



Monitoring Goals, Actions, and Resources for the 2024-25 Local Control and Accountability Plan (LCAP)

This template is intended for internal monitoring purposes only. The 2024-25 LCAP template and instructions should be consulted when completing required documents.

(6) (A) The superintendent of the school district shall present a report on the annual update to the local control and accountability plan and the local control funding formula budget overview for parents on or before February 28 of each year at a regularly scheduled meeting of the governing board of the school district. (B) The report shall include both of the following: (i) All available midyear outcome data related to metrics identified in the current year's local control and accountability plan. (ii) All available midyear expenditure and implementation data on all actions identified in the current year's local control and accountability plan.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
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Goal 1

Goal Description

SRFACS educators will provide student-centered teaching and learning opportunities in order to maximize student growth toward meeting or exceeding standards with an emphasis in the area of Mathematics.

Focus Goal: Pupil Achievement: Remove barriers and provide opportunities to further person and academic success with the desired outcome of an increase of the number of students meeting or exceeding standard as measured by the CAASPP/SBAC mathematics assessment by 2% annually.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Annual CAASPP Smarter Balance Summative Assessment in Mathematics measurement of Socioeconomically disadvantaged students who meet or exceed standard.	On the 2023 CAASPP SBAC, 44.73% of Socioeconomically disadvantaged students in all grades met or exceeded standard in Math.			On the 2024 CAASPP SBAC, 35.21% of socioeconomically disadvantaged students in all grades met or exceeded standard in Math.	At least 51% of Socioeconomically disadvantaged students will meet or exceed standard in Math
1.2	Annual CAASPP Smarter Balance Summative Assessment in Mathematics measurement of English Learner students who meet or exceed standard.	On the 2023 CAASPP SBAC, 35.29% of students identified as English Learners in all grades met or exceeded standard in Math.			On the 2024 CAASPP SBAC, 0% of English language learners in all grades met or exceeded standard in Math.	At least 41% of English Learner students will meet or exceed standard in Math.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
1.1	<p>Provide academic support of EL and SED students. Using Tier 1 academic measurements including LGL and the French National Grade Level Evaluations, our school will identify unduplicated students who need additional supports.</p> <p>Continue grade-level interventions by teachers and TOSA to support SED and EL students</p>	Yes	Ongoing Implementation	Teachers are analyzing data and providing targeted support. iReady diagnostics and in class production are informing staff in identifying needs and	Grade-level interventions including targeted tutoring alongside Tier 1 academic strategies are in place and supporting student progress.	\$65,516.05	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	<p>with a particular focus on academic language in Mathematics.</p> <p>Identify and establish extended learning opportunities to support targeted tutoring.</p>			providing interventions.			
1.2	<p>Increase programs and services that improve student outcomes Support Multilingual learners with whole-child interventions. Provide collaboration opportunities to develop and implement units and projects that will link California Common Core standards and the French Ministry of Education standards in grade K-6. Teachers will review data and identify areas of need in "Conseils de Cycle" meetings that group close grade level teachers. Teachers will refer students to the CARE team as needed.</p>	Yes	Partially Implemented	Staff collaboration and data analysis will support all students.	Communication within and between grade levels is strengthening teaching and learning.	\$0.00	\$0.00
1.3	<p>Provide academic support of EL and SED students Continue funding for one Instructional Assistant and increase funding for another instructional assistant to work closely with EL and SED students across grade levels. Increase academic interventions for struggling students. Teachers will use LGL and grade level assessments including Acadience and the French National Evaluations to organize groups for additional support.</p>	Yes	Partially Implemented	Student data informs best use of in class support.	The Instructional Assistant works closely with struggling students, primarily supporting the first grade with a focus on literacy.	\$71,245.28	\$23,814

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures

Goal 2

Goal Description

Broad Goal: Engage students and improve students outcomes by Reducing Chronic Absenteeism as measured by the CDE dashboard with a goal of reducing chronic absenteeism by 2% annually through Tier 1 supports and Communication.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	SRFACS will reduce chronic absenteeism 2% each year with the target goal of chronic absenteeism of less than 18.8% chronic absenteeism as an outcome in year three as measured by the CDE Dashboard.	Chronic Absenteeism was 24.8% on the 2023 CDE dashboard.			Chronic Absenteeism declined 12% on the 2024 CDE dashboard compared to the 2023 dashboard. The desired Outcome for 2026-2027 was met.	Less than 18.8% chronic absenteeism

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
2.1	Increase Parent awareness regarding attendance. SRFACS will increase and reinforce communication with parents regarding the importance of school attendance. School Leadership, parent and community groups will provide frequent, consistent messaging regarding attendance. The school Family Engagement Facilitator will communicate with families, including in Spanish if needed, to remind, encourage and support good attendance.	No	Ongoing Implementation	Reduced chronic absenteeism supports social-emotional well-being and academic success.	Ongoing, consistency messaging to parents regarding attendance is making an impact.	\$0.00	\$0.00
2.2	Student engagement in school SRFACS teachers and leadership will give students reminders and incentives to attend school. Staff will reinforce the value of being in school in order to learn. Incentives will be	No	Ongoing Implementation	Attendance incentives motivate students to be present at school.	All Staff continue to focus on connection before content, building relationships with students. Highly engaging instruction	\$0.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
	provided to classes that demonstrate excellent or improved attendance.				and classroom activities encourage students to attend school daily.		
2.3	Social-emotional Post-pandemic, students and parents often site anxiety as a hindrance for getting to school. Increased messaging regarding school attendance will include the social-emotional impacts of missing school including friendship changes when a student is missing recesses, the emotional stress of falling behind because of missed lessons, and the stress from needing to get back in the routine of getting to school. Tier 1 supports including Restorative practices and counseling will address student needs.	No	Ongoing Implementation	Clear, consistent messaging regarding the impacts of chronic absenteeism is effective.	A more robust MTSS through more consistent CARE team meetings, SST meeting, and a dedicated Restorative Specialist have had positive impacts on student social-emotional well-being.	\$0.00	\$0.00
2.4	Rich and engaging curriculum SRFACS students have an unusual opportunity to learn in a rich language immersive learning environment. Reinforcing the value and benefits of the program could encourage students to appreciate the education they are receiving and inspire them to attend school.	No	Ongoing Implementation	Rich, robust, differentiated instruction supports student engagement.	Increased and consistent messaging about the value of our program is building a deeper appreciation of this particular education.	\$0.00	\$0.00
2.5	Mental Health support SRFACS will seek and provide mental health and social-emotional professional resources to reduce attendance barriers due to mental health issues through a Site-Based Therapist to work with select students. Unduplicated students will be our priority.	Yes	Ongoing Implementation	Access to a site-based therapist is a valuable resource for traumatized and other students.	Students have been identified and recommended for sessions with the Site-based therapist. Through discussion with these students	\$6,035.92	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					families, they better understand the importance of being in school for their social-emotional well-being as well as academic success.		

Goal 3

Goal Description

Improve Academic Performance among Socio-Economically Disadvantaged Students through Tier 1 Differentiated Instruction and Supports

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
3.1	Increase percent of socio-economically disadvantaged students meeting standard by 2% in ELA and Math on the CAASPP each year.	On the 2023 CAASPP, 49.35% of socio-economically disadvantaged students met standard in ELA and 44.73% of socio-economically met standard in Math.			On the 2024 CAASPP, 40.84% of socio-economically disadvantaged students met standard in ELA and 35.21% of socio-economically disadvantages students met standard in Math.	At least 50% of SED students meet or exceed standard on the SBAC in ELA and Math.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.1	<p>Extend learning opportunities for learning Continue building the SRFACS extended learning opportunities to engage students in their learning.</p> <p>Build teaching and learning opportunities that remove barriers to learning including providing a safe environment that is conducive to learning</p> <p>Provide a Study Hall before school where students can access the internet and complete homework assignments.</p> <p>Provide safe and engaging learning opportunities after school and during the summer vacation.</p> <p>Provide tutoring for struggling students.</p>	Yes	Ongoing Implementation	Extensive offerings to unduplicated students in extended learning opportunities supports learning, physical and social-emotional well-being.	<p>Increased participation in extended learning opportunities, especially Homework Club and Study Hall.</p> <p>Continued tutoring for struggling students.</p>	\$35,000.00	\$0.00

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
3.2	Teacher Instruction SRFACS teachers have pursued professional development that is bringing new approaches to the classroom. Specifically, GLAD, Building Thinking Classrooms and Jo Boaler mindset trainings are having observable impact on student engagement. The impact of this increased capacity will be measured through improvements in LGL, Acadience, and French National evaluations.	No	Ongoing Implementation	Building teacher capacity and new skill sets supports student learning.	Teachers are refining and sharing their new instructional approaches. Observation in these classrooms shows previously reticent socially-economically disadvantaged students engaged in their learning. There is likely a lag between improved engagement, learning and outcomes.	\$0.00	\$0.00
3.3	Mental Health and Social-emotional support Socio-economically disadvantaged students may have difficulties focusing on schoolwork due to trauma or other difficulties outside of school. SRFACS supports student mental health and social-emotional support. Use LCFF funds to increase support through the services of a School-Based Therapist for four hours per week.	Yes	Ongoing Implementation	Social-emotional support is critical for our most vulnerable students.	SED students who are struggling emotionally and academically are being identified through the CARE team process, work with the school counselor and the SST process then recommended to the Site-Based Therapist. Impacts from this work will take time.	\$6,035.92	\$0.00

Goal 4

Goal Description

Maintain an academically rigorous program of French language immersion that aligns with the California Common Core State Standards as well as the French Ministry of Education standards to support mastery of English and French languages through bilingual literacy supports and culturally responsive pedagogy.

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
4.1	DELFL, a diploma awarded by the French Ministry of Education to certify the level of French-language skills of non-French speakers.	90% of SRFACS students pass the DELFL by 6th grade			90% of SRFACS students passed the DELFL by the end of 6th grade.	At least 90% of 6th grade students have passed the DELFL.

Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
4.1	<p>Maintain and communicate harmonized curriculum</p> <p>Continue to focus on language acquisition as the core of the school's program.</p> <p>Continue to maintain the school's accreditation with the AEFÉ by maintaining the position of French TOSA to coordinate harmonization with the French Ministry of Education.</p>	Yes	Ongoing Implementation	The French language immersion program develops bilingual students.	<p>Students continue to realize the school's goal of being bilingual French-English by the end of 6th grade as demonstrated by the DELFL exam results.</p> <p>Teachers are implementing the harmonized curriculum, teaching the standards of the French Ministry of Education and the CDE.</p> <p>The 6th grade qualified for accreditation so the entire elementary grades, TK through 6 are now accredited.</p> <p>The TOSA is responsible for documentation and</p>	\$98,274.07	\$75,642.78

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
					communication of the harmonized curriculum. She also organizes and administers the DELF.		
4.2	<p>Provide culturally and language relevant resources</p> <p>Maintain appropriate instructional materials for all grade levels in both English and French by maintaining IMT hours of 4.0 per day to enable dual curriculum materials management.</p> <p>Broad and rich library resources in target and home languages.</p> <p>Maintain Library technician hours in order to manage library inventory in English, French and other languages.</p> <p>Continue funding additional Library Technician hours to support literacy and language development for EL and SED students school-wide.</p> <p>Continue increasing student literacy by building the library inventory to include more languages based on the home languages of SRFACS students including Spanish and Russian.</p>	Yes	Ongoing Implementation	Multilingual students benefit from access to target language and multilingual materials.	<p>The IMT receives, inventories and distributes materials in French in shipments from France.</p> <p>The IMT maintains curriculums for classes taught in French and English.</p> <p>The Library Technician researches and maintains collections in French and English. In addition, the Library Tech recognizes the significant multilingual population of students at SRFACS and maintains collections in their home languages so that they have reading material that is comforting and relevant to them. The SRFACS Library collection includes books in French, English, Spanish, Russian, Arabic, Korean, and more.</p>	\$34,913.77	\$19,725.80

Goal 5

Goal Description
N/A

Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
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Actions & Measuring and Reporting Results

Goal # Action #	Action Title and Description	Contributing	Implementation Level	Mid-Year Outcome Data	Other Data/Evidence (qualitative, quantitative, artifacts)	Total Funds Budgeted	Mid-Year Expenditures
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Impact to the Budget Overview for Parents

Item	As adopted in Budget Overview for Parents	Mid-Year Update
Total LCFF Funds	\$5,373,206	\$5,755,884
LCFF Supplemental/Concentration Grants	\$313,924	\$354,600