

**Title 5. EDUCATION**

**Division 1. California Department of Education**

**Chapter 14.5. Local Control Funding Formula**

**Subchapter 1. Local Control Funding Formula Spending Regulations for  
Supplemental and Concentration Grants and Local Control and Accountability  
Plan Template**

**Article 1. Local Control and Accountability Plan and Spending Requirements for  
Supplemental and Concentration Grants**

**§ 15494. Scope.**

(a) This chapter applies to all local educational agencies (LEAs) as defined in section 15495(d).

(b) Funding restrictions specified in Education Code section 42238.07 apply to local control funding formula (LCFF) funds apportioned on the basis of unduplicated pupils pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03.

(c) The local control and accountability plan (LCAP) shall demonstrate how services are provided according to this chapter to meet the needs of unduplicated pupils and improve the performance of all pupils in the state priority areas.

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.

**§ 15495. Definitions.**

In addition to those found in Education Code sections 2574, 42238.01, and 42238.02, the following definitions are provided:

(a) "Consult with pupils," as used in Education Code sections 52060, 52066, and 47606.5, means a process to enable pupils, including unduplicated pupils and other numerically significant pupil subgroups, to review and comment on the development of the LCAP. This process may include surveys of pupils, forums with pupils, pupil advisory committees, or meetings with pupil government bodies or other groups representing pupils.

1       (b) “English learner parent advisory committee,” as used in Education Code sections  
2 52063 and 52069 for those school districts or schools and programs operated by county  
3 superintendents of schools whose enrollment includes at least 15 percent English  
4 learners and at least 50 pupils who are English learners, shall be composed of a  
5 majority of parents, as defined in subdivision (e), of pupils to whom the definition in  
6 Education Code section 42238.01(c) applies. A governing board of a school district or a  
7 county superintendent of schools shall not be required to establish a new English  
8 learner parent advisory committee if a previously established committee meets these  
9 requirements.

10       (c) “Local control and accountability plan (LCAP)” means the plan created by an LEA  
11 pursuant to Education Code sections 47606.5, 52060, or 52066, and completed in  
12 conformance with the LCAP and annual update template found in section 15497.5.

13       (d) “Local educational agency (LEA)” means a school district, county office of  
14 education, or charter school.

15       (e) “Parents” means the natural or adoptive parents, legal guardians, or other  
16 persons holding the right to make educational decisions for the pupil pursuant to  
17 Welfare and Institutions Code section 361 or 727 or Education Code sections 56028 or  
18 56055, including foster parents who hold rights to make educational decisions.

19       (f) “Parent advisory committee,” as used in Education Code sections 52063 and  
20 52069, shall be composed of a majority of parents, as defined in subdivision (e), of  
21 pupils and include parents of pupils to whom one or more of the definitions in Education  
22 Code section 42238.01 apply. A governing board of a school district or a county  
23 superintendent of schools shall not be required to establish a new parent advisory  
24 committee if a previously established committee meets these requirements, including  
25 any committee established to meet the requirements of the federal No Child Left Behind  
26 Act of 2001 (Public Law 107-110) pursuant to Section 1112 of Subpart 1 of Part A of  
27 Title I of that act.

28       (g) “Prior year” means one fiscal year immediately preceding the fiscal year for  
29 which an LCAP is approved.

30       (h) “Services” as used in Education Code section 42238.07 may include, but are not  
31 limited to, services associated with the delivery of instruction, administration, facilities,  
32 pupil support services, technology, and other general infrastructure necessary to

1 operate and deliver educational instruction and related services.

2 (i) “State priority areas” means the priorities identified in Education Code sections  
3 52060 and 52066. For charter schools, “state priority areas” means the priorities  
4 identified in Education Code section 52060 that apply for the grade levels served or the  
5 nature of the program operated by the charter school.

6 (j) “Subgroup” means the numerically significant pupil subgroups identified pursuant  
7 to Education Code section 52052.

8 (k) “To improve services,” means to grow services in quality.

9 (l) “To increase services,” means to grow services in quantity.

10 (m) “Unduplicated pupil” means any of those pupils to whom one or more of the  
11 definitions included in Education Code section 42238.01 apply, including pupils eligible  
12 for free or reduced price meals, foster youth, and English learners.

13 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:  
14 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,  
15 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section  
16 6312.

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18 **§ 15496. Requirements for LEAs to Demonstrate Increased or Improved Services**  
19 **for Unduplicated Pupils in Proportion to the Increase in Funds Apportioned for**  
20 **Supplemental and Concentration Grants.**

21 (a) An LEA shall provide evidence in its LCAP to demonstrate how funding  
22 apportioned on the basis of the number and concentration of unduplicated pupils,  
23 pursuant to Education Code sections 2574, 2575, 42238.02, and 42238.03 is used to  
24 support such pupils. This funding shall be used to increase or improve services for  
25 unduplicated pupils as compared to the services provided to all pupils in proportion to  
26 the increase in funds apportioned on the basis of the number and concentration of  
27 unduplicated pupils as required by Education Code section 42238.07(a)(1). An LEA  
28 shall include in its LCAP an explanation of how expenditures of such funding meet the  
29 LEA’s goals for its unduplicated pupils in the state priority areas. An LEA shall  
30 determine the percentage by which services for unduplicated pupils must be increased  
31 or improved above services provided to all pupils in the fiscal year as follows:

32 (1) Estimate the amount of the LCFF target attributed to the supplemental and

1 concentration grants for the LEA calculated pursuant to Education Code sections  
2 42238.02 and 2574 in the fiscal year for which the LCAP is adopted.

3 (2) Estimate the amount of LCFF funds expended by the LEA on services for  
4 unduplicated pupils in the prior year that is in addition to what was expended on  
5 services provided for all pupils. The estimated amount of funds expended in 2013-14  
6 shall be no less than the amount of Economic Impact Aid funds the LEA expended in  
7 the 2012-13 fiscal year.

8 (3) Subtract subdivision (a)(2) from subdivision (a)(1).

9 (4) Multiply the amount in subdivision (a)(3), by the most recent percentage  
10 calculated by the Department of Finance that represents how much of the statewide  
11 funding gap between current funding and full implementation of LCFF is eliminated in  
12 the fiscal year for which the LCAP is adopted.

13 (5) Add subdivision (a)(4) to subdivision (a)(2).

14 (6) Subtract subdivision (a)(5) from the LEA's total amount of LCFF funding pursuant  
15 to Education Code sections 42238.02 and 2574, as implemented by Education Code  
16 sections 42238.03 and 2575 respectively, excluding add-ons for the Targeted  
17 Instructional Improvement Grant program and the Home to School Transportation  
18 program, in the fiscal year for which the LCAP is adopted.

19 (7) Divide the amount in subdivision (a)(5) by the amount in subdivision (a)(6).

20 (8) If the calculation in subdivision (a)(3) yields a number less than or equal to zero  
21 or when LCFF is fully implemented statewide, then an LEA shall determine its  
22 percentage for purposes of this section by dividing the amount of the LCFF target  
23 attributed to the supplemental and concentration grant for the LEA calculated pursuant  
24 to Education Code sections 42238.02 and 2574 in the fiscal year for which the LCAP is  
25 adopted by the remainder of the LEA's LCFF funding, excluding add-ons for the  
26 Targeted Instructional Improvement Grant program and the Home to School  
27 Transportation program.

28 (b) This subdivision identifies the conditions under which an LEA may use funds  
29 apportioned on the basis of the number and concentration of unduplicated pupils for  
30 district wide, school wide, countywide, or charter wide purposes: Pursuant to Education  
31 Code section 42238.07(a)(2), an LEA may demonstrate it has increased or improved  
32 services for unduplicated pupils under subdivision (a) of this section by using funds to

1 upgrade the entire educational program of a school site, a school district, a charter  
2 school, or a county office of education as follows:

3 (1) A school district that has an enrollment of unduplicated pupils of 55 percent or  
4 more of the district's total enrollment in the fiscal year for which an LCAP is adopted or  
5 in the prior year may expend supplemental and concentration grant funds on a district  
6 wide basis. A school district expending funds on a district wide basis shall do all of the  
7 following:

8 (A) Identify in the LCAP those services that are being funded and provided on a  
9 district wide basis.

10 (B) Describe in the LCAP how such services are principally directed towards, and  
11 are effective in, meeting the district's goals for its unduplicated pupils in the state and  
12 any local priority areas.

13 (2) A school district that has an enrollment of unduplicated pupils less than 55  
14 percent of the district's total enrollment in the fiscal year for which an LCAP is adopted  
15 may expend supplemental and concentration grant funds on a district wide basis. A  
16 school district expending funds on a district wide basis shall do all of the following:

17 (A) Identify in the LCAP those services that are being funded and provided on a  
18 district wide basis.

19 (B) Describe in the LCAP how such services are principally directed towards, and  
20 are effective in, meeting the district's goals for its unduplicated pupils in the state and  
21 any local priority areas.

22 (C) Describe how these services are the most effective use of the funds to meet the  
23 district's goals for its unduplicated pupils in the state and any local priority areas. The  
24 description shall provide the basis for this determination, including, but not limited to,  
25 any alternatives considered and any supporting research, experience, or educational  
26 theory.

27 (3) A school district that has an enrollment of unduplicated pupils at a school that is  
28 40 percent or more of the school's total enrollment in the fiscal year for which an LCAP  
29 is adopted or in the prior year may expend supplemental and concentration grant funds  
30 on a school wide basis. A school district expending funds on a school wide basis shall  
31 do all of the following:

32 (A) Identify in the LCAP those services that are being funded and provided on a

1 school wide basis.

2 (B) Describe in the LCAP how such services are principally directed towards, and  
3 are effective in, meeting the district's goals for its unduplicated pupils in the state and  
4 any local priority areas.

5 (4) A school district that has an enrollment of unduplicated pupils that is less than 40  
6 percent of the school site's total enrollment in the fiscal year for which an LCAP is  
7 adopted may expend supplemental and concentration grant funds on a school wide  
8 basis. A school district expending funds on a school wide basis shall do all of the  
9 following:

10 (A) Identify in the LCAP those services that are being funded and provided on a  
11 school wide basis.

12 (B) Describe in the LCAP how such services are principally directed towards, and  
13 are effective in, meeting the district's goals for its unduplicated pupils in the state and  
14 any local priority areas.

15 (C) Describe how these services are the most effective use of the funds to meet the  
16 district's goals for its unduplicated pupils in the state and any local priority areas. The  
17 description shall provide the basis for this determination, including, but not limited to,  
18 any alternatives considered and any supporting research, experience, or educational  
19 theory.

20 (5) A county office of education expending supplemental and concentration grant  
21 funds on a countywide basis or a charter school expending supplemental and  
22 concentration grant funds on a charter wide basis shall do all of the following:

23 (A) Identify in the LCAP those services that are being funded and provided on a  
24 countywide or charter wide basis.

25 (B) Describe in the LCAP how such services are principally directed towards, and  
26 are effective in, meeting the county office of education's or charter school's goals for its  
27 unduplicated pupils in the state and any local priority areas, as applicable.

28 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:  
29 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,  
30 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section  
31 6312.

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1 **§ 15497. County Superintendent of Schools Oversight of Demonstration of**  
2 **Proportionality.**

3 In making the determinations required under Education Code section 52070(d)(3),  
4 the county superintendent of schools shall include review of any descriptions of district  
5 wide or school wide services provided pursuant to sections 15496(b)(1) through\_(b)(4)  
6 when determining whether the school district has fully demonstrated that it will increase  
7 or improve services for unduplicated pupils pursuant to section 15496(a). If a county  
8 superintendent of schools does not approve an LCAP because the school district has  
9 failed to meet its requirement to increase or improve services for unduplicated pupils as  
10 specified in this section, it shall provide technical assistance to the school district in  
11 meeting that requirement pursuant to Education Code section 52071.

12 NOTE: Authority cited: Sections 42238.07 and 52064, Education Code. Reference:  
13 Sections 2574, 2575, 42238.01, 42238.02, 42238.03, 42238.07, 47605, 47605.5,  
14 47606.5, 48926, 52052, 52060-52077, and 64001, Education Code; 20 U.S.C. Section  
15 6312.

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23 8-22-14 [California Department of Education]

§ 15497.5. Local Control and Accountability Plan and Annual Update Template.

**Introduction:**

LEA: \_\_Santa Rosa Academy

Contact: Laura Badillo, Executive Director, [lbadillo@sra.mn](mailto:lbadillo@sra.mn), 951-672-2400

LCAP Year: 2015-16

***Local Control and Accountability Plan and Annual Update Template***

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

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

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

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

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

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



## **State Priorities**

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

### **A. Conditions of Learning:**

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

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

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

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

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

### **B. Pupil Outcomes:**

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

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

### **C. Engagement:**

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

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

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

## Section 1: Stakeholder Engagement

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

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

### Guiding Questions:

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

Involvement Process	Impact on LCAP
<p>Persons involved in the process included: certificated and classified staff, parents and families, students, board members, and interested community members. Hispanic, socio economically disadvantaged and students with disabilities and other subgroups were represented.</p> <p>Small and large group meetings were held, data was reviewed and priorities were developed. Revenue impact discussed, priorities outlined and further alignment took place over the course of the year.</p> <p>Input was collected from the following stakeholders and shared in a variety of ways:</p> <ul style="list-style-type: none"> <li>Survey Monkey parent and staff surveys</li> <li>School Quality Data review</li> <li>School Accountability Report Card</li> <li>Community and Parent STEM Expo</li> <li>Open House and other community and parent site visits</li> <li>Parent Teas</li> <li>School Board Meetings</li> <li>Advisory Council Meetings</li> <li>Athletic Booster Club Meetings</li> <li>SRA Booster Club Meetings</li> <li>MSJC Planning Meeting for PLTW personnel</li> <li>MSJC Biotechnology Advisory Meeting</li> <li>MSJC Articulation and Dual Enrollment Meetings</li> <li>Monthly email updates to parents</li> <li>School website</li> <li>City of Menifee partnership meetings for facility, internships, overall program.</li> <li>City of Menifee Youth Advisory Council meetings.</li> <li>California Charter School Association’s Advocacy Day at the state capital</li> <li>Local political leader meetings including Representative Melissa Melendez</li> <li>Program overview and review with guest speakers in our history classes, Business, Engineering, Biomedical, Arts and Technology Academies.</li> </ul>	<p>Participation by stakeholders was active and recommendations made by stakeholders and were incorporated into the LCAP and presented to the school board.</p> <p>Summary of the most significant concerns included:</p> <ol style="list-style-type: none"> <li>1. Facility expansion.</li> <li>2. Traffic control/safety in preparation for increase in building in the Menifee Town Center project.</li> <li>3. Structure website to handle the abundance of information related to activities for our campus and support information distribution.</li> <li>4. Support for home school parents in teaching the California standards using the most up to date curriculum available.</li> <li>5. Larger variety of communication and support to parents and students for college and career.</li> </ol> <p>Goals for the above areas are included in the LCAP over the course of the next three years with significant progress being made for the 2015-16 school year.</p> <p>Actions listed are feasible within the next three years including but not limited to:</p> <ol style="list-style-type: none"> <li>1. Phase 1.5 in progress (play area, student concession stand, more storage buildings, baseball field)</li> <li>2. Phase 2 development completed, \$10 million bond in progress, building of gymnasium will begin late fall.</li> <li>3. Development of Disaster/Safety Committee to address area growth, safety, disaster plans.</li> <li>4. Revamping home school assignments, curriculum and the addition of parent trainings as related to the California Standards.</li> <li>5. Updating website to address expansion and growth of programs.</li> </ol>

<p><b>Annual Update:</b></p> <p>Stakeholders participated in the development of the LCAP including teachers, administrators and classified staff, parents, English learner parents, foster youth representatives, students and various community members. The school reviewed progress for the current year and evaluated the effectiveness of programs and services. The process involved the collection of data through surveys, meetings, discussion and stakeholder input. Several meetings were held with the various groups and committees including the school board, advisory council, staff meetings and Parent Teas. Input was collected and actions and services were developed and discussed with the stakeholders.</p>	<p><b>Annual Update:</b></p> <p>The following priorities were identified, expanded and evaluated and added to the 2015-16 LCAP based on stakeholder input:</p> <ul style="list-style-type: none"><li>Increased PLTW courses for Red/White tracks</li><li>Increased training for elementary staff in PLTW across the tracks.</li><li>Increased offerings for workshops for Red Track students</li><li>Addition of computer programming courses through PLTW</li><li>Addition of internship and volunteer opportunities for high school students in engineering, biomedical, business, computer programming and arts and technology</li><li>Increase in communication through the school’s website, Facebook, Twitter, online, at school and through teacher websites</li><li>Collaboration meetings for staff</li><li>Increased training in the California standards in ELA and Math</li><li>Development of Disaster/Safety Committee</li><li>Implement Phase 1.5 building plan (baseball field, restrooms, snack bar, storage buildings, upper elementary playground).</li><li>Begin Phase II development and bond acquisition (gymnasium)</li></ul>
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## Section 2: Goals, Actions, Expenditures, and Progress Indicators

### Instructions:

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

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

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

To facilitate alignment between the LCAP and school plans, the LCAP shall identify and incorporate school-specific goals related to the state and local priorities from the school plans submitted pursuant to Education Code section 64001. Furthermore, the LCAP should be shared with, and input requested from, school site-level advisory groups, as applicable (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.

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

**Goal:** Describe the goal:

When completing the goal tables, include goals for all pupils and specific goals for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and, where applicable, at the school site level. 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.

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

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

**Schools:** Identify the school sites to which the goal applies. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5).

**Applicable Pupil Subgroups:** Identify the pupil subgroups as defined in Education Code section 52052 to which the goal applies, or indicate “all” for all pupils.

**Expected Annual Measurable Outcomes:** For each LCAP year, identify and describe specific expected measurable outcomes for all pupils using, at minimum, the applicable required metrics for the related state priorities. Where applicable, include descriptions of specific expected measurable outcomes for school sites and specific subgroups, including pupils with disabilities, both at the LEA level and at the school site level.

The metrics used to describe the expected measurable outcomes may be quantitative or qualitative, although the goal tables must address all required metrics for every state priority in each LCAP year. The required metrics are the specified measures and objectives for each state priority as set forth in Education Code sections 52060(d) and 52066(d). For the pupil engagement priority metrics, LEAs must calculate the rates specified in Education Code sections 52060(d)(5)(B), (C), (D) and (E) as described in the Local Control Accountability Plan and Annual Update Template Appendix, sections (a) through (d).

**Actions/Services:** For each LCAP year, identify all annual actions to be performed and services provided to meet the described goal. Actions may describe a group of services that are implemented to achieve the identified goal.

**Scope of Service:** Describe the scope of each action/service by identifying the school sites covered. LEAs may indicate “all” for all schools, specify an individual school or a subset of schools, or specify grade spans (e.g., all high schools or grades K-5). If supplemental and concentration funds are used to support the action/service, the LEA must identify if the scope of service is district wide, school wide, countywide, or charter wide.

**Pupils to be served within identified scope of service:** For each action/service, identify the pupils to be served within the identified scope of service. If the action to be performed or the service to be provided is for all pupils, place a check mark next to “ALL.”

For each action and/or service to be provided above what is being provided for all pupils, place a check mark next to the applicable unduplicated pupil subgroup(s) and/or other pupil subgroup(s) that will benefit from the additional action, and/or will receive the additional service. Identify, as applicable, additional actions and services for unduplicated pupil subgroup(s) as defined in Education Code section 42238.01, pupil’s re-designated fluent English proficient, and/or pupil’s subgroup(s) as defined in Education Code section 52052.

**Budgeted Expenditures:** For each action/service, list and describe budgeted expenditures for each school year to implement these actions, including where those expenditures can be found in the LEA’s budget. The LEA must reference all fund sources for each proposed expenditure. Expenditures must be classified using the California School Accounting Manual as required by Education Code sections 52061, 52067, and 47606.5.

**Guiding Questions:**

- 1) What are the LEA’s goal(s) to address state priorities related to “Conditions of Learning”?
- 2) What are the LEA’s goal(s) to address state priorities related to “Pupil Outcomes”?
- 3) What are the LEA’s goal(s) to address state priorities related to parent and pupil “Engagement” (e.g., parent involvement, pupil engagement, and school climate)?
- 4) What are the LEA’s goal(s) to address any locally identified priorities?
- 5) How have the unique needs of individual school sites been evaluated to inform the development of meaningful district and/or individual school site goals (e.g., input from site level advisory groups, staff, parents, community, pupils; review of school level plans; in-depth school level data analysis, etc.)?
- 6) What are the unique goals for unduplicated pupils as defined in Education Code sections 42238.01 and subgroups as defined in section 52052 that are different from the LEA’s goals for all pupils?
- 7) What are the specific expected measurable outcomes associated with each of the goals annually and over the term of the LCAP?
- 8) What information (e.g., quantitative and qualitative data/metrics) was considered/reviewed to develop goals to address each state or local priority?
- 9) What information was considered/reviewed for individual school sites?
- 10) What information was considered/reviewed for subgroups identified in Education Code section 52052?
- 11) What actions/services will be provided to all pupils, to subgroups of pupils identified pursuant to Education Code section 52052, to specific school sites, to English learners, to low-income pupils, and/or to foster youth to achieve goals identified in the LCAP?
- 12) How do these actions/services link to identified goals and expected measurable outcomes?
- 13) What expenditures support changes to actions/services as a result of the goal identified? Where can these expenditures be found in the LEA’s budget?

<p><b>GOAL:</b></p>	<p>1. Hire, appropriately assign and compensate highly qualified certificated staff and provide staff development training in the new California state standards.</p>		<p>Related State and/or Local Priorities:          1 <u>X</u> 2 <u>X</u> 3 <u>  </u> 4 <u>X</u>          5 <u>  </u> 6 <u>  </u> 7 <u>  </u> 8 <u>X</u>          COE only: 9 <u>  </u> 10 <u>  </u>          Local: Specify _____</p>
<p><b>Identified Need:</b></p>	<p>A review of formal and informal assessment data show that our students are beginning to apply the new California Standards. An Additional review of the CALPADS data reveal that we are at almost 100% fully credentialed and appropriately assigned. The school provided BTSA for all teachers who were in need of completing his. /her credential. Eight teachers completed their first year of BTSA and nine teachers “graduated” from the BTSA program. With student achievement at the forefront, we will continue to recruit fully credentialed teachers for every subject and grade level. With the advent of the new California Standards, our teaching staff must have a clear understanding of the new standards and how to apply them to all students including the English Language Learners. Metrics: HR data, CALPADS report, BTSA report, SARC, Illuminate (Student Information System)</p>		
<p><b>Goal Applies to:</b></p>	<p>Schools:</p>	<p>Santa Rosa Academy</p>	<p>Applicable Pupil Subgroups: ALL</p>
<p><b>LCAP Year 1: 2015-16</b></p>			
<p><b>Expected Annual Measurable Outcomes:</b></p>	<p>All students will receive instruction from fully credentialed and appropriately assigned teaching staff trained in the new California standards.</p>		
<p><b>Actions/Services</b></p> <p>Hire, appropriately assign and compensate highly qualified certificated staff and provide staff development training in the new California state standards.</p> <p>Track credentials through the BTSA/Mentor and Human Resources.</p>	<p><b>Scope of Service</b></p> <p>School-wide LEA</p>	<p><b>Pupils to be served within identified scope of service</b></p> <p><u>X</u> ALL</p> <p>-----</p> <p>OR:</p> <p><u>  </u> Low Income pupils  <u>  </u> English Learners  <u>  </u> Foster Youth  <u>  </u> Re-designated fluent English proficient  <u>  </u> Other Subgroups:(Specify)</p>	<p><b>Budgeted Expenditures</b></p> <p>Continue to provide BTSA Induction Program for new teachers and mentoring for credentialed staff. Adjusted based on need: base of \$ 40,000, Supplemental/Concentration funds.</p> <p>\$5,000, Supp./Conc. Funds.</p>



<p>Provide teachers with Professional Development in the new California standards.</p> <p>Additional trainings in PLTW for Kindergarten through grade 5 and K-12 technology use.</p>	<p>School-wide LEA</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>Continue to provide training, base of \$40,000, Supp./Conc. funds.</p> <p>\$10,000, Supp./Conc. funds</p>
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**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>All students will receive instruction from fully credentialed and appropriately assigned teaching staff trained in the new California standards.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Hire, appropriately assign and compensate highly qualified certificated staff and provide staff development training in the new California state standards.</p> <p>Track credentials through the BTSA/Mentor teacher and HR.</p>	<p>School-wide LEA</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>Continue to provide BTSA Induction program for new teachers and mentoring for credentialed staff. Adjusted based on need: \$ 50,000 Supp./Conc. funds.</p>
<p>Provide teachers with professional development in support of the California state standards specific to the needs assessment results of SBAC testing.</p>	<p>School-wide LEA</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>Continue to provide training, base of \$30,000, Supp./Conc. funds.</p>

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	All students will receive instruction from fully credentialed and appropriately assigned teaching staff trained in the new California standards.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Hire, appropriately assign and compensate highly qualified and certificated staff and provide staff development training in the new California state standards.</p> <p>Track credentials through the BTSA/Mentor teacher and HR.</p>	School-wide LEA	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>Continue to provide Induction program for new teachers and mentoring for credentialed staff. Adjusted based on need: \$ 40,000 Supp./Conc. funds.</p> <p>\$5,000, Supp./Conc. funds.</p>
Provide teachers with professional development in the California state standards specific to the results of SBAC testing.	School-wide LEA	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	Continue to provide training, base of \$20,000, Supp./Conc. funds.

GOAL:	2. Access to instructional materials and technology.	<p>Related State and/or Local Priorities:</p> <p>1_ <input checked="" type="checkbox"/> 2_ <input checked="" type="checkbox"/> 3_ <input type="checkbox"/> 4_ <input checked="" type="checkbox"/> 5_ <input type="checkbox"/> 6_ <input type="checkbox"/> 7_ <input type="checkbox"/> 8_ <input checked="" type="checkbox"/></p> <p>COE only: 9_ <input type="checkbox"/> 10_ <input type="checkbox"/></p> <p>Local: Specify</p>
Identified Need:	Purchase and provide access to instructional materials and technology to support student achievement for all tracks. Metric: SARC, Parent/Teacher Survey, site review.	
Goal Applies to:	Schools:	Santa Rosa Academy
	Applicable Pupil Subgroups:	ALL
<b>LCAP Year 1: 2015-16</b>		

Expected Annual Measurable Outcomes:	All students will have access to instructional materials and technology.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Pilot of Integrated Math I program for high school. Textbook/instructional materials adoption for high school math.  Review of elementary math program, K-8.	School-wide LEA	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroup	\$10,000 Supp./Conc. Funds.  \$20,000 Supp./Conc. Funds.
Purchase technology/online materials	School-wide LEA	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$8,000 Supp./Conc. funds.
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	All students will have access to instructional materials and technology.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Textbook/instructional materials adoption for science aligned with disciplinary literacy in Science for the new California state standards and the NGSS standards. Textbook pilot adoption and purchase of NGSS science texts/materials.	School-wide LEA	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$40,000 Supp./Conc. Funds.

Purchase technology/online materials	School-wide LEA	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$10,000 Supp./Conc. funds.
<b>LCAP Year 3: 2017-18</b>			
Expected Annual Measurable Outcomes:	All students will have access to instructional materials and technology.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Textbook/instructional materials pilot/adoption adoption for social studies aligned with disciplinary literacy in SS for the new California state standards.	School-wide LEA	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$25,000, Supp./Conc. Funds.
Purchase technology/online materials		<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$12,000, Supp./Conc. funds.

<b>GOAL:</b>	3. Provide clean and safe facilities.	Related State and/or Local Priorities: 1- <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify
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<b>Identified Need:</b>	Complete construction obligations for Phase 1.5 (2015-16) and Phase 2 (2016-17), put in additional speed bump, develop safety/disaster committee monitor traffic and provide solutions.  Metric: SARC report, Facility Manager report/review.
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<b>Goal Applies to:</b>	<b>Schools:</b> Santa Rosa Academy <b>Applicable Pupil Subgroups:</b> ALL
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**LCAP Year 1: 2015-16**

<b>Expected Annual Measurable Outcomes:</b>	Site will maintain satisfactory condition or better on the facility survey.
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide needed repairs and services to support facility maintenance.	School-wide LEA	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Ongoing maintenance, equipment and supplies, \$18,000 general funds. Add speed bump at old vehicular gate \$600, Supp./Conc. Funds. Hire additional grounds keeping staff, \$18,000, Supp./Conc. Funds.
Provide support staff (Facility Manager, grounds keeping, custodial)	School-wide LEA	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$200,000 general funds.  \$50,000 Supp./Conc. Funds.

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	Site will maintain satisfactory condition or better on the facility survey.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Provide needed repairs and services to support facility maintenance.	School-wide LEA	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Ongoing maintenance, equipment and supplies, \$24,000 general funds. Hire additional custodial staff to maintain new gymnasium. \$15,000 Hire equipment manager to maintain equipment, locker room and weight room and gymnasium storage. \$18,000
Provide support staff (facility manager, grounds keeping, custodial)	School-wide LEA	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Provide \$200,000 general funds  \$50,000 Supp./Conc. Funds.

**LCAP Year 3: 2017-18**

Expected Annual Measurable Outcomes:	Site will maintain satisfactory condition or better on the facility survey.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures

Provide needed repairs and services to support facility maintenance.	School-wide LEA	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Ongoing maintenance, equipment and supplies, \$ 28,000
Provide support staff (facility manager, grounds keeping, custodial).	School wide LEA	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$225,000, general fund \$60,000 Supp./Conc. Funds.

GOAL:	4. Support ELD progress through instruction, access and curriculum.	Related State and/or Local Priorities: 1- <input checked="" type="checkbox"/> 2- <input checked="" type="checkbox"/> 3- <input type="checkbox"/> 4- <input checked="" type="checkbox"/> 5- <input checked="" type="checkbox"/> 6- <input type="checkbox"/> 7- <input checked="" type="checkbox"/> 8- <input checked="" type="checkbox"/> COE only: 9- <input type="checkbox"/> 10- <input type="checkbox"/> Local: Specify _____
Identified Need:	To support a growing ELD population, teachers must have the tools necessary to provide quality instruction. Teachers must have an understanding of the new California standards and the strategies and techniques to help students move to a higher level of understanding. Metric: SARC, CELDT, Parent/Teacher survey, site review.	
Goal Applies to:	Schools: Santa Rosa Academy Applicable Pupil Subgroups: ALL	
<b>LCAP Year 1: 2015-16</b>		
Expected Annual	Teachers who reflect and refine instruction while delivering a balanced instructional program for all students, including ELD	

Measurable Outcomes:	will instruct students.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teaching strategies will be supported through mentoring and the BTSA program. Provide staff development training for teachers, as needed.	School-wide LEA	<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 checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Staff development will be provided once a month on a minimum day and will include instruction in the new California standards, technology and ELD.  \$10,000 Supp./Conc. funds.
Search for leveled ELD curriculum to meet the needs of English Learners at every level as a result of CELDT and individual assessments.  Offer parent workshops for instructional support.	School-wide LEA	<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 checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	\$0-\$1,000 as needed, Supp./Conc. funds.  \$250, Supp./Conc. Funds.
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	Teachers who reflect and refine instruction while delivering a balanced instructional program for all students, including ELD, will instruct students.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures



<p>Teaching strategies will be supported through mentoring and the BTSA program. Staff development training for teachers, as needed.</p>	<p>School-wide LEA</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 checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>Staff development will be provided once a month on a minimum day and will include instruction in the new California standards technology and ELD. \$10,000 Supp./Conc. funds.</p>
<p>Purchase leveled ELD curriculum to meet the needs of English Learners as a result of CELDT and individual assessments.</p> <p>Offer parent workshops for instructional support.</p>	<p>School-wide LEA</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 checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$0-\$1,000 as needed, Supp./Conc. funds.</p> <p>\$300, Supp./Conc. funds.</p>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Teachers who reflect and refine instruction while delivering a balanced instructional program for all students, including ELD, will instruct students.</p>
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<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Teaching strategies will be supported through mentoring and the BTSA program. Staff development training for teachers, as needed.</p>	<p>School-wide LEA</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 checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>Staff development will be provided and will include instruction in the California standards, technology and ELD \$10,000 Supp./Conc. funds.</p>

<p>Purchase leveled ELD curriculum to meet the needs of English Learners at every level as a result of CELDT and individual assessments.</p> <p>Offer parent workshops for instructional support.</p>	<p>School-wide LEA</p>	<p><input type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners</p> <p><input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$0-\$1,000 as needed, Supp./Conc. funds.</p>
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<p>GOAL:</p>	<p>5. Facilitate parent involvement.</p>	<p>Related State and/or Local Priorities:                  1-<input checked="" type="checkbox"/> 2-<input checked="" type="checkbox"/> 3-<input checked="" type="checkbox"/> 4-<input checked="" type="checkbox"/> 5-<input checked="" type="checkbox"/> 6-<input checked="" type="checkbox"/> 7-<input checked="" type="checkbox"/>                  8-<input checked="" type="checkbox"/>                  COE only: 9-__ 10-__                  Local: Specify _____</p>	
<p>Identified Need:</p>	<p>To increase parent involvement at home and at school.</p>		
<p>Goal Applies to:</p>	<p>Metric: SARC, tracking/survey, website traffic data.</p> <p>Schools: Santa Rosa Academy</p> <p>Applicable Pupil Subgroups: ALL</p>		
<p><b>LCAP Year 1: 2015-16</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Increase participation in on site activities, traffic on our website and online communications.</p>		
<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Open invitations to Board, Booster, Advisory Council, and other meetings, STEM Expo and campus events by email, post on website, and through news media.</p>	<p>School-wide LEA</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p>	<p>\$100-\$5,000 as needed, Supp./Conc. funds.</p>

<p>Investigate the possible purchase of an electronic posting/billboard to increase communication.</p> <p>Continue to provide additional trainings on the California Standards for parents with a large emphasis on the independent study parents, in particular.</p> <p>On the website, separate and continually update information related to each track.</p>		<p><input type="checkbox"/> English Learners  <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$1,000, Supp./Conc. funds.</p> <p>\$5,000 Supp./Conc. Funds.</p>
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**LCAP Year 2: 2016-17**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase in participation in on site activities, traffic on our website and online communications.</p>
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<p><b>Actions/Services</b></p>	<p>Scope of Service</p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p>Budgeted Expenditures</p>
<p>Open invitations to Board, Booster, Advisory Council, and other meetings, STEM Expo and campus events by email, post on website, and through news media.</p> <p>Continue to provide additional trainings on the California Standards for parents with a large emphasis on the independent study parents, in particular.</p> <p>On the website, separate and continually update information related to each track.</p>	<p>School-wide LEA</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"/> Re-designated fluent English proficient  <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$100-\$2,000 as needed, Supp./Conc. funds.</p> <p>\$1,200, Supp./Conc. funds.</p> <p>\$5,000 Supp./Conc. funds.</p>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>Increase participation in onsite activities, traffic on our website and online communications.</p>
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Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Open invitations to Board, Booster, Advisory Council and other meetings, STEM Expo and campus events by email, post on website and through news media.</p> <p>Continue to provide additional trainings on the California Standards for parents with a large emphasis on the independent study parents, in particular.</p> <p>On the website, separate and continually update information related to each track.</p>	<p>School-wide LEA</p>	<p><u>X</u> ALL ----- OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups:(Specify)</p>	<p>\$100-\$2,000 as needed, Supp./Conc. funds.</p> <p>\$1,400, Supp./Conc. funds.</p> <p>\$5,000 Supp./Conc. funds.</p>

GOAL:	6. Ensure minimal rate of student suspension and expulsion.	Related State and/or Local Priorities: 1- <u>X</u> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
Identified Need:	Student suspension is often high for students new to the school and in middle school. Students need to be able to make connections between the character traits taught and their daily actions.	
Goal Applies to:	Metric: Illuminate discipline reports, SARC. Schools: Santa Rosa Academy Applicable Pupil Subgroups: ALL	
<b>LCAP Year 1: 2015-16</b>		
Expected Annual Measurable Outcomes:	Reduction in suspension and expulsion rates.	

Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide behavioral intervention plan training to staff.</p> <p>Provide character lessons on a monthly basis and support character education.</p>	<p>School-wide LEA</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$1,000-\$5,000 Supp./Conc. funds.</p> <p>\$2,000, Supp./Conc. funds.</p>
<p><b>LCAP Year 2: 2016-17</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Reduction in suspension and expulsion rates.</p>		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
<p>Provide behavioral intervention plan training to new staff. Evaluate the program.</p> <p>Provide character lessons on a monthly basis and support character education.</p>	<p>School-wide LEA</p>	<p><input checked="" type="checkbox"/> ALL</p> <p>-----</p> <p>OR:</p> <p><input type="checkbox"/> Low Income pupils</p> <p><input type="checkbox"/> English Learners</p> <p><input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient</p> <p><input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$1,000-\$5,000, Supp./Conc. funds.</p> <p>\$2,000, Supp./Conc. funds.</p>

<p>Increase parent involvement and communication to positively effect student behavior.</p>	<p>School-wide LEA</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>Up to \$1,000, Supp./Conc. funds.</p>
<p><b>LCAP Year 3: 2017-18</b></p>			
<p>Expected Annual Measurable Outcomes:</p>	<p>Reduction in suspension and expulsion rates.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Provide training, as needed for review to all staff. Adjust strategies as is appropriate.  Provide character lessons on a monthly basis and support character education.</p>	<p>School-wide LEA</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$1,000- \$5,000 as needed, Supp./Conc. funds.  \$2,000, Supp./Conc. funds.</p>
<p>Increase parent involvement and communication to positively effect student behavior.</p>	<p>School-wide LEA</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>Up to \$1,000, Supp./Conc. funds.</p>

<b>GOAL:</b>	7 Prepare students for college and lifelong learning.	Related State and/or Local Priorities: 1- <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____	
<b>Identified Need:</b>	Increase the number of students who are prepared for college and lifelong learning including career and other skills training.		
	Metric: Student survey, teacher and/or counselor tracking, course schedule offerings, Illuminate data.		
<b>Goal Applies to:</b>	Schools: Santa Rosa Academy		
	Applicable Pupil Subgroups:	ALL	
<b>LCAP Year 1: 2015-16</b>			
<b>Expected Annual Measurable Outcomes:</b>	An increase in the number of students accessing college and career training.		
<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
The school will provide additional options for students to access a broad course of study aligned with state standards that prepare student for college.	School-wide LEA	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Increase A-G and dual enrollment and course access, \$1,000-\$15,000, Supp./Conc. funds.
The school will provide additional course options and/or opportunities for students to access training in various skills.	School-wide LEA	<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"/> Re-designated fluent English	\$15,000, Supp./Conc. funds.

		proficient ___Other Subgroups:(Specify)	
The school will provide internships and volunteer opportunities to students with local businesses.	School-wide LEA	<input checked="" type="checkbox"/> ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Re-designated fluent English proficient ___Other Subgroups:(Specify)	\$100-\$1,000, Supp./Conc. funds.

**LCAP Year 2: 2016-17**

Expected Annual Measurable Outcomes:	More students will have access to varied opportunities including additional courses, internships and skill training.
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<b>Actions/Services</b>	<b>Scope of Service</b>	<b>Pupils to be served within identified scope of service</b>	<b>Budgeted Expenditures</b>
The school will provide additional options for students to access a broad course of study aligned with state standards that prepare students for college.	School-wide LEA	<input checked="" type="checkbox"/> ALL ----- OR: ___Low Income pupils ___English Learners ___Foster Youth ___Re-designated fluent English proficient ___Other Subgroups:(Specify)	Increase A-G enrollment and course access. \$1,000-\$15,000, Supp./Conc. funds.



<p>The school will provide additional course options and/or opportunities for students to access training in various skills.</p>	<p>School-wide LEA</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify</p>	<p>\$10,000, Supp./Conc. funds.</p>
<p>The school will provide internships and volunteer opportunities to students with local businesses.</p>	<p>School-wide LEA</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$100-\$1,000, Supp./Conc. funds.</p>

**LCAP Year 3: 2017-18**

<p>Expected Annual Measurable Outcomes:</p>	<p>More students will have access to varied opportunities including additional courses, internships and skill training.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>The school will provide additional options to students to access a broad course of study aligned with state standards that prepare students for college.</p>	<p>School-wide LEA</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>Increase in A-G enrollment and course access. \$100-\$1,000, Supp./Conc. funds.</p>

<p>The school will provide additional course options and/or opportunities for students to access training in various skills.</p>	<p>School-wide LEA</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$10,000, Supp./Conc. funds.</p>
<p>The school will provide internships and volunteer opportunities to students with local businesses.</p>	<p>School-wide LEA</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>\$100-\$1,000, Supp./Conc. funds.</p>

<p>GOAL:</p>	<p>8. Increased academic performance in core areas based on state and other testing/assessment data.</p>	<p>Related State and/or Local Priorities: 1_ 2_ 3_ 4_ 5_ 6_ 7_ 8_ <input checked="" type="checkbox"/> COE only: 9_ 10_ Local: Specify _____</p>
<p>Identified Need:</p>	<p>Utilizing new instructional materials that focus on the new standards in the various subject areas the school must develop benchmark and other local assessments to determine academic progress.</p> <p>Metric: formal and informal assessments, CAASPP report.</p>	
<p>Goal Applies to:</p>	<p>Schools:</p>	<p>Santa Rosa Academy</p>
<p>Expected Annual Measurable</p>	<p>Applicable Pupil Subgroups:</p>	<p>ALL</p> <p style="text-align: center;"><b>LCAP Year 1: 2015-16</b></p> <p>Training will be provided on the California standards and the collection of data to support student progress. Students will demonstrate 70% proficiency rates on formal or informal assessments.</p>

Outcomes:			
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teaching staff will receive training on the new California standards as well as training on use of data to support student progress in English language Arts, literacy, math, social science, science, physical education and visual and performing arts and foreign language as are applicable.	School-wide LEA	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Provide staff development, \$10,000 Supp./Conc. funds.
Begin the process of developing benchmarks for ELA and Math		\$10,000 Supp./Conc. funds.	
Provide subject specific tutoring, workshops or seminars		\$10,000 Supp./Conc. funds.	
<b>LCAP Year 2: 2016-17</b>			
Expected Annual Measurable Outcomes:	Staff will use data to identify student needs and attend training to support intervention strategies. Staff will develop benchmark assessments for ELA and Math. Students will demonstrate 70% proficiency rates on formal or informal assessments.		
Actions/Services	Scope of Service	Pupils to be served within identified scope of service	Budgeted Expenditures
Teaching staff will continue to receive training on the California standards and assistance with academic data collection to support student achievement.	School-wide LEA	<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)	Provide staff development, \$10,000, Supp./Conc. funds.
Finish the development of benchmarks for ELA and Math		\$10,000 Supp./Conc. funds.	
Provide subject specific tutoring, workshops or seminars		\$10,000 Supp./Conc. funds.	
<b>LCAP Year 3: 2017-18</b>			

<p>Expected Annual Measurable Outcomes:</p>	<p>Staff will use data to identify student needs and attend training to support intervention strategies. Staff will begin to develop benchmark assessments for science. Students will demonstrate 70% proficiency rates on formal or informal assessments.</p>		
<p><b>Actions/Services</b></p>	<p><b>Scope of Service</b></p>	<p><b>Pupils to be served within identified scope of service</b></p>	<p><b>Budgeted Expenditures</b></p>
<p>Teaching staff will receive training on the California standards and the use of data to support student progress in English Language Arts, literacy, math, social science, physical education, visual and performing arts and foreign language as are applicable.</p> <p>Begin the development of benchmarks for science.</p> <p>Provide subject matter tutoring, workshops, seminars</p>	<p>School-wide LEA</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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)</p>	<p>Provide staff development, \$10,000 Supp./Conc. funds.</p> <p>\$10,000 Supp./Conc. funds.</p> <p>\$10,000 Supp./Conc. funds.</p>

## Annual Update

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

### Guiding Questions:

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

Complete a copy of this table for each of the LEA's goals in the prior year LCAP. Duplicate and expand the fields as necessary.

Original GOAL from prior year LCAP:	1. Fully credentialed staff.		Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 ___ 4 <input checked="" type="checkbox"/> 5 ___ 6 ___ 7 ___ 8 <input checked="" type="checkbox"/> COE only: 9 ___ 10 ___ Local: Specify _____	
Goal Applies to:	Schools:	Santa Rosa Academy		
	Applicable Pupil Subgroups:	ALL		
Expected Annual Measurable Outcomes:	All teachers at all levels will be fully credentialed in the subject/grade taught.		Actual Annual Measurable Outcomes:	All teachers at the elementary and middle school levels are fully credentialed. At the high school level, ONE teacher for 44% of the day is not fully credentialed (physics)
<b>LCAP Year: 2014-15</b>				
Planned Actions/Services			Actual Actions/Services	
		Budgeted Expenditures	Estimated Actual Annual Expenditures	
Hire, appropriately assign and compensate fully credentialed staff for all positions. Post for hard to fill positions.		\$20,000 BTSA, \$20,000 general funds	Posted for physics credentialed teacher and hired qualified teacher.  \$32,850 BTSA funds, \$10,000, general funds	
Scope of service:	LEA (SRA)		Scope of service:	LEA (SRA)
X_ALL			X_ALL	
OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups:(Specify)_____			OR: __ Low Income pupils __ English Learners __ Foster Youth __ Re-designated fluent English proficient __ Other Subgroups:(Specify)_____	
Provide teachers with training on the Common		\$18,000	Teachers were provided with training in the	
			\$31,811	

Core on a monthly basis including ELA, math, technology, and literacy.		Common Core funds.	Common Core including ELA, math, technology and literacy.		Common Core funds.
Scope of service:	LEA (SRA)		Scope of service:	LEA (SRA)	
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL		
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Will continue to post for high need positions and support staff development for in-house staff as a possible solution to highly qualified teacher shortage. Continue to support staff development for math alignment and transition to the California Standards. Additional trainings in PLTW for Kindergarten through 5 and technology.
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Original GOAL from prior year LCAP:	2. Access to instructional materials and technology.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____
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Goal Applies to:	Schools: Santa Rosa Academy
	Applicable Pupil Subgroups: ALL

Expected Annual Measurable Outcomes:	All students will have access to instructional materials and technology.	Actual Annual Measurable Outcomes:	All students had access to instructional and technology.
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<b>LCAP Year: 2014-15</b>	
Planned Actions/Services	Actual Actions/Services

		Budgeted Expenditures		Estimated Actual Annual Expenditures
Textbooks/instructional materials for math and other materials aligned with the common core.		\$45,000	Textbooks/instructional materials for math aligned with the common core. With the decision to pilot the first year of integrated high school math in 2015-16, the math purchase for high school will be moved to the 2015-16 school year.	\$41,447
Scope of service:	LEA (SRA)		Scope of service:	LEA (SRA)
<input checked="" type="checkbox"/> ALL			<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____			OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify) _____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?		As a result of the use of technology staff saw the need for the purchase additional Chrome books for upper elementary. Providing additional resources for parents of Independent Study students to meet the variety of academic needs.		

Original GOAL from prior year LCAP:	3. Clean and safe facilities	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____
Goal Applies to:	Schools: Santa Rosa Academy Applicable Pupil Subgroups: ALL	



Expected Annual Measurable Outcomes:	Complete/finalize construction obligations and ensure the safety of students on campus.	Actual Annual Measurable Outcomes:	Construction was completed, safety signs and speed bumps installed, vehicular gate moved.
<b>LCAP Year: 2014-15</b>			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
<p>Complete/finalize construction obligations.</p> <p>Put in speed bumps and safety signs throughout the campus.</p> <p>Monitor safety and traffic and provide solutions to problems.</p>	<p style="text-align: center;">\$5,000</p> <p style="text-align: center;">\$205,000</p>	<p>Phase I construction completed. Required fulfillment of obligations from construction company/subs. Installed speed bumps and safety signs throughout the campus.</p> <p>Ensured safety of students; additionally hired full time Campus Security guard in preparation for significant increase in traffic/people from city's major construction project, the Menifee Town Center.</p> <p>Met with city staff in regards to traffic flow, parking and safety around the campus.</p> <p>Moved the vehicular gate to accommodate more parking on the outside of the school.</p> <p>Held annual inspections, supported solutions.</p> <p>Provided all facility staff including Facility Manager, grounds keeping custodial.</p>	<p style="text-align: center;">\$4,255</p> <p style="text-align: center;">\$6,000</p> <p style="text-align: center;">\$34,633</p> <p style="text-align: center;">\$13,962</p> <p style="text-align: center;">316,022</p>
Scope of	LEA (SRA)	Scope of	LEA (SRA)

service:		service:	
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Organize a Planning Committee to address disaster planning and traffic needs that includes parents and community members such as firemen and policemen. Additional speed bump at the old vehicular gate.
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Original GOAL from prior year LCAP:	4. Support ELD progress through instruction, access and curriculum.	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9 <input type="checkbox"/> 10 <input type="checkbox"/> Local: Specify _____
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Goal Applies to:	Schools: Santa Rosa Academy
	Applicable Pupil Subgroups: English Language Development students

Expected Annual Measurable Outcomes:	ELD students will receive instruction and access to curriculum to support academic success.	Actual Annual Measurable Outcomes:	ELD students received instruction from a fully credentialed teacher that included one on one sessions, classroom support from a teacher and resources/materials to support success.
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Teaching strategies will be supported through mentoring and the BSTA program.	\$0-\$1,000	Staff development training was provided to teachers. Annual testing on EL students need.	\$1971

		Specific curriculum purchased, individualized credential teacher assistance and tutoring. Instructional support videos produced and available online on school website.		
Scope of service:	LEA (SRA)	Scope of service:	LEA (SRA)	
<input type="checkbox"/> ALL		<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 checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input checked="" type="checkbox"/> Low Income pupils <input checked="" type="checkbox"/> English Learners <input checked="" type="checkbox"/> Foster Youth <input checked="" type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		

What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Search for leveled ELD curriculum to meet the needs of English Learners at every level as a result of CELDT and individual assessments. Offer parent workshops for instructional support.
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Original GOAL from prior year LCAP:	5. Facilitate Parent Involvement	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> COE only: 9__ 10__ Local: Specify _____
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Goal Applies to:	Schools: Santa Rosa Academy Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	Increase in attendance at Board, Booster, Athletic Booster and Advisory Council meetings, STEM Expo and campus events.	Actual Annual Measurable Outcomes:	Developed the Advisory Council and held 3 meetings. Moved the board meetings to a later time so that more parents could attend with a 50% increase in attendance. Held the first ever home football games as well as
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			CIF soccer match both to capacity. An increase in the number of attendees at graduation from 600 to 1100 seats.
<b>LCAP Year: 2014-15</b>			
<b>Planned Actions/Services</b>		<b>Actual Actions/Services</b>	
	<b>Budgeted Expenditures</b>		<b>Estimated Actual Annual Expenditures</b>
Email, website, social media, news media postings and invitations out to the community.	0-\$1,000	Purchase of TV screen for viewing activities and events placed in the front office. Postings of events and activities on Facebook and Twitter on a monthly basis. The website is updated, at a minimum, on a weekly basis. Held parent workshops on a monthly basis. Held two Parent Teas, one in the fall and one in the spring. Invited the community and parents to our STEM Expo; attended by MSJC, various other schools and districts interested in our STEM and PLTW programs. Visits from over 20 schools and districts over the course of the year to view our program.	\$1,000
Scope of service:	LEA (SRA)	Scope of service:	LEA (SRA)
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services,	Investigate the purchase of electronic posting/billboard in the front of school. Continue to		

and expenditures will be made as a result of reviewing past progress and/or changes to goals? provide additional trainings on the California Standards for parents. Separate on the website, information related to each track.

Original GOAL from prior year LCAP:	6. Ensure minimal rate of student suspension and expulsion.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6_X 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Goal Applies to:	Schools: Santa Rosa Academy	Applicable Pupil Subgroups:
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Expected Annual Measurable Outcomes:	Ensure a minimal rate of student suspension and expulsion.	Actual Annual Measurable Outcomes:	Suspensions were reduced by almost 10% and there were only two expulsions for the 2014-15 school year.
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**LCAP Year: 2014-15**

Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Collaborative efforts on the part of administrators and staff to develop an intervention plan aligned with our character program.	\$1,000 general fund	In collaboration with the administrators, an intervention plan was established that included character reflection and development.	\$1,000 general fund.
Scope of service:	LEA (SRA)	Scope of service:	LEA (SRA)
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	

OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____
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What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Will continue to train staff on the intervention plan. Celebrate character at the Character Assemblies and invite guest speaker/performance group to increase the “fun” factor for students.
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Original GOAL from prior year LCAP:	7. Prepare students for college and lifelong learning	Related State and/or Local Priorities: 1 <input checked="" type="checkbox"/> 2__ 3__ 4__ 5__ 6__ 7__ 8__ COE only: 9__ 10__ Local: Specify _____
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Goal Applies to:	Schools: Santa Rosa Academy	Applicable Pupil Subgroups: ALL
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Expected Annual Measurable Outcomes:	Increase the number of students accessing college and career training.	Actual Annual Measurable Outcomes:	There was an increase of approximately 30 students accessing CP courses and 13 (69%) more students accessing dual enrollment courses than 2013-14.
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LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Increase A-G and dual enrollment course access.	\$1,000-\$10,000	Increased A-G course offerings to include Graphic Arts. Increased dual enrollment courses by adding College Calculus 1 and College Calculus 2	\$20,000
Scope of service:	LEA (SRA)	Scope of service:	LEA (SRA)

<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"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	<input checked="" type="checkbox"/> ALL OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Addition of a Media Production course for Dual Enrollment for the 2015-16 school year. Addition of a Fine Arts teacher and Computer Science teacher for the 2015-16 school year at the high school level.	

Original GOAL from prior year LCAP:	8. Increased academic performance in core areas based on state and other testing/assessment data.	Related State and/or Local Priorities: 1__ 2__ 3__ 4__ 5__ 6__ 7__ 8__ X COE only: 9__ 10__ Local: Specify _____
Goal Applies to:	Schools: Santa Rosa Academy Applicable Pupil Subgroups: ALL	
Expected Annual Measurable Outcomes:	Teaching staff will receive training on Common Core as well as training on use of data to support student progress in English Language Arts, Literacy, math, social science, physical education, visual and performing arts, and foreign language as are applicable.  *SBAC scores will provide baseline measurement.	Actual Annual Measurable Outcomes:  Staff development days were held 8 times this year focusing on areas of need for teachers of all grade levels.  SBAC scores will provide baseline measurement.  Staff have begun the process of developing benchmark assessments.  Developed online access for Independent Study assignments through Activate.  Parents and students had access to hands on curriculum through the media/library center.

LCAP Year: 2014-15			
Planned Actions/Services		Actual Actions/Services	
	Budgeted Expenditures		Estimated Actual Annual Expenditures
Monthly staff development throughout the year in ELA, math, technology (Illuminate and Activate) and literacy for subject matter areas.	\$18,000 Common Core funds \$2,000 general fund.	Monthly staff development was held on minimum days throughout the year in ELA, math, technology (Illuminate and Activate) and literacy for subject matter areas.	\$31,811 Common Core funds. \$4,055 general fund.
Scope of service:	LEA (SRA)	Scope of service:	LEA (SRA)
<input checked="" type="checkbox"/> ALL		<input checked="" type="checkbox"/> ALL	
OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____		OR: <input type="checkbox"/> Low Income pupils <input type="checkbox"/> English Learners <input type="checkbox"/> Foster Youth <input type="checkbox"/> Re-designated fluent English proficient <input type="checkbox"/> Other Subgroups:(Specify)_____	
What changes in actions, services, and expenditures will be made as a result of reviewing past progress and/or changes to goals?	Development of benchmarks for each grade level. Refine independent study assignments to ensure all standards are being met. Scheduled collaboration meetings for the 2015-16 school year.		



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

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

Describe how the LEA is expending these funds in the LCAP year. Include a description of, and justification for, the use of any funds in a district wide, school wide, countywide, or charter wide 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 district wide or school wide manner, the school district must additionally describe how the services provided are the most effective use of funds to meet the district’s goals for unduplicated pupils in the state and any local priority areas. (See 5 CCR 15496(b) for guidance.)

Total amount of Supplemental and Concentration grant funds calculated:	\$ <u>247,055</u>
<p>The estimated Supplemental and Concentration Grant total is \$247,055. The minimum proportionality percentage (MPP) is 2.52%.</p> <p>Santa Rosa Academy’s population of unduplicated students including low income, foster youth and English learners, are across all grade levels. The following programs are school-wide:</p> <p>Professional development in the Common Core focused on the school’s priorities in offering a K-12 continuum that supports all students and scaffolds for At-risk and English Learners. Staff development days occurred eight times this year on minimum days. Emphasis included: English language arts and math instruction to focus on student achievement and developing successful strategies for student success, technology training, common core, review of our program for strengths and weaknesses.</p> <p>Mentor/BTSA Support Provider worked with classroom and independent study teachers; the intervention specialist, math, science and PLTW lead teachers and TOSAs. She provided a high level of support to teachers and offered monthly parent training for those parents who are the primary educators for their children and participate in our Independent Study programs. Emphasis was placed on developing capacity in our teaching staff and our parents as partners in the education of our Independent Study students.</p> <p>Curriculum was purchased to meet the needs of our English Language learners and the school provided one on one tutoring and direct instruction. Math curriculum was purchased for K-8 students to meet the needs of English Language learners, at risk, foster youth and low income students. Curriculum was also made available to all our students online through Activate and/or teacher websites.</p>	

Highly Qualified Teachers: Santa Rosa Academy was able to recruit and hire highly qualified teachers for all subject areas except for physics (of which the school has obtained for the 2015-16 school year).

Clean and Safe Facilities: the school provided clean and safe facilities by maintaining the site, being attentive to new concerns, and has begun developing a Disaster/Safety Committee.

B. In the box below, identify the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all pupils in the LCAP year as calculated pursuant to 5 CCR 15496(a).

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

2.7	%
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Outlined below are the increased and improved services that will be provided to low income, English language and re-designated fluent English proficient pupils and foster youth through the LCFF Supplemental and Concentration grants:

**For all low income, English language, re-designated fluent English learners and foster youth as needed:**

- Additional intervention support and tutoring in small group and one on one.
- Specific parent training for parents of Independent Study parents to support their role as primary educators.
- Enhanced tracking of the above listed students through the use of an Illuminate (student information system).
- Identification, encouragement and academic support as students progress through the high school pathways: engineering, biomedical, business, arts and technology.
- Professional development for staff on the California standards to help provide students with tools and strategies that allow them access to the California standards in ELA, math and literacy in the content areas.

**Additionally for English learners:**

- ELD curriculum to support and individual instruction to meet a student’s needs.
- Scaffolds incorporated into content literacy instruction such as the use of Thinking Maps.
- Professional development addressing the integration of the ELD standards into English Language Arts instruction.

**Additionally for re-designated fluent English proficient pupils:**

- Teacher use of academic vocabulary in content areas as supported by professional development and mentoring.

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.



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

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

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

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

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

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

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

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

- (1) The number of cohort members who earned a regular high school diploma [or earned an adult education high school diploma or passed the California High School Proficiency Exam] by the end of year 4 in the cohort where “cohort” is defined as the number of first-time grade 9 pupils in year 1 (starting cohort) plus pupils who transfer in, minus pupils who transfer out, emigrate, or die during school years 1, 2, 3, and 4.
- (2) The total number of cohort members.
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was suspended during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).

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

- (1) The unduplicated count of pupils involved in one or more incidents for which the pupil was expelled during the academic year (July 1 – June 30).
- (2) The unduplicated count of pupils with a primary, secondary, or short-term enrollment during the academic year (July 1 – June 30).
- (3) Divide (1) by (2).