must be included and identified; each goal may be linked to more than one priority if appropriate.)
	Description of Goal	Applicable student Subgroup(s) (Identify applicable subgroups as defined in EC52052 (or indicate 'all' for all students.)	School(s) Affected (Indicate 'all' if goal applies to all schools in the LEA, or alternatively, all high schools, for example.)		LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17	
100% of facilities with overall rating of 'Good' or 'Exemplary' on Williams' Visit Report	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	All Students	All Schools		Maintain percentage facilities with Good, Exemplary rating	Maintain percentage facilities with Good, Exemplary rating	Maintain percentage facilities with Good, Exemplary rating	Basic Services
100% students are assigned a textbook in core classes	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	All Students	All Schools		Ensure Williams certification finds that 100% students have access to standards aligned materials	Ensure Williams certification finds that 100% students have access to standards aligned materials	Ensure Williams certification finds that 100% students have access to standards aligned materials	Basic Services
99% elementary teachers are assigned correctly based on their credential	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	All Students	All Schools		Decrease % miss-assigned teachers by .5%	Decrease % miss-assigned teachers by .5%	Maintain 100% teachers assigned with correct credential	Basic Services
98% of certificated staff are CLAD certified. Increase staff that can communicate with parents and students who recently arrived to the U.S.	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	All Students	All Schools		100% Certificated staff is CLAD certified	At least 10% of certificated and classified staff is bilingual	At least 15% of certificated and classified staff is bilingual	Basic Services

No data currently gathered regarding training and retaining quality staff that is committed, collaborative, caring and exemplary.	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	All Students	All Schools		Baseline data estimated at 50%.	Increase by 10% from estimated baseline data	Increase by 15% from estimated baseline data 2015-16	Student Achievement, CCSS Implementation, SRCS Strategic Plan
Maintain instructional minutes providing full access to all subject areas	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	All Students	All Schools		Maintain instructional minutes to offer full access to all subject areas.	Maintain instructional minutes to offer full access to all subject areas.	Maintain instructional minutes to offer full access to all subject areas.	Course Access
13% of our student population is identified as Special Education, 10% is the target.	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Special Education	All Schools		Reduce the proportion of identified Special Education students by 1%	Reduce the proportion of identified Special Education students by 1%	Reduce the proportion of identified Special Education students by 1%	Basic Services, Student Achievement, Implementation of CCSS, Other Student Outcomes
Recruit, hire and retain high quality staff that is committed, collaborative, caring and exemplary	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	All Students	All Schools		Identify ways to provide competitive salaries and benefits for staff while maintaining an appropriate general reserve	Identify ways to improve salaries and benefits for staff in comparison with like districts while maintaining an appropriate general reserve	Identify ways to improve competitive salaries and benefits for staff in comparison with like districts while maintaining an appropriate general reserve	SRCS Strategic Plan Basic Service
Based on 2015-2016 API, set new goals	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	All Students	All Schools		Establish API baselines	API targets to be determined using baseline data	API targets to be determined using baseline data	Student Achievement
41% of our third grade students not reading at grade level	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	All Students	All Schools		Increase grade level reading on DIBELS or similar tool by 5%	Increase grade level reading on DIBELS or similar tool by 7%	Increase grade level reading on DIBELS or similar tool by 10%	Student Achievement, Course Access, Implementation of CCSS, Other Student Outcomes
43.4% of our students are not performing on grade level in ELA	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	All Students	All Schools		Decrease percentage not performing on grade level in ELA by 3%	Decrease percentage not performing on grade level in ELA by 6%	Decrease percentage not performing on grade level in ELA by 9%	Student Achievement, Course Access, Student Engagement, Implementation of CCSS, Other Student Outcomes

39.1% of our students are not performing at grade level in mathematic semantics	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	All Students	All Schools		Decrease percentage not performing on grade level in mathematic semantics by 3%	Decrease percentage not performing on grade level in mathematic by 6%	Decrease percentage not performing on grade level in mathematic by 9%	Student Achievement, Course Access, Student Engagement, Implementation of CCSS, Other Student Outcomes
65.3% of English learners are not performing at grade level in ELA	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	English Learners	All Schools		Decrease percentage not performing on grade level in ELA by 4%	Decrease percentage not performing on grade level in ELA by 8%	Decrease percentage not performing on grade level in ELA by 12%	Student Achievement, Course Access, Engagement, Implementation of CCSS, Other Student Outcomes
54.4% of English learners are not performing at grade level in mathematics	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	English Learners	All Schools		Decrease percentage not performing on grade level in mathematic semantics by 4%	Decrease percentage not performing on grade level in mathematic semantics by 8%	Decrease percentage not performing on grade level in mathematic by 12%	Student Achievement, Course Access, Student Engagement, Implementation of CCSS, Other Student Outcomes
58.7% of low income students are not performing at grade level in ELA	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Low Income	All Schools		Decrease percentage not performing on grade level in ELA by 4%	Decrease percentage not performing on grade level in ELA by 8%	Decrease percentage not performing on grade level in ELA by 12%	Student Achievement, Course Access, Student Engagement, Implementation of CCSS, Other Student Outcomes
51.2% of low income students are not performing at grade level in mathematics	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Low Income	All Schools		Decrease percentage not performing on grade level in mathematics by 4%	Decrease percentage not performing on grade level in mathematics by 8%	Decrease percentage not performing on grade level in mathematics by 12%	Student Achievement, Course Access, Student Engagement, Implementation of CCSS, Other Student Outcomes
Increase % graduates completing UC/CSU course requirements	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	N/A	N/A		N/A	N/A	N/A	N/A
Increase # of students completing CTE program and earning diploma	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	N/A	N/A		N/A	N/A	N/A	N/A
Increase % AP exams graded 3 or higher	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	N/A	N/A		N/A	N/A	N/A	N/A

Increase % students who are 'Ready for College or Conditional' in English: 20%	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	N/A	N/A		N/A	N/A	N/A	N/A
Increase % students who are 'Ready for College or Conditional' mathematics: 20%	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	N/A	N/A		N/A	N/A	N/A	N/A
Estimated 43.77% of English Learners made one year's progress in English proficiency on CELDT	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	EL	All Schools		Increase one year progress in English proficiency on CELDT by 3%	Increase one year progress in English proficiency on State English Development Assessment by 6%	Increase one year progress in English proficiency on State English Development Assessment by 6%	Student Achievement, Course Access
36.08% of English Learners are potential Long Term English Learners (LTEL)	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	EL	All Schools		Decrease potential Long Term English Learners by 3%	Decrease potential Long Term English Learners by 6%	Decrease potential Long Term English Learners by 6%	Student Achievement, Course Access
25.61% of English Learners have attained English Proficiency status on the CELDT	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	EL	All Schools		Increase percent of English Learners attaining English Proficiency on the CELDT by 3%	Increase percent of English Learners attaining English Proficiency on the State English Development Assessment by 6%	Increase percent of English Learners attaining English Proficiency on the State English Development Assessment by 6%	Student Achievement, Course Access
11.4% of English Learners reclassified from the English Learner Program	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	EL	All Schools		Increase the percent of English Learners reclassifying from the English Learner program by 2%	Increase the percent of English Learners reclassifying from the English Learner program by 7%	Increase the percent of English Learners reclassifying from the English Learner program by 10%	Student Achievement, Course Access, Implementation Common Core State Standards (CCSS)

Implement collaboration time & professional learning at all schools	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	All Students	All Schools		Develop staff survey to measure collaborative decision-making	Establish baselines using new survey	Set measurement targets using 2015-16 baseline data	Implementation CCSS
Approximately 15% of staff are implementing CCSS for all students, including EL students	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	All Students	All Schools		Increase baseline data to 50%	Increase baseline data to 70%	Increase baseline data to 90%	Implementation CCSS
Decrease # of middle school dropouts	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	N/A	N/A		N/A	N/A	N/A	N/A
Decrease Annual Adjusted Grade 9-12 Dropout Rate	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	N/A	N/A		N/A	N/A	N/A	N/A
Increase Cohort Graduation Rate	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	N/A	N/A		N/A	N/A	N/A	N/A
Provide students and staff with instructional technology to implement the CCSS	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	All Students	All Schools		Inventory the baseline technology equipment and infrastructure using Bright Bytes data.	100% of all classrooms have wired and/or wireless access. 40% of all teachers & students access a variety of technologies integrated into the curriculum	70% of all teachers & students access a variety of technologies integrated into the curriculum	Implementation of the CCSS Other student outcomes SRCS Strategic Plan
Update Technology Master Plan	Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	All Students	All Schools		Implement Technology Master Plan	Establish baseline measure	Set measure targets using 2015-16 baseline data	SRCS Strategic Plan

58.2% of our Latino students are identified as truant	Increase student and family wellness and engagement through the full service community school model	LI, EL, FY, Latino	All Schools		Average Daily Attendance (ADA) rate for Latino students will increase by 3%	ADA rate for Latino students will increase by 5%	ADA rate for Latino students will increase by 5%	Student Engagement
Increase school attendance rates that are lower than 95%	Increase student and family wellness and engagement through the full service community school model	All Students	Targeted Schools		School attendance rates will increase by 0.5% for all schools with lower than 95% attendance rate	School attendance rates will increase by 0.5% for all schools with lower than 95% attendance rate	School attendance rates will increase by 0.5% for all schools with lower than 95% attendance rate	Student Engagement
4.7% of students receive out-of-school suspensions	Increase student and family wellness and engagement through the full service community school model	All Students	All Schools		Decrease the percentage of out-of-school suspensions by 1%	Decrease the percentage of out-of-school suspensions by 1%	Decrease the percentage of out-of-school suspensions by 1%	Student Climate
Maintain zero number of expulsions	Increase student and family wellness and engagement through the full service community school model	All Students	All Schools		Maintain low level of expulsions	Maintain low level of expulsions	Maintain low level of expulsions	Student Climate
No data currently gathered regarding the increasing opportunities for alternative to suspension and expulsions	Increase student and family wellness and engagement through the full service community school model	All Students	All Schools		Inventory alternative options to suspension and expulsion for students as baseline data	Increase alternatives to suspension and expulsion by 5%	Increase alternatives to suspension and expulsion by 10%.	Student Engagement Student Climate
74% of fifth grade students do not feel they have opportunities to participate meaningfully in school as measured by Healthy Kids Survey School Climate Index	Increase student and family wellness and engagement through the full service community school model	All Students	All Schools		Increase Healthy Kids Survey School Climate Index by 5%	Increase Healthy Kids Survey School Climate Index by 10%	Increase Healthy Kids Survey School Climate Index by 15%	Student Climate

No data currently gathered regarding the increase of community engagement and communication as measured through an annual survey	Increase student and family wellness and engagement through the full service community school model	All Students	All Schools		Develop annual community surveys which will demonstrate increase in engagement & communication for baseline data	Increase baseline data by 10%	Increase baseline data by 30%	SRCS Strategic Plan
No data currently gathered regarding the improving communication to stakeholders and increase external communications as measured by the number of visits to SRCS website and/or social media	Increase student and family wellness and engagement through the full service community school model	All Students	All Schools		All sites will have a website with common components & information as baseline data	An electronic parent information system, located on the website will be implemented & fully utilized by 75% of teachers	An electronic parent information system, located on the website, will be fully utilized by 100% of teachers	SRCS Strategic Plan Parent Involvement
No data currently gathered regarding the improvement of parent involvement and engagement as measured by attendance at parent engagement activities	Increase student and family wellness and engagement through the full service community school model	All Students	All Schools		Develop calendar of parent involvement offerings and collect engagement attendance data as baseline data	Increase parent engagement attendance by 3%	Increase parent engagement attendance by 5%	Parent involvement
22.4% of fifth grade students met at least 5 of 6 Physical Fitness Test (PFT) standards	Increase student and family wellness and engagement through the full service community school model	All Students	All Schools		Increase students meeting at least 5 of 6 PFT standards by 3%	Increase students meeting at least 5 of 6 PFT standards by 3%	Increase students meeting at least 5 of 6 PFT standards by 4%	Other Student Outcomes

Section 3: Actions, Services, and Expenditures

For school districts, Education Code sections 52060 and 52061, for county offices of education, Education Code sections 52066 and 52067, and for charter schools, Education Code section 47606.5 require the LCAP to include a description of the specific actions an LEA will take to meet the goals identified. Additionally Education Code section 52604 requires a listing and description of the expenditures required to implement the specific actions.

Instructions: Identify annual actions to be performed to meet the goals described in Section 2, and describe expenditures to implement each action, and where these expenditures can be found in the LEA's budget. Actions may describe a group of services that are implemented to achieve identified goals. The actions and expenditures must reflect details within a goal for the specific subgroups identified in Education Code section 52052, including pupils with disabilities, and for specific school sites as applicable. In describing the actions and expenditures that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01, the LEA must identify whether supplemental and concentration funds are used in a districtwide, schoolwide, countywide, or charterwide manner. In the annual update, the LEA must describe any changes to actions as a result of a review of progress. The LEA must reference all fund sources used to support actions and services. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

Guiding Questions:

- 1) What 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?
 - 2) How do these actions/services link to identified goals and performance indicators?
 - 3) 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?
 - 4) In the annual update, how have the actions/services addressed the needs of all pupils and did the provisions of those services result in the desired outcomes?
 - 5) In the annual update, 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?
 - 6) In the annual update, how have the actions/services addressed the identified needs and goals of specific school sites and did the provision of those actions/services result in the desired outcomes?
 - 7) In the annual update, what changes in actions, services, and expenditures have been made as a result of reviewing past progress and/or changes to goals?
- A. What annual actions, and the LEA may include any services that support these actions, are to be performed to meet the goals described in Section 2 for ALL pupils and the goals specifically for subgroups of pupils identified in Education Code section 52052 but not listed in Table 3B below (e.g., Ethnic subgroups and pupils with disabilities)? List and describe expenditures for each fiscal year implementing these actions, including where these expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services (not applicable year 1 of LCAP)	What actions are performed or services provided in each year? (and are projected to be provided in years 2 and 3)		
					What are the anticipated expenditures for each action? (including funding source)		
					LCAP YEAR Year 1: 2014-15	LCAP YEAR Year 2: 2015-16	LCAP YEAR Year 3: 2016-17
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Basic Services	Provide deferred maintenance at all facilities K-12	LEA-wide		Budget \$100,000 base funds for deferred maintenance: K-12	Continue funding \$100,000 base funds for deferred maintenance: K-12	Continue funding \$100,000 base funds for deferred maintenance: K-12
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Basic Services	Provide custodial and maintenance services to all sites	LEA-wide		Budget \$1,870,000 custodial and maintenance services K-6	Budget \$1,890,000 custodial and maintenance services K-6	Budget \$1,920,000 custodial and maintenance services K-6
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Basic Services	Recruit and retain high quality teachers, classified and administrative staff	LEA-wide		Budget \$21,520,000 current staffing; Explore and improve competitive salary and health benefits for staff	Budget \$21,780,000 step and column of current staffing; Explore and improve competitive salary and health benefits for staff	Budget \$22,040,000 step and column of current staffing; Explore and improve competitive salary and health benefits for staff
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Student Achievement, Course Access	Provide grade level textbooks and support materials	LEA-wide		Books, materials & supplies using \$265,000 from base and lottery funds	Books, materials & supplies using \$265,000 from base and lottery funds	Books, materials & supplies using \$265,000 from base and lottery funds

Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Basic Services, Student Achievement, Implementation of CCSS, Other Student Outcomes	Implement Response to Instruction and Intervention Program: continuum of services	LEA-wide		Develop and pilot a continuum of services model using \$5,000 supplemental funds	Train staff on continuum of services model using \$5,000 supplemental funds	Monitor, adjust and refine continuum of services model using \$5,000 supplemental funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	SRCS Strategic Plan only	Recruit and retain high quality teachers and administrators	LEA-wide		Develop plan to provide incentives for hard to fill positions with critical qualifications (no cost)	Develop plan to provide incentives for hard to fill positions with critical qualifications (no cost)	Develop plan to provide incentives for hard to fill teaching with critical qualifications (no cost)
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Student Achievement, Course Access	Provide and improve college & career readiness programs & services, (e.g., college going culture and career awareness)	LEA-wide		Explore college and career readiness programs including parent outreach and mentoring programs with community based organizations. (no cost)	Pilot college and career readiness programs including parent outreach and mentoring programs with community based organizations using \$5,000 supplemental funds and Title I funds	Implement college and career readiness programs including parent outreach and mentoring programs with community based organizations using \$30,000 supplemental funds and Title I funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Student Achievement, Course Access	Create and implement CCSS curriculum for all students	LEA-wide		Complete scope, sequence, units of study for CCSS mathematics and ELA using \$45,000 CCSS funds	Complete scope, sequence, units of study for NGSS using \$50,000 supplemental and monitor and refine ELA and mathematics units using \$20,000 Title II funds	Monitor, adjust and refine scope and sequence units for mathematics, ELA and NGSS using \$15,000 Title II.
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Implementation of CCSS	Train teachers on number sense and/or fractions on number line concepts through North Bay mathematics Project	LEA-wide		Train 160 teachers on number sense and/or fractions on number line concepts through North Bay mathematics Project using \$47,000 supplemental funds and \$40,000 CCSS funds.	Provide ongoing support through lesson study for number sense and/or fractions on number line concepts through North Bay mathematics Project using \$35,000 supplemental funds	Monitor, adjust and refine using \$20,000 supplemental funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Student Achievement, Course Access, Implementation of CCSS, Other Student Outcomes	Provide students with CCSS curriculum, instruction and assessment that is coordinated and sequential district-wide	LEA-wide		Use \$30,000 Title I and \$30,000 Title II to develop a CCSS online instructional planning and assessment system with training	Use \$45,000 Title I and/or Title II to implement a CCSS online instructional planning and assessment system	Use \$45,000 Title I and/or Title II to implement a CCSS online instructional planning and assessment system

Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Implementation of CCSS	Implementation of collaboration time & professional learning at all schools	LEA-wide		Provide principal and teacher professional development, differentiation, data analysis and progression using \$200,000 CCSS and \$3000 Title I & \$38,000 Title II funds	Monitor, adjust and refine professional development using \$100,000 supplemental and \$3000 Title I & \$20,000 Title II funds	Monitor, adjust and refine professional development using \$200,000 supplemental and \$3000 Title I & 20,000 Title II funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Implementation of CCSS, Student Achievement	Implementation of CCSS, ELD standards, Next Generation Science standards in all schools with emphasis on targeted schools.	LEA-wide		Pilot Teacher on Special Assignment (TOSA), data support tools, professional development & collaboration time using \$30,000 Title III, \$42,000 Supplemental and \$18,000 Concentration funds	Implement Teacher on Special Assignment (TOSA), data support tools, professional development & collaboration time \$30,000 in Title III and \$75,000 in supplemental grant and \$75,000 concentration funds	Monitor, adjust and refine work of Teacher on Special Assignment (TOSA), data support tools, professional development & collaboration time \$30,000 in Title III and \$90,000 in supplemental and \$90,000 concentration funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Implementation of CCSS, Student Achievement	Provide school level support for Response to Instruction and Intervention	LEA-wide		Provide 4 instructional coaches to be split between schools to support collaboration, professional learning and data analysis using \$328,000 supplemental funds	Monitor, adjust and refine job duties and title using \$328,000 supplemental funds	Monitor, adjust and refine job duties and title using \$188,722 supplemental funds \$139,278 concentration funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Implementation of CCSS, Student Achievement	Use data system of formative, interim and summative assessments for summer & regular school year	LEA-wide		Use \$60,000 base funds for a data system of formative, interim and summative assessments for summer & regular school year	Use \$60,000 base funds for a data system of formative, interim and summative assessments for summer & regular school year	Use \$60,000 base funds for a data system of formative, interim and summative assessments for summer & regular school year
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Implementation of CCSS, Student Achievement, Parent Involvement	Develop CCSS based report cards K-6	LEA-wide		Develop CCSS based report card and CCSS grade book using \$10,000 supplemental funds	Train and use CCSS based report card and grade book using \$10,000 supplemental funds	Use CCSS based report card and grade book maintain using \$10,000 supplemental funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Student Achievement, Course Access, Implementation of CCSS, Other Student Outcomes	Implement early literacy program K-3	LEA-wide		Train K-1 teachers on early literacy program, data analysis and progress monitoring of reading ability using \$10,000 supplemental funds	Train 2-3 grade teacher on early literacy program, data analysis and progress monitoring of reading ability using \$10,000 supplemental funds	Monitor, adjust and refine early literacy program using \$10,000 supplemental funds

Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Basic Services	Maintain class size 24:1 in grades K-3	LEA-wide		Maintain staffing ratio at 22:1 with average class size not exceeding 24:1 in grades K-3 using \$2,170,000 base funds	Maintain staffing ratio at 22:1 with average class size not exceeding 24:1 in grades K-3 using \$2,170,000 base funds	Maintain staffing ratio at 22:1 with average class size not exceeding 24:1 in grades K-3 using \$2,170,000 base funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Implementation of CCSS, Student Achievement	Provide additional calendar days for teacher professional development	LEA-wide		Explore providing additional calendar days for teacher professional development using supplemental funds (no cost)	Explore providing additional calendar days for teacher professional development using supplemental funds (no cost)	Explore providing additional calendar days for teacher professional development using supplemental funds (no cost)
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Implementation of CCSS, Student Achievement, Other Student Outcomes	Coordinate community partnerships and professional development for staff	LEA-wide		Hire two Director I Elementary Education and Professional Development and one .5 Coordinator II English Learner Programs using \$112,000 supplemental, \$56,000 Title I, \$56,000 Title II and \$55,000 Title III	Maintain two Director I Elementary Education and Professional Development and one .5 Coordinator II English Learner Programs using \$112,000 supplemental, \$56,000 Title I, \$56,000 Title II and \$55,000 Title III	Maintain two Director I Elementary Education and Professional Development and one .5 Coordinator II English Learner Programs using \$112,000 supplemental, \$56,000 Title I, \$56,000 Title II and \$55,000 Title III
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Implementation of CCSS, Student Achievement, Other Student Outcomes	Provide clerical support to community partnerships and professional development for staff	LEA-wide		Hire one secretary I to support Director I Elementary Education and Professional Development using \$30,000 Title I and \$30,000 Concentration	Maintain one secretary I to support Director I Elementary Education and Professional Development using \$30,000 Title I and \$30,000 Concentration	Maintain one secretary I to support Director I Elementary Education and Professional Development using \$30,000 Title I and \$30,000 Concentration
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	SRCS Strategic Plan only	Develop comprehensive acceleration plan for advanced learners	LEA-wide		Develop SRCS acceleration plan for advanced learners including identification, assessment, instructional program and parent engagement of accelerated learners using \$20,000 Title II and \$6,000 base funds	Train staff on SRCS acceleration plan for advanced learners using \$40,000 Title II and \$6,000 base funds	Monitor, adjust and refine SRCS acceleration plan for advanced learners using \$20,000 Title II and \$6,000 base funds

Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	SRCS Strategic Plan only	Develop student digital portfolio system	LEA-wide		Research technology platform for student digital portfolio system (No cost)	Develop student digital portfolio guidelines using \$5,000 Title II funds	Pilot student digital portfolio using \$5,000 Title II funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	SRCS Strategic Plan, Student Achievement, Implementation of CCSS	Upgrade and install infrastructure necessary to support use of educational technology & sustaining district network	LEA-wide		Identify fund sources to upgrade and install infrastructure necessary for technology initiative & sustaining district network	Identify funding sources to upgrade and install infrastructure necessary for technology initiative & sustaining district network	Identify funding sources to upgrade and install infrastructure necessary for technology initiative & sustaining district network
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	SRCS Strategic Plan, Student Achievement, Implementation of CCSS	Provide technology devices for students and staff	LEA-wide with high need schools first		Use \$200,000 in CCSS to provide technology devices for students and staff	Identify funding sources to provide technology devices for students and staff	Identify funding sources to provide technology devices for students
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	SRCS Strategic Plan, Student Achievement, Implementation of CCSS	Provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	LEA-wide		Use \$10,000 in supplemental funds to provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	Use \$10,000 in supplemental funds to provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum	Use \$30,000 in supplemental funds to provide adaptive curriculum for special needs students, software for digital resources, teaching carts & technology curriculum
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students college and students	SRCS Strategic Plan only	Provide additional support for Kinder Academy/Kindergarten combination and/or Regional Kinder Academy classrooms	School-wide		Budget for three 7-hour instructional assistants to support Kinder Academy/ Kindergarten combinations and/or Regional Kinder Academy classes using \$60,000 supplemental funds	Budget for three 7-hour instructional assistants to support Kinder Academy/ Kindergarten combinations and/or Regional Kinder Academy classes using \$40,000 supplemental funds	Budget for three 7-hour instructional assistants to support Kinder Academy/ Kindergarten combinations and/or Regional Kinder Academy classes using \$60,000 supplemental funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Implementation of CCSS, Student Achievement	Participate in BaySci Teacher Leadership Cadre in preparation for Next Generation Science Standards implementation	LEA-wide		Contribute to participant fee to support 2 teachers in the participation of BaySci Teacher Leadership Cadre using \$3,000 Title II funds.	Contribute to participant fee to support 2 teachers in the participation of BaySci Teacher Leadership Cadre using \$3,000 Title II funds.	Contribute to participant fee to support 2 teachers in the participation of BaySci Teacher Leadership Cadre using \$3,000 Title II funds.

Increase student and family wellness and engagement through the full service community school model	SRCS Strategic Plan only	Increase involvement & provide access to community based organizations and businesses	LEA-wide		Increase involvement & provide access community based organizations and businesses with \$55,000 in base budget funding: K-12	Increase involvement & provide access community based organizations and businesses with \$55,000 in base budget funding: K-12	Increase involvement & provide access community based organizations and businesses with \$55,000 in base budget funding: K-12
Increase student and family wellness and engagement through the full service community school model	SRCS Strategic Plan only	Increase Elementary Technician workday to 8-hours	LEA-wide		Explore cost to increase elementary technician workday to 8-hours using base funds	Pilot increase of elementary technician workday to 8-hours, if base funds available	Continue funding of elementary technician workday to 8-hours, if base funds available
Increase student and family wellness and engagement through the full service community school model	Student Engagement; School Climate; Other Student Outcomes	Enhance the implementation of Restorative Practices and Positive Behavior Incentive and Support (PBIS)	LEA-wide		Train staff on Restorative Practices and behavioral supports using Measure O Grant \$60,000 and \$20,000 supplemental funds	Enhance the implementation of Restorative Practices and behavioral supports using \$20,000 supplemental funds	Monitor, adjust and refine restorative practices and behavioral supports using \$20,000 supplemental funds
Increase student and family wellness and engagement through the full service community school model	SRCS Strategic Plan only	Extend workday and year for IT technicians and extra support for targeted elementary students	LEA-wide		Extend workday and/or year for IT Technicians using \$60,000 supplemental funds	Continue to extend workday and/or year for IT Technicians using \$60,000 supplemental funds and add 2 additional IT Technicians for extra support to targeted elementary schools and \$59,950 concentration funds	Continue to extend workday and/or year for IT Technicians using \$100,000 supplemental funds and add 2 more additional IT Technicians for extra support to targeted elementary schools using \$166,722 concentration funds

B. Identify additional annual actions, and the LEA may include any services that support these actions, above what is provided for all pupils that will serve low-income, English learner, and/or foster youth pupils as defined in Education Code section 42238.01 and pupils redesignated as fluent English proficient. The identified actions must include, but are not limited to, those actions that are to be performed to meet the targeted goals described in Section 2 for low-income pupils, English learners, foster youth and/or pupils redesignated as fluent English proficient (e.g., not listed in Table 3A above). List and describe expenditures for each fiscal year implementing these actions, including where those expenditures can be found in the LEA's budget.

Goal (Include and identify all goals from Section 2, If applicable)	Related State and Local Priorities (from Section 2)	Actions and Services	Level of Service (Indicate if school-wide or LEA-wide)	Annual Update: Review of actions/ services	What actions are performed or services provided in each year? (and are projected to be provided in years 2 and 3)		
					What are the anticipated expenditures for each action? (including funding source)		
					<u>LCAP YEAR</u> Year 1: 2014-15	<u>LCAP YEAR</u> Year 2: 2015-16	<u>LCAP YEAR</u> Year 3: 2016-17
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Course access, Student Achievement, Parent Involvement	Develop program to prevent long-term English Learner status of migrant students	Abraham Lincoln and James Monroe Elementary Schools		Provide pilot program for migrant identified migrant students to prevent Long-term English Learner status using \$8,975 migrant funds and \$3,000 concentration funds	Monitor, adjust and refine program for identified migrant students to prevent Long-term English Learner status using \$8,975 migrant funds and \$3,000 concentration funds	Monitor, adjust and refine program for identified migrant students to prevent Long-term English Learner status using \$8,975 migrant funds and \$3,000 concentration funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Student Achievement; Course Access	Increase extended learning opportunities through afterschool and extended day programs	School-wide		Provide after school tutoring for identified students \$83,666 Title I	Provide after school tutoring for identified students \$83,666 Title I	Provide after school tutoring for identified students \$83,666 Title I and \$70,000 supplemental funds \$175,278 concentration funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Student Achievement, Course Access	Provide a summer language and literacy extended year program for targeted English Learners, Low Income and Foster Youth students	LEA-wide		Provide summer language and literacy summer program using \$75,000 supplemental funds and \$25,000 concentration funds	Provide summer enrichment program for language and literacy using \$39,712 migrant funds and \$100,000 supplemental funds	Provide summer enrichment program for language and literacy using \$39,712 migrant funds and \$200,000 supplemental funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Implementation of CCSS	Implementation of CCSS, ELD standards, Next Generation Science standards in all schools with emphasis on targeted schools	School-wide		Pilot two full time Teacher on Special Assignment (TOSA), data support tools, professional development & collaboration time using \$162,000 concentration funds	Implement four Teacher on Special Assignment (TOSA), data support tools, professional development & collaboration time using \$162,000 concentration funds	Monitor, adjust and refine work of Teacher on Special Assignment (TOSA), data support tools, professional development & collaboration time \$162,000 in concentration funds

Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Implementation of CCSS	Train teachers on language and literacy strategies through Project GLAD	LEA-wide		Train 160 teachers on language and literacy strategies through Project GLAD using \$200,000 supplemental, \$70,000 carry-over and \$90,000 Title III funds	Train and refine language and literacy strategies through Project GLAD using \$200,000 supplemental funds	Provide ongoing coaching and support on language and literacy strategies through Project GLAD using \$200,000 supplemental funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Implementation of CCSS, Student Achievement	Decentralize funding to schools for implementation of school plans and Intervention programs	LEA-wide		Direct allocation to schools using \$576,000 in supplemental and \$384,000 concentration grants. To be used for direct services to students, parent engagement, and professional development including Reading Resource Teachers and/or Instructional Coaches up to 9 FTE.	Direct allocation to schools using \$576,000 in supplemental and \$384,000 concentration grants. To be used for direct services to students, parent engagement, and professional development	Direct allocation to schools using \$576,000 in supplemental and \$384,000 concentration grants. To be used for direct services to students, parent engagement, and professional development
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Student Achievement; Course Access	Develop and implement the 2014 English Language Learner master plan	LEA-wide		Provide release days, data support tools, professional development and materials with \$20,000 supplemental funds	Provide release days, data support tools, professional development and materials with \$30,000 from supplemental	Provide release days, data support tools, professional development and materials with \$30,000 from supplemental
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Implementation of CCSS, Student Achievement	District-wide staff development day with targeted training for classified staff	LEA-wide		Provide professional development for classified staff using \$10,000 in supplemental funds	Provide professional development for classified staff using \$10,000 in supplemental funds	Provide professional development for classified staff using \$50,000 in supplemental funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Student Achievement; Course Access	Evaluate and refine reclassification monitoring protocols	LEA-wide		Train on reclassification monitoring protocol \$5,000 with supplemental funds	Monitor, adjust and refine reclassification monitoring protocols with \$5,000 in supplemental	Monitor, adjust and refine reclassification monitoring protocols with \$3,000 in supplemental
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Implementation of CCSS, Student Achievement	Implementation of CCSS, ELD standards, Next Generation Science standards in all schools with emphasis on targeted schools	LEA-wide		Pilot offering of professional development on cultural competence and culturally relevant practices to better support Latino and EL students with \$5,000 using supplemental funds	Provide professional development on cultural competence and culturally relevant practices to better support Latino and EL students with \$10,000 using supplemental funds	Monitor, adjust and refine practices on cultural competency and relevancy to better support Latino and EL students with \$10,000 using supplemental funds

Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Student Achievement, Course Access, Implementation of CCSS, Other Student Outcomes	Implement early literacy program K-3 to support low income, English Learner and foster youth students	School-wide		Provide additional training on language and literacy needs for K-1 teachers using \$10,000 concentration funds	Provide additional training on language and literacy needs for grades 2-3 grade teacher using \$10,000 concentration funds	Monitor, adjust and refine language and literacy needs using \$10,000 concentration funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Student Achievement, Course Access, School Climate, SRCS Strategic Plan	Provide student enrichment activities	LEA-wide 2014-15; School-wide 2015-16		Explore development of an elementary enrichment program through a co-teaching of arts, music and technology integration into classroom (no cost)	Pilot an elementary enrichment program through a co-teaching of arts, music and technology integration into classroom at two schools using \$164,000 concentration funds	Provide an elementary enrichment program through a co-teaching of arts, music, technology and foreign language integration into classroom at three schools using \$120,960 supplemental and \$164,000 concentration funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Student Achievement; Course Access, Implementation of CCSS	Provide technology integration facilitators	LEA-wide		Develop technology integration plan (no cost)	Train staff on technology integration using \$70,000 supplemental funds	Train staff on technology integration using \$100,000 funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	SRCS Strategic Plan only	Develop comprehensive acceleration plan for advanced learners for historically underrepresented students	LEA-wide		Develop SRCS acceleration plan for historically underrepresented advanced learners including identification, assessment, instructional program and parent engagement of accelerated learners using \$20,000 supplemental funds	Train staff on SRCS acceleration plan for historically underrepresented advanced learners using \$40,000 supplemental funds	Monitor, adjust and refine SRCS acceleration plan for historically underrepresented advanced learners using \$20,000 supplemental funds
Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students	Student Achievement, Parent Involvement	Maintain monitoring and compliance of state and federal programs.	LEA-wide		Maintain services and programs of state and federal programs using \$140,000 supplemental funds.	Maintain services and programs of state and federal programs using \$140,000 supplemental funds.	Maintain services and programs of state and federal programs using \$140,000 supplemental funds.
Increase student and family wellness and engagement through the full service community school model	Student Achievement; Course Access, Student Engagement, SRCS Strategic Plan	Add social work services at high need elementary schools	School-wide		Explore adding social work services to highest need elementary schools (no cost)	Pilot and increase social work services to highest need elementary schools using \$40,000 concentration funds	Continue use of social work services to highest need elementary schools using \$40,000 concentration funds

Increase student and family wellness and engagement through the full service community school model	Student Engagement; School Climate; Other Student Outcomes	Support, coordination and programs for full services community schools	School-wide		Support, coordination and programs for full services community schools (see family engagement facilitator action)	Continue support, coordination and programs for full services community schools (see family engagement facilitator action)	Continue support, coordination and programs for full services community schools . (see family engagement facilitator action)
Increase student and family wellness and engagement through the full service community school model	Student Engagement; School Climate; Other Student Outcomes	Provide for tiered behavioral service and support for behavioral health counseling and other mental health services.	LEA-wide		Provide for tiered direct service and support for behavioral health counseling and other mental health services Partner with CBO & County to provide therapists up to 2 days/week/school (based supplemental funding/site) \$40,000 ERMHS, \$50,000 supplemental	Provide for tiered direct service and support for behavioral health counseling and other mental health services Partner with CBO & County to provide therapists up to 3 days/week/school (based supplemental funding/site) \$40,000 ERMHS, \$89,741 supplemental	Provide for tiered direct service and support for behavioral health counseling and other mental health services Partner with CBO & County to provide therapists up to 5 days/week/school (based supplemental funding/site) \$40,000 ERMHS, \$150,000 supplemental
Increase student and family wellness and engagement through the full service community school model	Student Achievement; Course Access, School Climate, Student Engagement	Ensure all foster youth have educational plans to support school connectedness and academic achievement	LEA-wide		Use \$7,500 in supplemental funds to develop foster youth educational plans and mentoring programs (see student engagement workers)	Use \$7,500 in supplemental funds to provide trainings and mentoring programs (see student engagement workers)	Use \$7,500 in supplemental funds to refine foster youth educational plan protocols, trainings and mentoring programs (see student engagement workers)
Increase student and family wellness and engagement through the full service community school model	Parent Involvement, Student Engagement, School Climate, SRCS Strategic Plan	Increase bilingual outreach services in schools for to lower barriers for parent volunteers & participation	LEA-wide		Maintain 6 EL Technician position using \$190,000 supplemental funds Add 6.5 Family Engagement Facilitators using \$256,000 in supplemental grants	Add 6 additional Family Engagement Facilitators for using \$515,000 in supplemental grants	Monitor, adjust and refine work of Family Engagement Facilitators using \$515,000 in supplemental grants
Increase student and family wellness and engagement through the full service community school model	Parent Involvement, Student Engagement, School Climate, SRCS Strategic Plan	Train Family Engagement Facilitators to support a welcoming school environment for parents and community members	LEA-wide		Provide training for Family Engagement Facilitators using \$20,000 supplemental funds	Provide training for additional Family Engagement Facilitators using \$20,000 supplemental funds	Monitor, refine and adjust training options for Family Engagement Facilitator using \$20,000 supplemental funds

Increase student and family wellness and engagement through the full service community school model	Parent Involvement	Implement parent education programs and provide workshops and classes to serve our parents and targeted outreach to English Learner and Latino parents	LEA-wide		Implement parent education programs and provide parent workshops and classes \$5,000 in Title 1, \$5000 Title III and \$10,000 Supplemental	Implement parent education programs and provide parent workshops and classes \$5,000 in Title 1, \$5000 Title III and \$10,000 Supplemental	Implement parent education programs and provide parent workshops and classes \$10,000 in Title 1, Title III and \$10,000 Supplemental
Increase student and family wellness and engagement through the full service community school model	Parent Involvement	Maintain English Learner Advisory Committee (ELAC) at each school site	LEA-wide		Maintain ELAC at each school site using \$1,000 site supplemental funds	Maintain ELAC at each school site using \$1,000 site supplemental funds	Maintain ELAC at each school site using \$1,000 site supplemental funds
Increase student and family wellness and engagement through the full service community school model	Student Engagement, School Climate	Promote student connectedness	School-wide		Hire and train 7 Student Engagement Activities Workers, using \$300,000 concentration funds	Continue funding of 7 Student Engagement Activities Workers using \$300,000 concentration funds	Continue funding of 7 Student Engagement Activities Workers using \$300,000 concentration funds

- C. Describe the LEA’s increase in funds in the LCAP year calculated on the basis of the number and concentration of low income, foster youth, and English learner pupils as determined pursuant to 5 CCR 15496(a)(5). Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a districtwide, schoolwide, countywide, or charterwide manner as specified in 5 CCR 15496. For school districts with below 55 percent of enrollment of unduplicated pupils in the district or below 40 percent of enrollment of unduplicated pupils at a school site in the LCAP year, when using supplemental and concentration funds in a districtwide or schoolwide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state priority areas. (See 5 CCR 15496(b) for guidance.)

Santa Rosa Elementary District has 77.21% of the student population as unduplicated low income, English learner or foster youth students. As a result the majority of services are being offered as LEA-wide. The increase in funding is for English Language Learner, Redesignated Fluent English Proficient, Low Income and Foster Youth \$1,905,034 and will address the targeted groups in a district-wide basis to provide a coherent, rigorous and relevant teaching and learning program preparing targeted groups to graduate college and career ready. The

additional services provided to improve outcomes for English Learners (EL), Redesignated Fluent English Proficient (RFP), Low Income (LI) Pupils and Foster Youth (FY) include, but are not limited to, 6.5 Family Engagement Facilitators, 7 Student Engagement Activities Workers, professional learning opportunities for staff, classified and certificated, development of an early literacy program, summer enrichment and extended day learning and bilingual support staff.

- D. Consistent with the requirements of 5 CCR 15496, demonstrate how the services provided in the LCAP year for low income pupils, foster youth, and English learners provide for increased or improved services for these pupils in proportion to the increase in funding provided for such pupils in that year as calculated pursuant to 5 CCR 15496(a)(7). Identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a). An LEA shall describe how the proportionality percentage is met using a quantitative and/or qualitative description of the increased and/or improved services for unduplicated pupils as compared to the services provided to all pupils.

The services described in this plan are intended to increase and improve services to English Learners (EL), Redesignated Fluent English Proficient (RFEP), Low Income (LI) Pupils and Foster Youth (FY) by 11.43% in the 2014-15 school year as compared to services provided to all students.

We will be offering increased services for our English Learners (EL), Low Income (LI) Pupils and Foster Youth (FY) in the following manners:

1. Add 10 additional days of instruction through the Language and Literacy Summer Academy Program which is 5% increased instructional time
2. Adding 6.5 full time bilingual outreach positions which will double the services previously provided.
3. Adding 7 new positions that did not exist in the past for the 7 schools that serve unduplicated populations over 55% with student engagement activities workers to improve engagement outcomes for youth.
4. The cost of these professional learning opportunities and follow up trainings is budgeted at \$20,000 using supplemental funds.

The additional professional learning opportunities for staff, 13.5 new staff members, and summer academy program will provide more than the 11.43% increased and improved services for our unduplicated English Learners (EL), Redesignated Fluent English Proficient (RFEP), Low Income (LI) Pupils and Foster Youth (FY) students.

These additional services and extra learning time as described will be for the EL, RFEP, LI and FY students as a Tier 2 and 3 intervention as opposed to the all the students being served at Tier 1 and funded by the Base. These additional services provide an increase and improvement in the quality of services provided to our unduplicated students that exceeds the required 11.43% minimum proportionality percentage. The current student outcome data for our EL, RFEP, LI and FY as compared to all other students as shown in Section 2 of this LCAP is evidence of the need for these additional services above and beyond the services provided to all students. The estimated supplemental and concentration funding is \$3,254,427.

NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference: Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5, 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section 6312.