

# 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

Increase student access to and proficiency of standards within the Common Core, Next Generation Science, California History and Social Studies, Visual and Performing Arts (VAPA), through Arts Integration techniques and curriculum in all grades/subjects. As a dependent charter school focused on Arts instruction, it is imperative that we are able to provide robust Arts programming to our students as it is specified in our Charter document. All students will increase in their academic achievement levels on state, local and observational measures. The Arts Charter has developed this goal to address learning loss and equity in terms of what students have access to and the resulting outcomes. Our educators will use best teaching and learning practices to promote student engagement and achievement, as well as to foster the life-ready habits of an engaged citizen. Arts integrated professional development for teachers will also support intervention for all subjects and specifically in English and Math.

## Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
1.1	Student Learning Rounds/Classroom Observational Data	Bi-weekly			Admin have been able to partake in learning rounds. Staff meeting teams have reviewed teacher input for understanding of what CCD units look like through an art integrated curriculum at each grade level. Learning rounds will be looking specifically at student engagement in Art Integration through core content standards.	Student learning rounds will be a regular weekly practice that is part of our data driven/evidence based school culture.
1.2	VAPA performance event participation	Bi-monthly			Our students have performed in several different ways. In addition to our middle school arts showcase, where all middle schoolers perform, the following has been fulfilled as mid year completion marks:  *Dance elective has performed for the entire schools and	SRCSA will continue holding regular arts performances throughout each school year. These performances may include music, dance, drama, and visual fine arts showcases as presentations for grade levels, schools, families, and other venues.

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					<p>familles at the halloween parade</p> <p>*Band has collaborated with the New Horizons Senior band</p> <p>*Band played in the Rose Parade as a marching band</p> <p>*Orchestra students performed at SCOE for a holiday showcase event</p> <p>*The orchestra has collaborated and performed with Santa Rosa High School music department</p> <p>*Orchestra students have played at local grocery stores</p> <p>*The choir has performed at our monthly Narwhal assemblies</p> <p>*Drama wrote and performed vignettes for the younger elementary students</p> <p>*Dance, drama, strings and band perform for grades 3-5</p>	
1.3	Students served on a daily basis through music, drama, and art	Weekly			All students at the Arts Charter have been	SRCSA's target for year 3 outcome in

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	programs via art integration and support with specialty teachers.				supported through art integration for the first semester and will continue throughout the second semester as well. Art specialty teachers have been working with core content teachers and supporting interventions throughout the day in grade band segments.	grades TK-8th is to demonstrate significant proficiency growth towards grade level standards, particularly in ELA and Math. We are focusing on achieving this through dedicated art integration and specialty teachers with project based learning as students are being supported in drama and music programs via art integration, along with specialized teaching support. Our goal is to see improved academic performance among our students, reflecting their increased proficiency in these key subjects as learned through PBL and Art Integrated practices.
1.4	SBA Math	<p>2023 scores increased for four subgroups in math as shown on the California School Dashboard report for SRCSA.</p> <p>Socioeconomically Disadvantaged: 70.4 points below standard which is an increase of 4.7 points towards proficiency.</p> <p>Hispanic: 78.8 points below standard which is an increase of 6.8 points towards proficiency.</p>			<p>Preliminary iReady data shows that our school is making progress in math growth, with 25.3% of assessed students performing at early or mid/above grade level. While a majority (57.6%) are one grade level below, the percentage of students at early on grade level remains steady across grades 1-4, indicating foundational growth. Grade 3 shows a 5% increase in mid/above</p>	All student subgroups show growth on the dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>White: 46.5 points below standard which is a decline of 4.2 points.</p> <p>English Learners: 98.2 points below standard which is an increase of 31.8 points.</p> <p>Two or More Races: 89.2 points below standards which is maintained from the prior year.</p> <p>Students with Disabilities: 165.2 points below standard which is an increase of 9.4 points towards proficiency.</p>			<p>grade level placement compared to grade 2, demonstrating upward momentum. Although grade 5 has the highest percentage of students below grade level, targeted interventions in Number Operations and Algebraic Thinking are helping address gaps. To continue this progress, we are implementing tiered math support, skill-based grouping, and frequent monitoring to ensure sustained improvement and student success.</p>	
1.5	SBA ELA	<p>2023 scores from the California School Dashboard show that two subgroups' performance levels maintained.</p> <p>Hispanic: 41 points below standard which is maintained from the prior year</p> <p>Socioeconomically Disadvantaged: 32.9 points below standard which is maintained from the prior year.</p> <p>White: 21.1 points below standard which is a decline of 26.7 points.</p>			<p>Preliminary iReady data shows that our school shows growth in reading, with 54.6% of assessed students performing at early or mid/above grade level. Notably, 30.5% are mid or above grade level, demonstrating strong growth. While 33.3% of students are one grade level below, foundational skills in phonics, vocabulary, and comprehension are strengthening across grades. Kindergarten and first grade show a strong percentage of students developing early literacy skills, while grade 3 sees a balanced distribution</p>	All student subgroups show growth on the dashboard.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					<p>of students across placement levels, indicating steady progress. Grade 4 has 44% of students at early or mid/above grade level, reflecting upward trends, while grade 5 demonstrates the need for continued intervention, particularly in comprehension. To support ongoing improvement, we are implementing targeted small-group instruction, strengthening phonics and comprehension strategies, and monitoring student progress to ensure continued success.</p>	
1.6	ELPAC	<p>22/23 ELPAC scores show the percent of students within each performance level:  14.29% Proficient Level 4  57.14% Proficient Level 3  21.43% Proficient Level 2  7.14% Proficient Level 1</p>			<p>The majority of students continue to score at Level 3, demonstrating that they are progressing toward fluency. Additionally, the percentage of students at Level 1 remains low, showing that early intervention efforts are helping newcomers and younger ELs build foundational language skills more effectively. The presence of several students in Level 2 suggests that while some need additional support, they are still developing and</p>	<p>All EL students show growth toward mastery in each of the language domains.</p>

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
					moving forward. With continued targeted instruction, small-group interventions, and a focus on academic language development, students are positioned to make further gains in proficiency. The school's commitment to structured ELD instruction, combined with data-driven support strategies, ensures that language growth remains a priority and that students continue making progress toward full English proficiency.	

## 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	<b>Student Learning Rounds</b> Continue to improve rigorous standards-based lessons as monitored through on going student learning rounds. As a school we will monitor this progress through school wide assessment data. Certificated extra duty and substitute coverage.	Yes	Partially Implemented	Staff and lead team have been reviewing data specifically related to art integration in CCD units.	Grade level bands for Tier 1 Academic Strategies via Art Integration - Visual Literacy and Tableau	\$5,000.96	\$0.00
1.2	<b>Music Teacher</b> Arts programming in Music education including Arts Integrated core instruction. The integration of music education into core instruction for all students will facilitate	Yes	Fully Implemented	All students have access to art integration, music, and VAPA	Class schedule and prep rotation.	\$71,835.00	\$38,766.20

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>multisensory learning experiences, foster cross-curricular connections, support cognitive development, nurture creativity and innovation, and enrich students' cultural understanding. These benefits will contribute to a holistic and enriching educational experience that prepares students for success in academics and beyond. 5 days a week.</p>			<p>performance based learning.</p>			
<p><b>1.3</b></p>	<p><b>ELD Specialist and ELD Art Integration Specialist.</b>            Serve EL students with small group daily ELD instruction. Provide a robust ELD program that provides designated English instruction on a daily basis and integrates language instruction through collaboration with other teachers, including art integration. All levels of ELD including newcomers are able to participate in art integrated drama units. This approach will ensure that students receive comprehensive language support and have opportunities to develop their English language skills across diverse content areas, enhancing their academic achievement and overall learning experience. 5 days a week.</p>	<p>Yes</p>	<p>Fully Implemented</p>	<p>All ELD students receive small group daily ELD instruction, theater arts and art integration push in occur on a regular weekly schedule.</p>	<p>Class schedule and prep rotation</p>	<p>\$52,100.00</p>	<p>\$29,411.22</p>
<p><b>1.4</b></p>	<p><b>Instructional Aide</b>            Instructional aide to provide targeted small group intervention services and other support as needed to benefit students with access to personalized learning, early intervention, and consistent academic support ultimately leading to improved student outcomes and academic success. 5 days a week.</p>	<p>Yes</p>	<p>Fully Implemented</p>	<p>Instructional aids rotate through classes and with small groups to support academic interventions.</p>	<p>Class schedule and group rotation.</p>	<p>\$38,350.81</p>	<p>\$34,071.24</p>

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
1.5	<p><b>Art Coordinator</b> The LCAP supports one day a week for the Art Coordinator. The Art Coordinator ensures that the school's artistic vision and mission are integrated into all aspects of education, aligning curriculum and activities with the charter's artistic focus. Embedded within this position is the test coordinator responsible for tracking and assessment data, including supporting the administration of assessments such as the English Language Proficiency Assessments for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP) tests. This involves coordinating testing schedules, preparing materials, and managing test administration logistics. The Art Coordinator also provides Social-Emotional Support by collaborating with teachers and counselors to identify and address students' social-emotional needs and interventions. The Art Coordinator assists in developing and monitoring Student Assistance Plans (SAPs) for students who require additional academic support. By coordinating resources, interventions, and progress monitoring this support helps students achieve academic success. The Art Coordinator's role is multifaceted, encompassing academic support, social-emotional well-being, and adherence to the school's artistic mission and charter foundation. 1 day a week.</p>	Yes	Fully Implemented	The LCAP-funded Art Coordinator position provides vital academic, artistic, and social-emotional support to students one day a week. As the test coordinator, they ensure smooth administration of ELPAC and CAASPP assessments while also tracking student progress. Additionally, they collaborate with teachers and counselors to support social-emotional needs and develop Student Assistance Plans (SAPs), helping students thrive academically and personally.	Monday intervention schedule and support varies as needed on Mondays.	\$21,559.23	\$15,578.23
1.6	<p><b>Drama Teacher</b> Arts programming in Drama education including Theater Arts Integrated core instruction. Theater arts and incorporating drama into integrated core instruction at the arts charter school will enhance</p>	Yes	Fully Implemented	The drama program has enhanced student learning by integrating theater arts into	Weekly schedule and group rotation.	\$26,050.00	\$14,486.12

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>communication skills, foster empathy and social awareness, develop critical thinking and problem-solving abilities, build confidence, promote cultural understanding, and cultivate collaboration and teamwork. These benefits contribute to a well-rounded education that prepares students for academic success, personal growth, and active participation in society. The Drama teacher will teach a specific elective period at the middle school, push in for Art Integration and skill building support, and work with students directly to support theatrical and oratory productions including announcing at assemblies, theater art productions for families, students and staff. 5 days a week</p>			<p>core instruction, fostering communication skills, critical thinking, and social awareness. With a dedicated drama teacher providing elective courses, in-class art integration, and support for theatrical productions, students continue to develop confidence, collaboration, and public speaking skills that enrich their academic and personal growth.</p>			

## Goal 2

### Goal Description

Foster active involvement of all stakeholders, including students, parents, staff, and the community, to create a positive and inclusive school climate. Support student well-being by providing a nurturing and safe environment that promotes academic, social, and emotional growth. Strengthen our school-to-home partnership by enhancing communication, collaboration, and engagement between the school and families, ensuring a holistic approach to education and student success.

### Expected Annual Measurable Objectives

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.1	Youth Truth Survey	January 2024 Student Survey School Report  Grades 3-6 (1-3 Elementary Scale) Engagement 2.67 Academic Challenge 2.19 Instructional Methods 2.37 Culture 2.07 Belonging 2.20 Relationships 2.48 Emotional and Mental Health 2.24  Grades 7-8 (1-5 Secondary Scale) Engagement 3.05 Academic Challenge 3.15 Culture 2.96 Belonging & Peer Collaboration 3.36 Relationships 3.97 Emotional and Mental Health 3.24			Youth Truth results will be released by the county in late February.	Continue to show growth in all areas of the Youth Truth survey.
2.2	Intervention Support Data	SANTA ROSA CHARTER SCHOOL FOR THE ARTS YEAR-END COUNSELING DATA 2023-2024			Counselor continues to support the Arts Charter school site on Tuesdays, Wednesdays, and Thursdays.	Maintain the current interventions provided to staff, students and families as well as strengthen our tier 1 and 2 interventions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Number of students seen= 140 403 =Total Student population</p> <p>35% of students accessed school counseling services</p> <p>Student Self-Referrals= 46 (counseling request form, written request, not including walk-ins)</p> <p>Suicide Assessments= 8 (progressive INCREASE from start of the year)</p> <p>School Based Therapist student referrals = 7</p> <p>Two highest reasons for counseling referral= Reporting School Concerns and Social-Emotional</p> <p>Most counseling referrals come from: Grade 2,3,5</p> <p>Counselor-Initiated Restorative Referrals= 12+</p> <p>Education Meetings (SSTs/504s/Re-Entry): 28</p> <p>“Lunch Bunch” Participants= Approx. 25</p>				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
		<p>Tier 1 Classroom Interventions:</p> <p>5 consecutive weeks of KIMOCHI lessons in grades TK-2</p> <p>5 Classroom Circles: Safe, Respectful, Responsible theme in grades TK-3</p> <p>7 Vaping Prevention Presentations, in grades 5-8</p> <p>Group Counseling: 8 consecutive weeks of SEL Group for 4-6 students in grades 2 and 3.</p> <p>Monthly, grade 4.</p> <p>School Wide Program Planning: Safe School Ambassadors Program Grades 5-8 Approximately 20 students participated in two consecutive days of training at school. Family group meetings were held monthly.</p>				
2.3	SACO (PTO) Meeting Participation	SACO monthly meetings have noticed a drop in attendance this year compared to last year and are currently recruiting board members			Regular monthly meetings continue to have participation and all board positions have been filled.	SACO will have all board positions filled by parents. There will be robust attendance at SACO meetings and volunteers will regularly support school events.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Mid-Year Outcome Data	Desired Outcome for 2026-2027
2.4	PAB Meeting Participation	All PAB board positions are filled. Middle school will need to recruit two students for youth voice on PAB board.			PAB meetings have been regularly attended and all board positions are filled.	PAB will have all board positions filled and all meetings will be attended by the majority of the board.

## 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	<b>Counselor Position</b> Continue to improve upon school wide implementation of social emotional/character education program. Provide students with emotional well being and academic supports as well as counseling and intervention services.	Yes	Fully Implemented	On Tuesdays, Wednesdays, and Thursdays our counseling needs are being supported and interventions are provided.	Daily schedule and push in support.	\$79,519.00	\$39,340.84
2.2	<b>Orientation and BEST Days</b> Continue parent/student orientation at the beginning of the school year to establish an understanding of expectations for curriculum, behavior and procedures focused on Transitional Kindergarten, Kindergarten and Middle School. Support for BEST days rotations throughout the year. Certificated extra duty pay and materials.	Yes	Fully Implemented	At the start of this school year, we held parent and student orientations to ensure a shared understanding of curriculum, behavior expectations, and procedures for Transitional Kindergarten, Kindergarten, and Middle School. We also supported BEST days rotations with certificated extra duty pay	Monthly assemblies, parentsquare, scholar dollar store and other permeable actions for school culture support.	\$5,000.00	\$0.00

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				and materials. Our school culture was further reinforced through monthly Character Trait Assemblies and Narwhal Awards, which recognized positive student behavior and upheld our expectations.			

### Goal 3

<b>Goal Description</b>

### 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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# Goal 4

<b>Goal Description</b>

## 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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# Goal 5

Goal Description

## 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	\$4,878,148	\$4,067,517
LCFF Supplemental/Concentration Grants	\$394,210	\$298,072