Santa Rosa City Schools

REGULAR BOARD MEETING
06/22/2022 06:00 PM
Hybrid: Zoom / Santa Rosa High School Auditorium (1235 Mendocino Ave, Santa Rosa, CA 95401)
4:45p.m. Closed Session | 6:00 p.m. Open Session

MEETING MINUTES

As authorized by the County of Sonoma Public Health Recommendation for Safely Holding Public Meetings, dated September 22, 2021, and Government Code section 54953(e)(1)(A), the Santa Rosa City Schools Board Meeting of June 22, 2022 starting at 6:00 pm, is in a hybrid format. The public can attend and comment in person at Santa Rosa High School Auditorium (1235 Mendocino Ave, Santa Rosa, CA 95401) or attend and comment in a virtual format via Zoom. For more information on our video board meetings (including how to watch, give public comment and listen in Spanish) please click **HERE**.

Según lo autorizado por la Recomendación de Salud Pública del Condado de Sonoma para la Celebración Segura de Reuniones Públicas, con fecha del 22 de septiembre de 2021, y la sección 54953(e)(1)(A) del Código de Gobierno, la reunión de la Mesa Directiva de Santa Rosa City Schools del 22 de junior de 2022 a partir a last 6:00 pm, tiene un formato híbrido. El público puede asistir y comentar en persona en la sala de Santa Rosa High School (1235 Mendocino Ave, Santa Rosa, CA 95401) o asistir y comentar en un formato virtual a través de Zoom. Para obtener más información sobre las reuniones de nuestra mesa directiva por medio de videoconferencias (incluyendo cómo mirar, hacer comentarios públicos y escuchar en español), haga clic **AQUI**.

Individual speakers shall be allowed up to three minutes to address the Board on each agenda or non agenda item. The Board may limit the total time for public input on each item to 20 minutes. With Board consent, the presiding officer may increase or decrease the time allowed for public presentation, depending on the topic and the number of persons wishing to be heard. The presiding officer may take a poll of speakers for or against a particular issue and may ask that additional persons speak only if they have something new to add (BP 9323).

Se les permitirán a los oradores hablar de manera individual por tres minutos ante la mesa directiva sobre cada tema incluido o no en la agenda. La mesa directiva puede limitar el tiempo total para la participación del público a 20 minutos por cada tema. Con el consentimiento de la mesa directiva, la presidenta puede incrementar o disminuir el tiempo asignado para los comentarios del público, dependiendo del tema y la cantidad de personas que deseen ser escuchadas. La presidenta puede llevar a cabo una encuesta para determinar cuántos oradores están a favor o en contra de un tema en particular, y puede pedir que otras personas hablen solo si tienen algo nuevo que agregar (BP 9323).

For questions or comments, please contact the Superintendent's Office at (707) 890-3800 ext. 80201 or ayflores@srcs.k12.ca.us.

To view future board meeting dates, click **HERE.**

To view agendas and minutes from July 2016 - August 12, 2020, click HERE.
To view agendas and minutes prior to July 27, 2016, please contact the Superintendent's Office at (707) 890-3800 ext. 80201, ayflores@srcs.k12.ca.us.

To view recordings of past board meetings, click **HERE.**

MISSION: SRCS ensures equitable access to a transformative educational experience grounded in the assets of our students, staff, and community. We nurture the whole student in an engaging, challenging, and safe environment. We recognize and value each student's individuality and our community's cultural wealth.
VISION: SRCS will send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives.

Attendees

Voting Members
Alegria De La Cruz, Director
Ever Flores, Director
Laurie Fong, Director
Omar Medina, Director
Ed Sheffield, President

A. CALL TO ORDER (4:45 p.m.)

The meeting was called to order at 4:45 pm.

1. **Public Comment on Closed Session Agenda**

   There was no public comment on the closed session agenda.

B. RECESS TO CLOSED SESSION

1. **Public Employee Appointment/Employment (Position to be filled: Assist Supt Ed Services, Assist Supt Tech & Info Services, Director Secondary Ed, Communications Coord/PIO, Principal) [Gov. Code § 54957]**
2. **Public Employee Performance Evaluation (Title of employee being reviewed: Superintendent, Deputy Superintendent, Associate Superintendent, Assistant Superintendent, Principals, Vice Principals, Assistant Principals, Directors, Coordinators) [Gov. Code § 54957]**
3. **Conference With Labor Negotiator (Name of designated rep attending: Mike Shepherd (SRCS); name of organization: CSEA/SRTA [Gov. Code § 54957.6]**
4. **Conference With Legal Counsel - Existing Litigation (Case name: OAH Case no. 202230919) [Gov. Code § 54956.9]**
5. **Conference With Property Negotiator (APN: 173-620-030 - Fir Ridge, Negotiators: Rick Edson, SRCS; James Traber, Legal Counsel, Price and Terms of Payment) [Gov. Code § 54956.8]**
6. **Student Readmissions (Case Nos: 21/22-12, 21/22-03) [Ed. Code § 48916]**

C. RECONVENE TO OPEN SESSION (6:00 p.m.)

The meeting reconvened at 6:37 pm. Director Julie Bui was present. Director Jill McCormick and Director Stephanie Manieri were absent.

1. **Territorial Land Acknowledgment**

   Omar Medina led the Territorial Land Acknowledgment.

2. **Pledge of Allegiance**

   President Ed Sheffield let the Pledge of Allegiance.

3. **Report of Actions Taken in Closed Session**

   The Board unanimously voted 5-0 to authorize the Student Readmission for Case Nos: 2021/22-12 and 2021/22-03.

   OAH Case No: 202230919 was approved 5-0 during the closed session.

4. **Items Considered In Closed Session for Action In Open Session**

   There were no items considered in closed session for action in open session.

5. **Statements of Abstention**

   There were no statements of abstention.

6. **Adjustments to Agenda**

   There were no adjustments to the agenda.

7. **Public Comment On Non Agenda Items**

   The following individuals addressed the Board during public comment:

   - Dave Bardoni - School Resource Officers
   - Lani Lee - Class Sizes
   - Katie Barr - Class Sizes
   - Jess Lee Howell - Budget Transparency / Class Size
   - Jessica Trierweiler - Class Sizes

8. **Student Board Member Loyalty Oath of Office**

   President Sheffield conducted the Student Board Member Loyalty Oath to Julie Bui.

D. REPORTS

1. **California School Employee Association (CSEA) Santa Rosa 75 Report**

   No report was given.

2. **Santa Rosa Teachers Association (SRTA) Report**

   Santa Rosa Teachers Association (SRTA) President Kathryn Howell gave a report.

3. **Superintendent Report**

   Superintendent Anna Trunnell gave a report.

4. Board President Report

No report was given.

5. Board Member Reports

Director Fong gave a report.

6. CSBA Report

No report was given.

E. DISCUSSION / ACTION ITEMS

1. (Action) Public Board Meetings Via Teleconference per AB 361

Anna Trunnell, Superintendent, presented a request for approval of Public Board Meetings Via Teleconference per AB 361.

The duration of the Board's question portion lasted 1 minute.
Director Fong requested that this item be moved to the end of the agenda for future meetings.

The following individual addressed the Board during public comment:

- Margaret Buhn

Motion Passed: Approval of Public Board Meetings Via Teleconference per AB 361.

Director Julie Bui preferential vote: Aye.
Motion made by: Alegria De La Cruz
Motion seconded by: Ever Flores
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes
Ed Sheffield - Yes

2. (Action) Adoption of Santa Rosa City Schools Budget for the 2022-23 School Year

Executive Director, Joel Dontos presented the Budget for the 2022-23 School Year.

The following individual addressed the Board during public comment:

- Katie Barr

The duration of the Board's comment lasted for 1 minute.

Motion Passed: Adoption of Santa Rosa City Schools Budget for the 2022-23 School Year.

Director Julie Bui preferential vote: Aye.

Motion made by: Laurie Fong
Motion seconded by: Ever Flores
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes
Ed Sheffield - Yes

3. (Action) Approval of Santa Rosa City Schools LCAP

Superintendent Anna Trunnell and Executive Director Steve Mizera presented the Santa Rosa City Schools LCAP with no changes.

The duration of the Board's discussion lasted 4 minutes.

Motion Passed: Approval of Santa Rosa City Schools LCAP.

Director Julie Bui preferential vote: Aye.

Motion made by: Laurie Fong
Motion seconded by: Alegria De La Cruz
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes
Ed Sheffield - Yes

4. (Action) Approval of Cesar Chavez Language Academy LCAP

Superintendent Anna Trunnell and Principal Gage presented the LCAP for Cesar Chavez Language Academy with no changes.

The duration of the Board's discussion portion lasted 3 minutes.

Motion Passed: Approval of Cesar Chavez Language Academy LCAP.

Director Julie Bui preferential vote: Aye.

Motion made by: Laurie Fong
Motion seconded by: Alegria De La Cruz
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes
Ed Sheffield - Yes

5. (Action) Approval of Santa Rosa Accelerated Charter School LCAP

Superintendent Anna Trunnell and Principal Amy Schueter presented the LCAP for Santa Rosa Accelerated Charter School with no changes.

Motion Passed: Approval of Santa Rosa Accelerated Charter School LCAP.

Director Julie Bui preferential vote: Aye.

Motion made by: Laurie Fong
Motion seconded by: Ever Flores
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes
Ed Sheffield - Yes

6. (Action) Approval of Santa Rosa Charter School for the Arts LCAP

Superintendent Anna Trunnell and Executive Director Steve Mizera presented the LCAP for Santa Rosa Charter School and asked the Board to consider approval of the LCAP as presented but with the potential for adjustments in the near future.

The duration of the Board's question portion lasted for 5 minutes.

The following individual addressed the Board during public comment:

- Jessica Lee Howell
- Katie Barr

The duration of the Board's comments portion lasted for 1 minute.

Motion Passed: Approval of Santa Rosa Charter School for the Arts LCAP.

Director Julie Bui preferential vote: Aye.
Motion made by: Laurie Fong
Motion seconded by: Alegria De La Cruz
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes
Ed Sheffield - Yes

7. (Action) Approval of Santa Rosa French-American Charter School LCAP

Superintendent Anna Trunnell and Principal Anderson presented the LCAP for Santa Rosa French-American Charter School with no changes or additions.

Motion Passed: Approval of Santa Rosa French-American Charter School LCAP.

Director Julie Bui preferential vote: Aye.

Motion made by: Laurie Fong
Motion seconded by: Ever Flores
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes
Ed Sheffield - Yes

8. (Action) Approval of the Reorganization of District Level Administration to Provide More Coherent Support and Services to Meet the Priorities of Santa Rosa City Schools Mission and Vision

Superintendent Anna Trunnell presented the reorganization of district-level administration.

The duration of the Board's question portion lasted for 3 minutes.

Motion Passed: Approval of the Reorganization of District Level Administration to Provide More Coherent Support and Services to Meet the Priorities of Santa Rosa City Schools Mission and Vision.

Director Julie Bui preferential vote: Aye.

Motion made by: Laurie Fong
Motion seconded by: Ever Flores
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes
Ed Sheffield - Yes

9. (Action) Oral Recommendation Regarding Assistant Superintendent of Human Resources Salary and Fringe Benefits; Discussion and Board Vote on Assistant Superintendent Employment Agreement

Superintendent Anna Trunnell presented the Oral Recommendation Regarding Assistant Superintendent of Human Resources Salary and Fringe Benefits.

The duration of the Board's question portion lasted for 1 minute.

Motion Passed: Oral Recommendation Regarding Assistant Superintendent of Human Resources Salary and Fringe Benefits; Discussion and Board Vote on Assistant Superintendent Employment Agreement.

Director Julie Bui preferential vote: Aye.

Motion made by: Laurie Fong
Motion seconded by: Ever Flores
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes
Ed Sheffield - Yes

10. (Action) Oral Recommendation Regarding Assistant Superintendent of Technology & Information Services Salary and Fringe Benefits; Discussion and Board Vote on Assistant Superintendent Employment Agreement

Superintendent Anna Trunnell presented the Oral Recommendation Regarding Assistant Superintendent of Technology & Information Services Salary and Fringe Benefits.

The following individual addressed the Board during public comment:

- Aisha Morgan

Motion Passed: Oral Recommendation Regarding Assistant Superintendent of Technology & Information Services Salary and Fringe Benefits; Discussion and Board Vote on Assistant Superintendent Employment Agreement

Director Julie Bui preferential vote: Aye.
Motion made by: Laurie Fong
Motion seconded by: Alegria De La Cruz
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes
Ed Sheffield - Yes

11. (Action) Oral Recommendation Regarding Assistant Superintendent of Educational Services Salary and Fringe Benefits; Discussion and Board Vote on Assistant Superintendent Employment Agreement

Superintendent Anna Trunnell presented the Oral Recommendation Regarding Assistant Superintendent of Educational Services Salary and Fringe Benefits.

Motion Passed: Oral Recommendation Regarding Assistant Superintendent of Educational Services Salary and Fringe Benefits; Discussion and Board Vote on Assistant Superintendent Employment Agreement

Director Julie Bui preferential vote: Aye.

Motion made by: Laurie Fong
Motion seconded by: Ever Flores
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes
Ed Sheffield - Yes

12. (Action) Approval of Amendment for Governing Board Elections November 2022

Superintendent Anna Trunnell presented Resolution 021/22-64 in preparation for the November 8, 2022, Governing Board elections, as required by the Sonoma County Office of Education.

The duration of the Board's question portion lasted 1 minute.

The duration of the Board's discussion portion lasted 3 minutes.

A proposed adjustment was made to the Resolution that the District is responsible for the cost incurred for publishing a Statement of Qualifications.

Motion Passed for the Amendment Resolution that the District is responsible for the cost incurred for publishing a Statement of Qualifications for the Governing Board Elections November 2022.

Director Julie Bui preferential vote: Aye.

Motion made by: Ever Flores
Motion seconded by: Alegria De La Cruz
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes
Ed Sheffield – Yes

13. (Action) Approval of Governing Board Elections November 2022

Superintendent Anna Trunnell presented Resolution 021/22-64 in preparation for the November 8, 2022, Governing Board elections, as required by the Sonoma County Office of Education.

The duration of the Board's question portion lasted 1 minute.

The duration of the Board's discussion portion lasted 3 minutes.

Motion Passed: Approval of Governing Board Elections November 2022

Director Julie Bui preferential vote: Aye.

Motion made by: Laurie Fong
Motion seconded by: Alegria De La Cruz
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes
Ed Sheffield - Yes

F. CONSENT ITEMS

Motion Passed: Approval of Consent Items F.1 - F.4 and F.6-F.16. Director McCormick's and Director Manieri's absence was excused.

Director Julie Bui preferential vote: Aye.

Motion made by: Ever Flores
Motion seconded by: Alegria De La Cruz
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes
Ed Sheffield - Yes

1. **Approval of Absent Board Members**
2. **Approval of Personnel Transactions**
3. **Approval of Vendor Warrants**
4. **Approval of Donations and Gifts**
5. **Approval of Contracts**

Approval of Contracts was pulled for further discussion.

The following individual addressed the Board during public comment:

- Kathryn Howell

The duration of the Board's discussion portion lasted 10 minutes.

Director Julie Bui preferential vote: Aye
Motion made by: Alegria De La Cruz
Motion seconded by: Ever Flores
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes

Ed Sheffield - Yes

6. **Approval of Contract Services for Ed Weber, Consultant for CPR/First Aid Certification of Athletic Coaches**

7. **Approval of Resolution 2020/21-65 for the Sale or Disposal of Obsolete/Surplus Equipment**

8. **Approval of the Use of Piggyback Bids/Contracts (CMAS, NASPO, Co-Ops) for the 2022-23 School Year**

9. **Approval of 2022-2023 Certificated Salary Schedules for 2022-2023**

10. **Approval of the Sonday Reading Intervention Program**

11. **Approval of the 2022-2023 Elementary, Charter and Secondary Instructional Minutes**

12. **Approval of Lexia for LETRS Contract**

13. **Approval of Spanish for Spanish Speakers Courses Textbook**

14. **Approval of Proposed Job Description for Transitional Kindergarten Instructional Assistant**

15. **Approval of Agricultural Career Technical Education Incentive Grant**

16. **Approval of Contract Agreement with Nelli Nikova PC, Legal Representation for Visa Petition**

G. APPROVAL OF MINUTES

1. **Approval of Minutes of the Regular Board Meeting Held On June 8, 2022**

Motion Passed: Approval of Minutes of the Regular Board Meeting Held On June 8, 2022.

Director Julie Bui preferential vote: Aye

Motion made by: Ever Flores
Motion seconded by: Laurie Fong
Voting:
Alegria De La Cruz - Yes
Ever Flores - Yes
Laurie Fong - Yes
Omar Medina - Yes
Ed Sheffield - Yes

H. BOARD MEMBER REQUESTS FOR INFORMATION

I. INFORMATION ITEMS

1. **Future Board Discussion Items**

2. **Board Conduct and Code of Ethics**

3. **Educational Acronyms and Abbreviations**

J. ADJOURNMENT

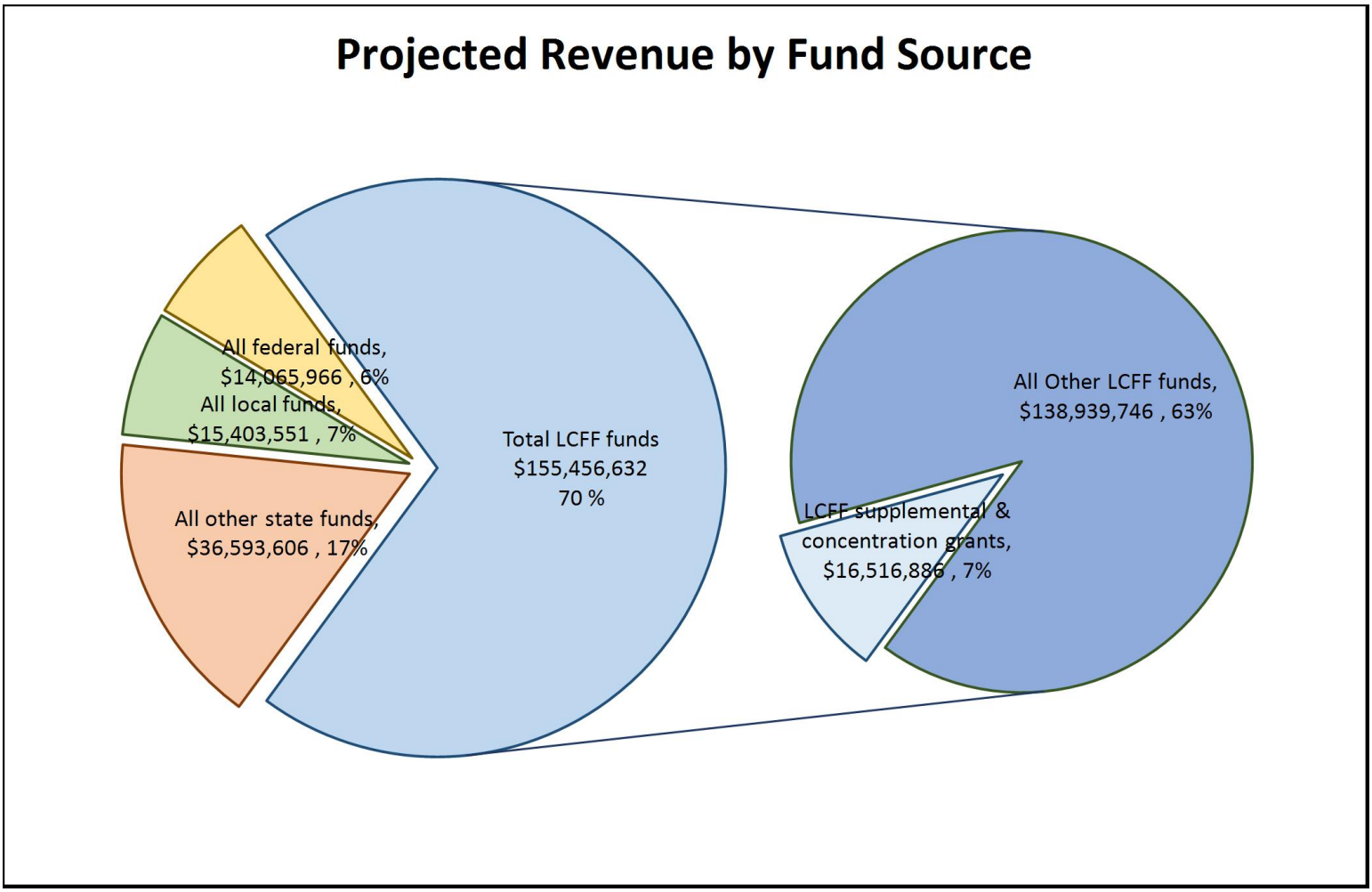
The meeting was adjourned at 8:55 pm.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa City Schools
CDS Code: 49709120000000
School Year: 2022-23
LEA contact information:
Anna Trunnell
Superintendent
atrunnell@srcs.k12.ca.us
(707) 890-3800

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

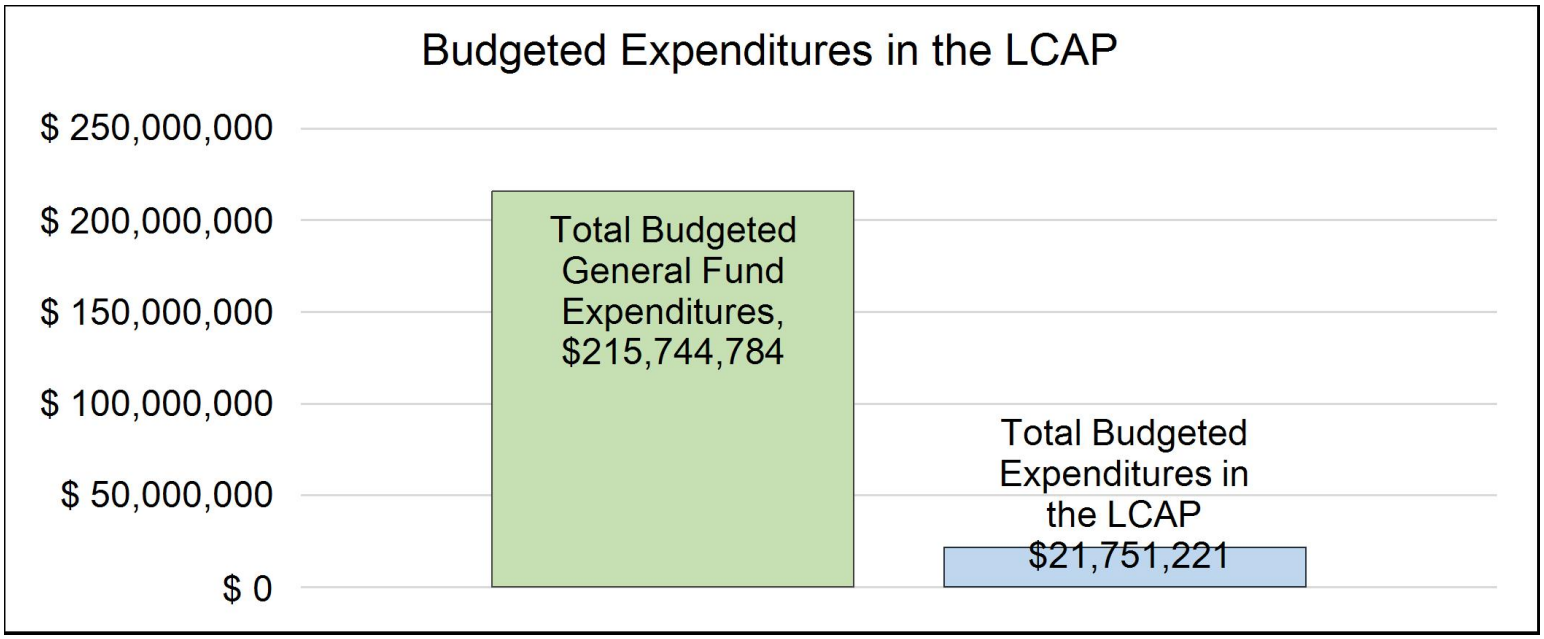


This chart shows the total general purpose revenue Santa Rosa City Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa City Schools is $223,015,755, of which $155,456,632 is Local Control Funding Formula (LCFF), $36,593,606 is other state funds, $15,403,551 is local funds, and $14,065,966 is federal funds. Of the $155,456,632 in LCFF Funds, $16,516,886 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Santa Rosa City Schools plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Rosa City Schools plans to spend $215,744,784 for the 2022-23 school year. Of that amount, $21,751,221 is tied to actions/services in the LCAP and $193,993,563 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base instructional services, restricted categorical programs and services, special education services, administration, maintenance and operations.

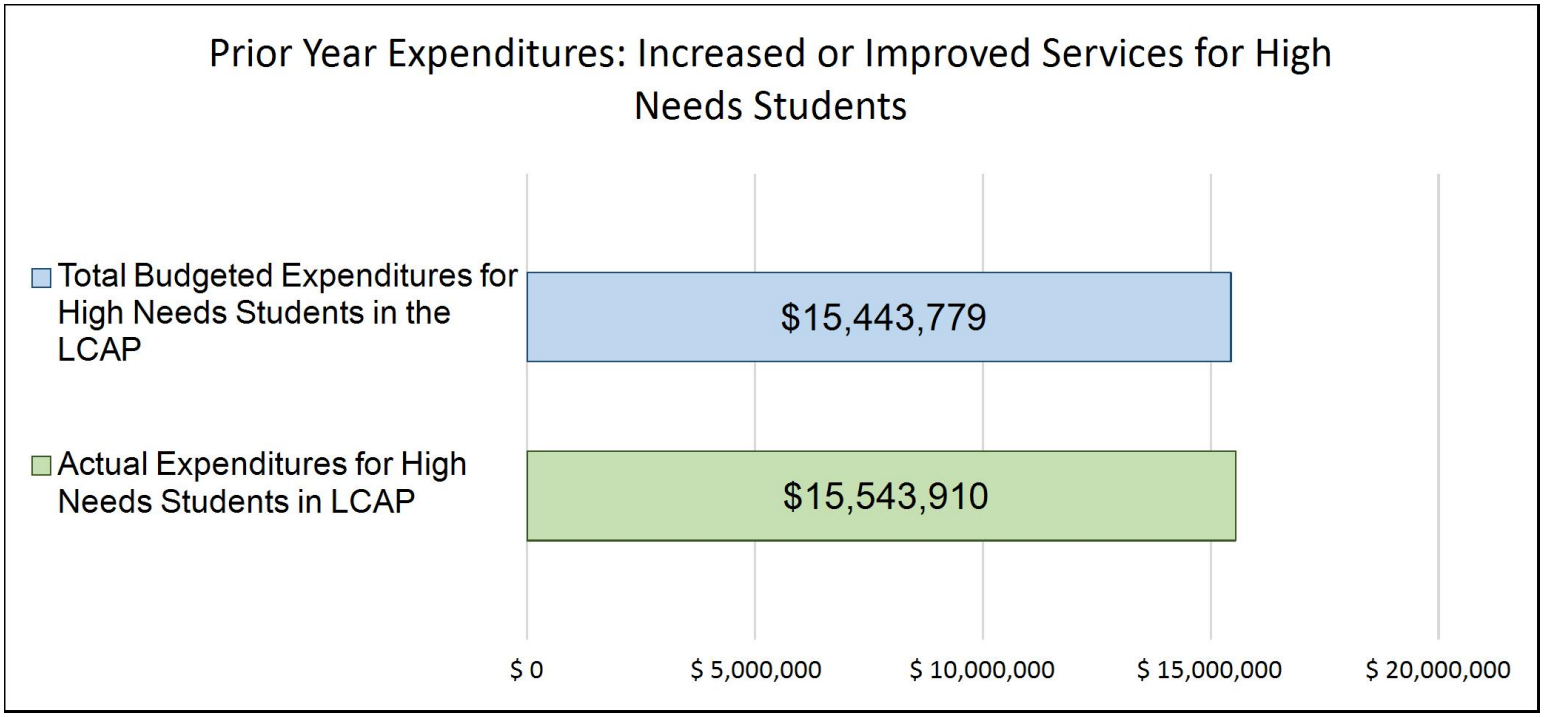
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Santa Rosa City Schools is projecting it will receive $16,516,886 based on the enrollment of foster youth, English learner, and low-income students. Santa Rosa City Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rosa City Schools plans to spend $16,521,028 towards meeting this requirement, as described in the LCAP.

SRCS has implemented in this LCAP Actions and/or Services that are principally directed towards Foster Youth (FY), English Learners (EL), and Low-income (LI) Students to increase or improve services and provide prevention, intervention, and support services that eliminate barriers and provide supports to increase academic achievement. These are the actions in the LCAP that are identified as contributing to these high needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Santa Rosa City Schools budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Rosa City Schools estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Santa Rosa City Schools's LCAP budgeted $$15,443,779 for planned actions to increase or improve services for high needs students. Santa Rosa City Schools actually spent $15,543,910 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $100,130 had the following impact on Santa Rosa City Schools’s ability to increase or improve services for high needs students:

Providing services to improve the academic achievement of these students.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa City Schools	Anna Trunnell Superintendent	atrunnell@srcs.k12.ca.us 707-890-3800

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

The Budget Act of 2021 that was passed June 28, 2021, after the completion of our 2021-22 Local Control Accountability Plan (LCAP). The Budget Act of 2021 included new funding for our school district for specific categorical programs or services. If known, these could have been included in our LCAP. These are the funds provided in the Budget Act of 2021 that were not included in the LCAP and a description of how we engaged, or intend to engage, our educational partners on the use of these funds.

Educator Effectiveness Block Grant:

A plan for these funds was adopted at our 12/08/2021 Regular Board Meeting Item 5. (Action) Educator Effectiveness Block Grant Funds Allocation for 2021-2026 https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=36030438&MID=9257

Allocations for Santa Rosa City Schools is as follows:

Santa Rosa Elementary $901,569
Santa Rosa High $2,280,806
Santa Rosa Charter School for the Arts $77,547
Santa Rosa French-American Charter (SRFACS) $81,267
Cesar Chavez Language Academy $84,432
Santa Rosa Accelerated Charter $17,587

The plan for these funds fall into these ten categories:

1. Coaching and mentoring of staff serving in an instructional setting and beginning teacher or administrator induction, including, but not limited to, coaching and mentoring solutions that address a local need for teachers that can serve all pupil populations with a focus on retaining teachers, and offering structured feedback and coaching systems organized around social-emotional learning, including, but not limited to, promoting teacher self-awareness, self-management, social awareness, relationships, and responsible decision making skills, improving teacher attitudes and beliefs about one′s self and others, and supporting learning communities for educators to engage in a meaningful classroom teaching experience.
2. Programs that lead to effective, standards-aligned instruction and improve instruction in literacy across all subject areas, including English language arts, history-social science, science, technology, engineering, mathematics, and computer science.
3. Practices and strategies that reengage pupils and lead to accelerated learning.
4. Strategies to implement social-emotional learning, trauma-informed practices, suicide prevention, access to mental health services, and other approaches that improve pupil well-being.
5. Practices to create a positive school climate, including, but not limited to, restorative justice, training around implicit bias, providing positive behavioral supports, multitiered systems of support, transforming a school site′s culture to one that values diverse cultural and ethnic backgrounds, and preventing discrimination, harassment, bullying, and intimidation based on actual or perceived characteristics, including disability, gender, gender identity, gender expression, language, nationality, race or ethnicity, religion, or sexual orientation.
6. Strategies to improve inclusive practices, including, but not limited to, universal design for learning, best practices for early identification, and development of individualized education programs for individuals with exceptional needs.
7. Instruction and education to support implementing effective language acquisition programs for English learners, which may include integrated language development within and across content areas, and building and strengthening capacity to increase bilingual and biliterate proficiency.
8. New professional learning networks for educators not already engaged in an education-related professional learning network to support the requirements of subdivision (c).
9. Instruction, education, and strategies to incorporate ethnic studies curricula adopted pursuant to EC Section 51226.7 into pupil instruction for grades 7 to 12, inclusive.
10. Instruction, education, and strategies for certificated and classified educators in early childhood education, or childhood development.

Expanded Learning Opportunities Grant:

A plan for these funds was adopted at our 05/26/2021 Regular Board Meeting Item 6. (Action) Expanded Learning Opportunities Grant Plan and Report Update on all COVID-19 Pandemic Funding Grants for the Santa Rosa Elementary & High Districts, Santa Rosa French American Charter, Cesar Chavez Language Academy, Santa Rosa Charter School for the Arts, and Santa Rosa Accelerated Charter https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=36030438&MID=6494

Allocations for Santa Rosa City Schools is as follows:

Santa Rosa Elementary $2,454,067
Santa Rosa High $7,134,927
Santa Rosa Charter School for the Arts $237,969
Santa Rosa French-American Charter (SRFACS) $272,926
Cesar Chavez Language Academy $292,867
Kid Street Learning Center Charter $85,612
Santa Rosa Accelerated Charter $70,419

Parents, teachers, and school staff were involved in the development of this plan including in the following ways:
-The District Advisory Committee (DAC) and District English Learner Advisory Committee (DELAC) reviewed and discussed this plan. The plan includes updates based on the District Advisory Committee (DAC) input in the extending instructional learning time component, which is summer school, of this plan.
-At the April 28, 2021, regular board meeting, district administration presented the extending instructional learning time component, which is summer school, of this plan to the members of the board, the district administration, and all members in attendance. Public comments on this item was taken and the board approved the plan.
-A Memorandum of Understanding between SRCS and SRTA was carefully crafted to cover the summer programs in SRCS as all parties recognized the pandemic must still be accounted for. The majority of the MOU ensures safety protocols are in place to support safe guidelines and protocols for school attendance by students and staff.
-SRCS Teaching and Learning held an all departmental meeting with the extending instructional learning time, which is summer school, admin staff and department heads to go over the programs and ensure its successful operation.
-The Budget Advisory Committee (BAC) reviewed and discussed the plan at a BAC meeting. The BAC is composed of parents, teachers, and school staff.

In-Person Instruction Grant:

This grant was awarded to school districts that returned to a hybrid in-person instruction after being on distance learning during the COVID-19 pandemic. School Districts that returned to a hybrid in-person instruction by April 1, 2021 received 100% of their available allocation and districts received 1% less their available allocation for every day they didn't start after April 1, 2021.

Elementary Schools returned to a hybrid in-person instruction on April 1 & 2, 2021 and Middle and High Schools returned on April 26 & 29,

2021.

Allocations for Santa Rosa City Schools is as follows:

Santa Rosa Elementary $1,338,368
Santa Rosa High $3,234,681
Santa Rosa Charter School for the Arts $130,444
Santa Rosa French-American Charter (SRFACS) $150,874
Cesar Chavez Language Academy $161,344
Santa Rosa Accelerated Charter $38,928

There was an enormous amount of work that went into communicating and planning the return to in person instruction. This included communicating and planning with students, parents and guardians, all school district staff, the School Board, State and Local Governments, to many to list. This grant was referenced in each of the Return to Hybrid In-Person School Updates given at Board of Education meetings in 2020 & 2021 leading up to the dates we returned to in-person instruction.

Multiple Memorandums of Understanding were executed with our Certificated Teachers SRTA labor group and our Classified CSEA labor group. These agreements included costs that were funded by this grant.

A comprehensive safe return to school plan and multiple updates to this plan was and have been adopted by our School Board. The safety items in this plan were funded out of this grant.

A-G Completion Improvement Grant:

Allocations for Santa Rosa City Schools is as follows:

Santa Rosa High $961,730

We are required to develop and adopt a plan to use the new funding to improve A-G eligibility and completion rates among our high school students on or before April 1, 2022.

The plan is scheduled to be presented to the School Board on March 9, 2022 and adopted by the School Board on March 30, 2022.

The plan must include four specific descriptions of how:
-The grant funds will increase or improve services for our unduplicated students to improve their A-G eligibility
-Many students have been identified for retaking A-G courses that they did not pass in the spring semester of 2020 or at any time during the 2020-21 school year
-The plan and described services supplement, and do not supplant, services included in our Local Control and Accountability Plan and our

Assembly Bill 86 Expanded Learning Opportunities Grant Plan
-All students, particularly unduplicated students, will have access to A-G courses approved by the University of California

2021 Universal Prekindergarten Planning & Implementation Grant:

Allocations for Santa Rosa City Schools is as follows:

Santa Rosa Elementary $181,695
Santa Rosa Charter School for the Arts $56,240
Santa Rosa French-American Charter (SRFACS) $59,442
Cesar Chavez Language Academy $62,469

Santa Rosa City Schools, as required, will develop a plan for consideration by the governing board at a public meeting on or before June 30, 2022, for how all children in the attendance will have access to full-day learning programs the year before kindergarten that meets the needs of parents, including through partnerships with our Districts expanding learning offerings, the After School Education and Safety Program, the California state preschool program, Head Start programs, and other community-based early learning and care programs. The development of this plan will include engagement with all our stakeholders and educational partners on the use of these funds.

Expanded Learning Opportunities Program:

Allocations for Santa Rosa City Schools is as follows:

Santa Rosa Elementary $1,640,026
Santa Rosa Charter School for the Arts $78,431
Santa Rosa French-American Charter (SRFACS) $84,255
Cesar Chavez Language Academy $196,194
Santa Rosa Accelerated Charter $50,000

The Expanded Learning Opportunities Program (ELO-P) provides funding for after school and summer school enrichment programs for transitional kindergarten through sixth grade.

The development for this program plan is underway. The development of this plan will include engagement with all our stakeholders and educational partners on the use of these funds. This program plan will be adopted by our Governing Board in a public meeting and posted to our website.

Learning Recovery Supports for Students with Disabilities:

Santa Rosa Elementary $474,095

Santa Rosa High $1,054,702

Summary of Elements of Learning Recovery Grant:

Additional Support and Services Needed to Address Identified Learning Needs

1A. For community partnerships bring ESN (Extensive Student Needs) students to various community activities to support socialization loss
1B. Holiday Camps, Weekend learning academies
1C. After school academies/camps/Groups
1D. Online learning opportunities to access growth?
1E. Adaptive Technology for all Mild/mod students for writing/ text to speech
1F. Case manager tutoring 20 hours / case manager at after duty rate

Positive Behavior Supports

2A. "Learning intervention handbook" for Mild. Mod teachers
2B. Hire Behaviorist or Hire Learning Loss Ed Specialist TOSA (Teacher on Special Assignment) to offer class coverage, SEL (Social-Emotional Learning), Behavioral support
2C. CPI Certification and Release days for training Pro Act or other for aides and teachers
2D. Release time for Teachers to build capacity on BIPs (Behavior Implementation Plans)
2E. Sensory Tools

3. Assessing Learning and Academic Needs of Students

3A. Promote Measured Academic Performance testing.
3B. Hire staff to train the complete the assessment for the teachers of record

4. Social Emotional Needs

4A. Increase ERMHS (Educationally Related Mental Health Services) providers to supplement existing hours
4B. Allow additional ERMHS time through camps and other additional hours noted elsewhere

5. High Quality and Instruction

5A: Provide Increased behavior supports to improve deregulated students greater access to the curriculum
5B. Begin Orton Gillingham interventions curriculum and training for teachers and Aides

6. Supporting Students Return to In-Person Instruction

6A. Holiday camps for better integrated supports
6B. Time for current teachers to meet for additional services including after school or Saturday schools to work on Learning Recovery
6C. Provide connection with students on caseloads through summer camp or additional individual tutoring hours

7. Child Find

7A. Allow additional Psych assessment time for current 504 that may identify through IDEA
7B. Provide Multi-Tiered Systems of Support (MTSS) analysis for pre-referral resolution

8 Assessing students who are waiting for an Initial Individual Education Plan (IEP)

8A. Hire an additional psychologist to assess additional overdue initial IEPs
8B. Hire Substitutes to allow case managers to complete overdue IEPs

9. Complete Overdue IEPs

9A. Hire Substitutes to allow Case managers to complete Overdue IEPs
9B. Provide additional hours for current case managers to complete assessments

10. Other Impacted Areas (Identify the impacted area and the plan for using the funds)

10A. Increased needs for related service providers to assess and learning loss for related services

Dispute Prevention and Resolution for Special Education Grant:

Santa Rosa City Elem SD $84,283
Santa Rosa City High SD $187,502

Summary of Elements of Dispute Resolution Grant

Program Specialists to oversee this implementation and a stipend and extra hours for them to do this.

Teacher training on managing difficult IEPs.

Have Aides have parent consultation meetings.

Special Education Family Engagement Facilitators additional hours.

Build a inventory of related technology to allow families to access if they do not have any other access to this technology.

Pay families childcare reimbursement for CPI and Matrix events.

Provide families mileage and meal reimbursement for CPI and Matrix events.

Have Via Ezperanza provide parent training.

Passenger van purchase for parent access to meetings and activities they could not otherwise attend.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

The District approved our 2021-22 Budget at the 06/23/2021 Board Meeting Item 8. (Action) Adoption of Santa Rosa City Schools Budget for the 2021-22 School Year. Here is a link to that item:
https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=36030438&MID=7062

Our Adopted Budget included an assumption that for the LCFF Concentration Grant we would receive and additional 50% of the Base Grant with Grade Span Adjustment.

The Budget Act of 2021 that was passed June 28, 2021, after our Budget was adopted, came out with an actual Concentration Grant amount of 65% of the Base Grant with Grade Span Adjustment.

This additional 15% is used to increase the number of credentialed and/or classified staff who provide direct services to pupils. Increase is measured by comparing prior year staff-to-pupil ratios at schools with greater than 55% UPP versus schools with less than 55% UPP.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

Santa Rosa City Schools is committed to ensuring that the community is provided opportunities to engage in meaningful feedback. School and district staff, students, families, and members of the public were provided multiple opportunities to offer input into the one-time federal

ESSER III plan for the use of these funds. Efforts included the following: Two (2) Community Forums, one conducted in English and the other in Spanish; a Google Form in English and Spanish to gather feedback in writing; Public Comment during the October 13, 2021 Board Meeting, and input from the Budget Advisory Committee on October 21, 2021.

As this is a living document, additional input will continue to be sought with labor groups, parent advisory groups, and student groups.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

This information was included with the approval of the ESSER III Expenditure Plan at the October 27, 2021 Board Meeting Item 3. (Action) Approval of the ESSER III Expenditure Plan. Here is a link to this item:
https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=36030438&MID=8692

In response to the 2019 Novel Coronavirus (COVID-19), the U.S. Congress passed American Rescue Plan (ARP) Act, which was signed into law on March 11, 2021. This federal stimulus funding is the third act of federal relief in response to COVID-19, following the Coronavirus Aid, Relief, and Economic Security (CARES) Act signed into law on March 27, 2020, and the Coronavirus Response and Relief Supplemental Appropriations Act, 2021 (CRRSA Act) signed into law on December 27, 2020.

The main funding source for School Districts in the ARP Act is the Elementary and Secondary School Emergency Relief III (ESSER III) Fund.

The ARP Act requires the U.S. Department of Education to allocate the ESSER III Funds to School Districts based on the proportion that each District received under Title I, Part A of the Elementary and Secondary Education Act of 1965 (ESEA) in fiscal year 2020–21 based on their unduplicated eligible free/reduced meal count students.

Santa Rosa City Schools ESSER III funding allocations are:
Santa Rosa Elementary District: $9,125,790
Santa Rosa High District: $13,147,960
Total Combined Santa Rosa City Schools Allocation: $22,273,750

Funds may be used for pre-award costs dating back to March 13, 2020, when the national emergency was declared. These funds are available for use through September 30, 2024.

School Districts that receive ESSER III funds were required to develop an ESSER III Expenditure Plan. The plan, at a minimum, must address how the District will use ESSER III funds to provide continuous and safe in-person learning and to address students' academic, social, emotional, and mental health needs, as well as opportunity gaps that were exacerbated by the COVID-19 pandemic. In developing the plan

school district needed to consult with specified stakeholders, and provide for public input that is considered. School Districts should use the ESSER III Expenditure Plan Template and Instructions to complete the expenditure plan.

Using the ESSER III Expenditure Plan Template and Instructions, Santa Rosa City Schools at its October 27, 2021 Board meeting adopted our ESSER III Expenditure Plan. The plan outlines how these funds will be used by Santa Rosa City Schools on how to provide continuous and safe in-person learning during the COVID-19 pandemic and address the impact of lost instructional time due to the COVID-19 pandemic shut down.

The plan is broken into the following eight sections. These are highlights included in the plan in each section as well:

1. ESSER III Expenditure Plan Title Page
2. Other LEA Plans Referenced in this Plan
 -Expanded Learning Opportunities (ELO) Grant Plan
 -Local Control and Accountability Plan (LCAP)
 -COVID-19 Safety Student & Family Handbook
3. Summary of Planned ESSER III Expenditures
 -Total ESSER III Funds $22,273,750
 -Total Funds allocated in the plan for Strategies for Continuous and Safe In-Person Learning actions $8,530,000
 -Total Funds allocated in the plan for Addressing Lost Instructional Time $13,286,250
 -Total Funds allocated in the plan for Use of Any Remaining Funds $457,500
 -Total funds included in the plan $22,273,750
4. Community Engagement
 -Santa Rosa City Schools is committed to ensuring that the community is provided opportunities to engage in meaningful feedback. School and district staff, students, families, and members of the public were provided multiple opportunities to offer input into the ESSER III plan draft. Efforts included the following: Two (2) Community
 Forums, one conducted in English and the other in Spanish; a Google Form in English and Spanish to gather feedback in writing; Public Comment during the October 13, 2021 Board Meeting.
 -The items included in the plan actions below that are highlighted in green are directly related to feedback from the above-mentioned community engagement.
 -As this is a living document, additional input will continue to be sought with labor groups, parent advisory groups, and student groups.
5. Actions and Expenditures to Address Student Needs Strategies for Continuous and Safe In-Person Learning

Proposed Action 21-22 22-23 23-24 Total
AB 130 ISP Teachers $2,200,000 $0 $0 $2,200,000
Acellus Curriculum $125,000 $125,000 $125,000 $375,000
Additional Teacher Prep $500,000 $0 $0 $500,000
Livescan $15,000 $0 $0 $15,000
Integrated HR System $200,000 $100,000 $100,000 $400,000

Increase Sub Rates $600,000 $0 $0 $600,000
Maintain COVID Handbook $25,000 $25,000 $25,000 $75,000
Classified Employee Tech Training $20,000 $45,000 $45,000 $110,000
Hiring Fairs $10,000 $10,000 $10,000 $30,000
New Certificated Sped PD Days $25,000 $50,000 $50,000 $125,000
New Certificated PD Day $75,000 $75,000 $75,000 $225,000
Administrator Support Program $0 $50,000 $50,000 $100,000
PPE as Needed $150,000 $150,000 $150,000 $450,000
COVID Staff Testing $500,000 $0 $0 $500,000
Technology: Replacement and upgrade of student and teacher technology devices $350,000 $400,000 $425,000 $1,175,000
Facilities: CO2 Monitors $1,400,000 $0 $0 $1,400,000
Facilities: Water Bottle Fill Stations $250,000 $0 $0 $250,000
Total $6,445,000 $1,030,000 $1,055,000 $8,530,000

6. Actions and Expenditures to Addressing the Impact of Lost Instructional Time:

Proposed Action 21-22 22-23 23-24 Total
Professional Development $100,000 $450,000 $450,000 $1,000,000
Summer Programming $0 $1,500,000 $1,500,000 $3,000,000
Learning/Credit Recovery $250,000 $325,000 $325,000 $900,000
Project Wayfinder $0 $142,500 $142,500 $285,000
District School Based Therapists $1,440,000 $1,555,200 $1,680,050 $4,675,250
Electronic Health Records $77,000 $77,000 $77,000 $231,000
Classroom Sensory Tier 1 supports $54,000 $54,000 $54,000 $162,000
Newsela $176,000 $176,000 $176,000 $528,000
Academic Support: Math & ELA $335,000 $335,000 $335,000 $1,005,000
After School Tutoring $500,000 $500,000 $500,000 $1,500,000
Total $2,932,000 $5,114,700 $5,239,550 $13,286,250

7. Actions and Expenditures to Use of Any Remaining Funds

Proposed Action 21-22 22-23 23-24 Total
Classroom Supplies $457,500 $0 $0 $457,500
Total $457,500 $0 $0 $457,500

8. Ensuring Interventions are Addressing Student Needs
-The plan includes for every action how each actions progress will be monitored and the frequency of progress monitoring.

ESSER III Allowable Uses:

A District may use up to 80% of ESSER III funds (Resource Code 3213) for the broad range of activities listed in section 18003(d) of the CARES Act, section 313(d) of the CRRSA Act, and section 2001(e) of the ARP Act. This is a consolidated list of allowable uses.

1. Any activity authorized by the ESEA, the Individuals with Disabilities Education Act (IDEA), the Adult Education and Family Literacy Act (AEFLA), or the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins) or the McKinney Vento Homeless Education Assistance Act.
2. Coordinating preparedness and response efforts of School Districts with state, local, tribal, and territorial public health departments, and other relevant agencies, to improve coordinated responses with other agencies to prevent, prepare for, and respond to coronavirus.
3. Providing principals and other school leaders with the resources necessary to address the unique needs of their individual schools.
4. Activities to address the unique needs of low-income children or students, children with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and foster care youth, including how outreach and service delivery will meet the needs of each population.
5. Developing and implementing procedures and systems to improve the preparedness and response efforts of School Districts.
6. School staff training and professional development on sanitation and minimizing the spread of infectious diseases.
7. Purchasing supplies to sanitize and clean the facilities of a School District, including buildings operated by such agency.
8. Planning for, coordinating, and implementing activities during long-term closures, including how to provide meals, technology for online learning, guidance on IDEA requirements, and ensuring other educational services can continue to be provided consistent with all applicable requirements.
9. Purchasing educational technology (including hardware, software, and connectivity) for students served that aids in regular and substantive educational interactions between students and their classroom teachers, including low-income students and children with disabilities, which may include assistive technology or adaptive equipment.
10. Providing mental health services and supports, including through the implementation of evidence-based full-service community schools.
11. Planning and implementing activities related to summer learning and supplemental afterschool programs, including providing classroom instruction or online learning during the summer months and addressing the needs of low-income students, students with disabilities, English learners, migrant students, students experiencing homelessness, and children in foster care.
12. Addressing learning loss among students, including low-income students, students with disabilities, English learners, racial and ethnic minorities, students experiencing homelessness, and children in foster care, of the District, including by–
-Administering and using high-quality assessments that are valid and reliable, to accurately assess students' academic progress and assist educators in meeting students' academic progress and assist educators in meeting students' academic needs, including through differentiating instruction.
-Implementing evidence-based activities to meet the comprehensive needs of students.
-Providing information and assistance to parents and families on how they can effectively support students, including in a distance learning environment.
-Tracking student attendance and improving student engagement in distance education.
13. School facility repairs and improvements to enable operation of schools to reduce risk of virus transmission and exposure to environmental health hazards, and to support student health needs.

14. Inspection, testing, maintenance, repair, replacement, and upgrade projects to improve the indoor air quality in school facilities, including mechanical and non-mechanical heating, ventilation, and air conditioning systems, filtering, purification, and other air cleaning, fans, control systems, and window and door repair and replacement.
15. Developing strategies and implementing public health protocols including, to the greatest extent practicable, policies in line with guidance from the Centers for Disease Control and Prevention for the reopening and operation of school facilities to effectively maintain the health and safety of students, educators, and other staff
16. Other activities that are necessary to maintain operations and continuity of services and continuing to employ existing staff.

Additionally, Section 2001(e)(1) of the ARP Act requires a District to reserve not less than 20% of its ESSER III allocation (Resource Code 3214) to address the academic impact of lost instructional time through the implementation of evidence-based interventions. Allowable uses of this portion of funds are:

1. Summer learning or summer enrichment
2. Extended day
3. Comprehensive afterschool programs
4. Extended school year programs
5. Evidence-based high dosage tutoring
6. Full-Service Community Schools
7. Mental health services and supports
8. Adoption or integration of social emotional learning into the core curriculum/school day
9. Other evidence-based interventions

The ESSER III Fund does not include a local supplement, not supplant, requirement. Thus, there is no prohibition on a District using ESSER III funds to pay expenses formerly funded by another source.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

The Local Control Funding Formula (LCFF) is California's current school funding formula, enacted in 2013. The Local Control and Accountability Plan (LCAP), is a required plan as part of the LCFF, and is a tool for School Districts to set goals, plan actions, and leverage resources to meet those goals to improve student outcomes.

The LCAP includes a comprehensive list of services the School District Provides students above and beyond the basic instructional programs and core curriculum and their associated financial resources whether from the LCFF, Other State, Federal, and/or Locally funded specific categorical programs and/or grants.

Our District LCAP was approved at the 09/08/2021 Board Meeting Item 5. (Action) Approval of Revisions to the Adopted Santa Rosa City Schools LCAP. Here is a link to that item: https://simbli.eboardsolutions.com/SB_Meetings/ViewMeeting.aspx?S=36030438&MID=8144

This 2022 Supplement to Annual Update for 2021-22 LCAP is indented to supplement our LCAP by providing the extra student services that are provided through the additional funding included in the following three funding sources made available after the completion of our LCAP or not originally included in our LCAP including:

1. Budget Act of 2021 new funding items as described in the Engagement for Budget Act of 2021 section of this document.
2. The additional LCFF concentration grant add-on funding as described in the Usage of Concentration Grant Add-On Funds section of this document.
3. Federal one-time funding as described in the Implementation of ESSER III Funds section of this document.

The extra services as shown in the LCAP and this 2022 Supplement to Annual Update for 2021-22 LCAP are now our comprehensive goals, planned actions, and leverage resources to meet those goals to improve student outcomes and now these are all aligned to this objective.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.
The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa City Schools	Anna Trunnell Superintendent	atrunnell@srcs.k12.ca.us (707) 890-3800

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Santa Rosa City Schools (SRCS) is focused on ensuring that all students are prepared for college, career, and life. We are located in Sonoma County and are the largest school district in the county, welcoming nearly 15,500 students and employing over 1,600 certificated and classified staff. We serve a diverse community, with students and families that speak 49 languages, although the majority speak English and/or Spanish. We have 24 schools: 9 elementary schools, 4 middle schools, 5 comprehensive high schools, 1 continuation high school, 4 dependent charter schools, and 1 Learning House.

Our 2019-2024 Strategic Plan defines and guides all of our work in SRCS, as expressed in our Mission, Vision, and Priorities. We value the whole student and endeavor to send students into the world empowered to find purpose, think critically, embrace diversity, work together, adapt to our changing planet, and live healthy and fulfilling lives. We strive to serve all students by providing equitable access to a transformative educational experience grounded in the assets of our students, staff, and community.

As we work to demonstrate that we value students' individual and cultural wealth, equity and access guide our teaching and learning approaches. SRCS engages in initiatives such as Ethnic Studies, Culturally Responsive Sustaining Humanizing (CRSH) education, and Collaborative Curriculum Design (CCD), providing opportunities for students to see themselves reflected in the curriculum, leading to increased student engagement, agency, and voice. This is especially important as we work to serve our nearly 3,000 Emergent Bilinguals, recognizing the cultural and linguistic wealth they bring to the community. When our students reach high school, they have a variety of learning opportunities, including work-based learning, 16 Career Technical Education programs, two magnet programs that partner with our local junior college and university, an acclaimed high school arts program, and an International Baccalaureate program.

Given our focus on the whole student, we understand that learning readiness begins with healthy students and families. To that end, we partner with community organizations to provide extra-curricular services such as parent education, health services, and counseling. Our district has significantly expanded our school-based mental health services at each campus. Our Integrated Wellness Center also supports families who cannot access vital mental health services. Over the last several years and in our efforts to serve the whole student and family, we have also worked across the district and community to create a Multi-Tiered Systems of Supports (MTSS) that has become foundational to how we support our students and families and their varying needs.

During the last five years, our community has experienced considerable trauma. Since the Tubbs Fire decimated areas of Santa Rosa in October 2017, including 2 of our schools, our community has endured many challenges--challenges that continue to reveal inequities in our community and our schools. While still recovering from and processing the trauma of 2017, we experienced additional fires in October 2019 and again in September 2020, which caused evacuations, power shut-offs, and lost instructional days. In March 2020, COVID-19 further disrupted our teaching and learning cycle, causing our district to pivot to remote learning until April 2021 when our elementary and secondary schools were able to re-open for in-person/hybrid learning. Throughout these challenging times, the district has endeavored to take a relational approach when returning to school after each disruption. With the goal of increasing resiliency, we have worked consistently to build community and connection as students and staff were welcomed back to school.

In the 2021-2022 school year, SRCS returned to being fully open for students to continue in-person schooling during the year. Despite this, the Delta and Omicron variants did disrupt schooling, making it difficult to fully accelerate initiatives within the district as student and staff absences due to the variants created barriers to the smooth running of school. SRCS also offered an online Independent Study program (as required by Assembly Bill 130, which was passed in the late summer of 2021) for students concerned about health complications due to COVID-19, allowing students to remain in a completely virtual and online learning environment to protect themselves and/or household members with health complications.

The lack of in-person learning due to natural disasters and the pandemic disrupted our education cycle over the course of several years, causing our district to make difficult decisions regarding annual state testing. In Spring 2018, we requested not to participate in CAASPP testing as we recovered from the fire and were making up lost instructional days. In Spring 2020, the Federal government waived the annual testing requirement due to the pandemic.

In the Spring of 2021, given that our students were able to return to in-person/hybrid learning in April 2021, the district felt it best to use this time for instruction, opting instead to administer shorter district-wide assessments in lieu of CAASPP, as allowed under California guidance

for that year's testing cycle. Due to this prolonged cycle of teaching and learning disruptions in our school community, we lack the usual data and metrics to input in some sections of our LCAP.

Fortunately, SRCS engaged its students in CAASPP testing for ELA, Math, and Science this academic year, and those metrics should be available for the annual update and future revisions to the LCAP.

SRCS continues to be impressed by the resilience of our students, staff, and community at large. In the face of ongoing trauma, we continue to grieve, reflect upon our individual and collective experiences, heal, and build new pathways to teaching and learning as we continue full-time in-person schooling during the 2022-2023 school year. We value our position in the Santa Rosa community and remain grateful to be entrusted with providing the next generation of adults with the tools they need to lead us into the future.

With school returning to more regular rhythms and possibly reducing disruptions due to COVID-19 variants, SRCS plans to vigorously reengage our staff in face-to-face professional development and peer collaboration, with a renewed focus on academic areas of greatest need.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The collaborative nature of the LCAP review and reflection process allows our community to recognize and celebrate both new and continuing initiatives, as well as everyone who contributed to these successes. SRCS is always working to deepen collaboration across our entire institution in connection to the staff and community. Despite the learning disruptions that have occurred during the past five years, SRCS maintains its focus and commitment on programs and initiatives that are grounded in district's Mission, Vision, and Priorities, and aligned to the LCAP goals.

Collaborative Curriculum Design (CCD)

The 2021-22 school year was one of reestablishing teaching and learning routines as we returned to full-time, in-person school. Our goal was to resume the Kindergarten Academy through 6th grade Collaborative Curriculum Design (CCD) Team meetings which is usually done through release days; however, due to a substitute shortage we were unable to do so. In November, teachers attended a paid, voluntary after-school professional development session around CCD, with a specific focus on differentiation. On the January districtwide PD day, the district offered an Introduction to CCD for new teachers or anyone needing a refresher. In late winter, Educational Services surveyed CCD teams to understand who wished to continue the work, as well as to identify new members. The newly-formed teams, composed of continuing and new members, met after school in April 2022 to prepare for a week-long CCD Summer Collaborative where CCD work will resume in order to refine and update unit of study content. The four areas of focus are: 1) formative and summative assessment; 2) differentiation strategies and tools; 3) culturally affirming and responsive literature and texts; and 4) expanding showcase options.

English/Language Arts (ELA)

As we resumed in-person learning, our elementary teachers refamiliarized themselves with the components of our English/Language Arts (ELA) curriculum such as CCD, Lucy Calkins' Units of Study Writing and McGraw-Hill Wonders/WonderWorks.

During the 2021-22 school year, Educational Services offered a series of paid, after-school elementary PD sessions focused on differentiation. The series included sessions on how to administer the DRA (K-2) and DIBELS/Acadience Reading (3-6) reading assessments, which were followed by a session on using these assessment data to plan for ELA instruction and intentional grouping and station rotation. Teachers were also able to participate in a paid, after-school training focused on calibrating Lucy Calkins' End of Trimester benchmarks to ensure common understanding and application of the grade level scoring rubrics.

Teachers at qualifying Comprehensive Support & Improvement (CSI) sites were also able to participate in writing PD sessions throughout the year in order to improve writing workshop teaching practices. All three elementary CSI schools had PD and coaching inside the classroom using the district-adopted writing program, developed lessons and debriefed after with the trainer. One school used site funds to have a few days of coaching on site.

The district recognized the need to address the teaching and learning of foundational skills through a structured literacy approach, making the decision to use the Orton Gillingham (OG) approach as it benefits all students, including those diagnosed with dyslexia. A variety of teachers (e.g., SDC, RSP, Reading, and TOSAs) participated in a week-long training in the fall. The training was very successful and teachers who then implemented the strategies with students documented notable student progress. Due to this success and positive word of mouth, additional teachers have asked to be trained.

Two committees were also formed during the year to address foundational literacy skills: a structured literacy committee and a Tier 3 committee to identify and pilot foundational literacy programs. A variety of teachers from all grade levels, General Education and Special Education, participated in The Structured Literacy Committee meetings throughout the year. The committee agreed that a structured literacy approach to foundational skills is necessary for SRCS students and that Orton Gillingham provided the strategies to accomplish this. The committee also identified and analyzed a variety of screeners that could be used districtwide as we monitor progress of literacy skills. The Tier 2-3 committee identified and piloted programs to address Tier 3 needs, making a decision about what to adopt in May 2022.

Secondary English/Language Arts teachers, spanning grades 7-12 began the 2021-2022 school year with a focus on common assessments, data, and testing. These discussions resulted in a consensus of the importance of data, but the challenge amongst the teachers was around what methodologies should be used to secure useful and meaningful data to help inform instruction. Although there is ongoing discussion regarding data collection, whether from something like MAP or local assessments like benchmarking writing district-wide, there is an identified need to be able to use this information to guide the creation of common assessments as well as unit and lesson design. Additionally, the group expressed a strong interest in learning more strategies for better supporting their EL students. The teachers discussed this being done through sharing effective strategies in their own classrooms as well as participating in professional development that culminates in effective instructional practices that can be used immediately.

English Language Development (ELD)

During the 2020-2021 school year, two EL Specialists (elementary and secondary) were hired to begin the implementation of the goals of the Santa Rosa City Schools English Learner Master Plan. At elementary, teachers continued to use the ELD standards-aligned curriculum Wonders ELD. Teaching in a virtual setting proved to demand more of a need for digital platforms and resources with the adopted curriculum. Specialized professional development focused on improving student access was provided by McGraw-Hill, the publisher of Wonders ELD. This was a trainer of trainers model for elementary district TOSAs as well as the district Tech TOSA. The purpose of this training was to equip TOSAs to support teachers in implementation of Wonders ELD in an online setting. In response to a need for oral language practice, Lexia English was purchased as a supplemental support tool. This adaptive program requires oral output and active interaction from students to progress through the language proficiency levels of achievement. Teachers then analyze the data report and access explicit skill based lessons addressing the language function to support their students with small group instruction.

At the secondary level, Academic Language Development and Newcomer English teachers continued to grow in their implementation of the newly adopted curriculum National Geographic Inside the U.S.A. (Newcomers), Inside (grades 7-8) and National Geographic Edge (grades 9-12). The Academic Language Development Collaborative formed to work on planning and development of the adopted curriculum and to share best practices. In response to a need for oral language practice, Rosetta Stone Foundations was purchased as a supplemental support tool.

In the 2021-2022 year the English Learner Services Department became the Multilingual Services Department. An EL TOSA was hired to support the goals of the English Learner Master Plan. Due to updated state policies, it was decided that an EL Master Plan Revision would begin in the Spring of 2022. Two EL Specialists (elementary and secondary) continue to support classroom instruction at the school sites through modeling and collaboration with staff. To promote greater access to information regarding Emergent Bilinguals and a resource for evidence-based strategies, Ellevation was purchased and made accessible to teachers and administrators. Professional development in its use was implemented and will continue to be offered. The ELD Collaborative was formed at the elementary level. Sessions occurred throughout the school year focusing on standards-based, rigorous curriculum development. Topics included Differentiation in Wonders ELD, high yield strategies (GLAD), Lexia English lessons, and Ellevation Teacher Modules for Newcomers. At the secondary level, the ALD Collaborative continued to meet regularly. Session topics included fundamental training around the adopted curriculum of Edge, Inside, Newcomer curriculum, Ellevation as a tool for data and evidence-based strategies, and student placement and differentiation. Both collaboratives were guided by the principles of the California English Learner Roadmap. Lexia English and Rosetta Stone Foundations continue to be a supplemental resource to support oral language practice and as an additional measure to inform instruction for staff. The Multilingual Services Department developed a system for the Language Acceleration Review Committee (identified in the EL Master Plan) with the purpose of analyzing student data to determine a student's readiness for the reclassification process or to make decisions about student supports needed for placement. The Multilingual Support System, an onboarding protocol was developed and articulates a sequence to welcome and best support our newcomer students into our schools. The Rooster Fellowship collaboration with SCOE allowed the Multilingual Services department to tap into authentic student voices as we worked with Elsie Allen High School. The data collected from empathy interviews and tests of change with classroom instruction served as an informative metric to guide the future direction of the work for Emergent Bilinguals.

Mathematics

As we returned to in-person learning after more than a year of Distance and Hybrid Learning, the district recognized that students had mathematical learning gaps after a prolonged period of learning disruptions. A major focus of the year-long elementary PD series was mathematics and differentiation, and many teachers attended these paid, after-school sessions. In addition to this PD, Educational Services also offered an Introduction to Everyday Mathematics (K-5 curriculum) session during the January 27, 2022, districtwide PD day.

Two schools qualifying for Comprehensive Support and Improvement (CSI) had a teacher and principal attend the CPM Math Conference in February 2022.

At the secondary level, the full spectrum of integrated math courses has been written and approved. This includes Math 1, Math 2, Math 2 Honors, Math 3 and Math 3 Honors. To meet the needs of our students with Individual Education Plans (IEPs) whose goals provide a more supported learning environment, Math 1A has been approved to meet the "c" designation for the University of California (UC). Three other courses have been developed by our math teachers: Statistics in Sports, Statistics for Social Justice and Math with Financial Applications. All three meet the third year math requirement and meet the Algebra 2/Math 3 requirement for the UC and California State University systems. Math teachers continue to engage in deep conversation regarding the goals of the math program in SRCS. A mission statement has been developed that supports the SRCS Mission and Vision and focuses on supporting, guiding, and teaching students of all mathematical abilities in a community of engaged learners to maximize student potential and increase student ownership of learning to prepare students for success in their post-secondary pursuits.

As this year has progressed, it became clear that math struggles in SRCS necessitated interventions. SRCS will use the A-G Completion Grant to provide extra FTE to each high school so they can provide math intervention for students missing credits, struggling in mathematics overall, or having to repeat courses. Each school may use the FTE differently to address math struggles, but one common idea is to potentially use the extra FTE to provide school day credit recovery classes in math.

Furthermore, it was decided by math department chairs that general education students should also have access to a Math 1A/Math 1B option, breaking Math 1P into a two year course to allow students to work in the content at a more gradual pace, and thus, potentially have more success completing the class with a passing grade and understanding content better. Math 1A/1B would provide 5 credits for electives in the first semester and 5 math credits in the second semester for each year-long class. Thus, students completing Math 1A and Math 1B successfully would have accrued 10 credits of electives and 10 credits of math towards the SRCS graduation requirements. The plan is to phase in these classes in the 2022-2023 school year and to use much of that year to align better placement criteria and family communication about the courses so that families can opt into this option if recommended to their student. SRCS does not want to place students in a learning track that is not at grade level without having full consent from guardians

Science

Secondary science departments reached consensus to adopt California Inspire Physics for all five of the comprehensive high schools which was approved by the SRCS Board of Education. This continues the ongoing work around NGSS including classes such as the Living Earth,

the Living Earth Honors, Earth Science, and Chemistry of the Earth. Aligning the secondary science curriculum allows for all SRCS students to engage in a uniform and equitable curriculum preparing students for post-secondary endeavors by satisfying the “D” requirement of the UC’s A-G approved courses. The state required health and sex education curriculum will be piloted during the 2022-2023 school year. The middle school science teachers will teach the curriculum while physical education teachers will teach the curriculum in high school. Early conversations have begun with Kaiser to collaborate around the sex education/HIV curriculum.

Social Science

Secondary Social Science department chairs, spanning grades 7-12, began the 2021-2022 school year by returning to essential standards for their students by grade level strands. This ensured that district continuity existed between different school staff regarding the most important concepts, skills, and knowledge that school sites should address. As the year progressed, Social Science finalized the list of essential standards and ranked which ones should be taught by order of most importance. Grade-alike teams convened in smaller groups to refine the essential standards even more. This work has allowed SRCS to create a recommended Scope and Sequence for grades 7-12.

In the latter part of the year, the focus switched to supporting students through organizing a collaborative retreat for social science teachers to engage in. The general plan could not be supported due to the costs not being set aside in the LCAP. The general idea of the retreat is a focused day off a school campus where educators from the same discipline can come together to share curriculum, assessments, and collaborate around best practices. Money has been set aside to support this in the 2022-2023 school year.

Finally, as the year was coming to a close, social science department chairs looked back at goals set a few years ago. The goals included a scope and sequence, essential standards, sharing curriculum and best practices, and developing common assessments. Thus, the next step for this group of leaders will be for them to develop common assessments in the 2022-2023 school year

Ethnic Studies and Culturally Responsive, Sustaining, & Humanizing (CRSH) Education

During the 2021-2022 school year, SRCS continued its partnership with the Acosta Educational Partnership (AEP). The AEP helped run multiple cohorts of Ethnic Studies professional development as a direct support for SRCS in its implementation of an Ethnic Studies program. SRCS offered multiple courses in Ethnic Studies during the year, including an elective, a 11/12 ELA class, and a Stats for Social Justice math class. About 55 teachers and all administrators participated in the Ethnic Studies professional development.
In addition, SRCS worked with the Redbud Resource Group to support teachers in implementing culturally response and sustaining curriculum in relation to indigenous and native peoples, history, and culture in the classroom. The Redbud group worked closely with teachers to enact a series of lessons created to guide better and more inclusive curriculum design.

Furthermore, SRCS ran an Ethnic Studies teacher collaborative, engaged in Ethnic Studies course writing to create an ELA 9/10 and Dance course, maintained its Community Committee and partnered with our local university, Sonoma State University, to design and submit an Internal Review Board study to gather qualitative feedback from students about their experiences in Ethnic Studies classes.

Through all of its efforts, SRCS has been able to grow its Ethnic Studies focus as a tangible commitment to equity initiatives and students across the district, in grades 7-12, had their first opportunities to engage in Ethnic Studies courses and the discipline.

Career Technical Education (CTE)

CTE teachers completed the “12 Elements of a High-Quality CTE Program Self-Review" to identify areas of strength and growth needed for their CTE programs. The results of the self-review for each program are shared with site principals, CTE Department Chairs, and the District CTE Advisory Committee. Student voices were engaged to inform learning experiences and CTE program development. This year, the District CTE Advisory Committee meetings focused on increasing work-based learning opportunities provided to program students and engagement with community, post-secondary, and industry partners to prepare students for college, career, and life. A new CTE Program was established at Piner High School to align with industry trends. The CTE Program consists of a two-course sequence and aligns with the Building and Construction Trades Industry Sector; Residential and Commercial Construction pathway and will be offered beginning the 2022-23 school year.

Advanced Learner Program and Services (ALPS)

The district offered a year-long series of elementary PD sessions focused on differentiating for all students, including Advanced Learners. These paid after-school sessions focused on differentiating for CCD, ELA, writing, and mathematics.

In 2021-22 the district was able to resume its annual spring ALPS screening cycle for all 3rd graders, as well as testing all 4th graders in the fall since we were unable to test the previous year.

We were also able to resume regular ALPS Advisory Committee meetings during the year and met three times. During these meetings, we began to revise and update the ALPS plan, which was written and approved in 2017. In addition to the Advisory Committee, we held a parent education night focused on recognizing and supporting the unique social-emotional needs of Advanced Learners. In Spring 2022, the first ALPS newsletter for parents was published. Moving forward, the newsletter will be published regularly.

Advancement Via Individual Determination (AVID)

AVID continued to support first generation college-bound students at its existing two high schools and one K-8 charter, and also added two sections at an additional middle school this year. 51 teachers attended AVID training during the summer, including a robust team of ALD teachers who enrolled in the Academic Language and Literacy Architects strand. Although data for 2021-2022 is not yet available and data for 20-21 was not collected, in 2020, 5% of our AVID 9th graders, 18% of 10th graders, 50% of 11th graders, and 65% of 12th graders enrolled in AP or IB classes; 100% of our high school AVID students graduated on time meeting their a-g requirements. 84% of AVID students remain in the program for 3 or more years.

In order to continue to grow and support AVID, 32 teachers will attend summer training this year. We also plan to strengthen the level of peer and college tutoring and articulation between and among AVID sites.

Visual and Performing Arts (VAPA)

The District recognized the challenge that the pandemic imposed on the visual and performing arts from spring of 2020 to present. The impact of online learning, reduction of in person instruction and pandemic restrictions on school performances greatly limited the students' opportunities to perform live, a critical component of visual and performing arts. The resulting impact is that many schools experienced lower than typical enrollment in these classes upon the return in fall 2021. In order to support the arts and allow these programs time to rebuild, the District prioritized maintaining sections despite falling below the usual district threshold. In the 2021-22 school year, these programs have brought back live performances, public art showcases and program trips to festivals outside the area. At the elementary level, the annual Honor Band concert was held once again in April at Comstock Middle School, providing the opportunity for the teacher and students to showcase the strong elementary music program dedicated to preparing students for the middle and high school programs.

To continue to provide strong and dedicated support to the Visual and Performing Arts, the District prioritized funding in the 22-23 school year for a 1.0FTE Visual and Performing Arts Teacher on Special Assignment (TOSA). Included in the work of the TOSA was to help create a District Santa Rosa City Schools Arts web page on which to highlight the many programs district-wide, to collect program data and to support teachers with creating systems and gathering resources to support a rich, engaging arts program district-wide.

Learning Platforms and Applications

The district continued to support many learning platforms as we resumed a full year of in-person learning, including Seesaw, Lexia, Accelus, Learning A-Z, and Newsela to support teachers and students.

To support understanding and implementation of these online learning tools, professional development (PD) was provided during the year and was delivered by District teachers, administrators, and from vendors such as Seesaw, Lexia, and Newsela.

As we assess usage and how these tools impact teaching and student learning, it will be important to identify which platforms and applications we maintain.

Blended Learning

A strong, student-centered learning program includes a variety of delivery models, including in-person, online, and blended learning. During the 2021-22 school year, the district continued to recognize the importance of blended learning to meet our students' needs in terms of engagement and outcomes.

Secondary schools qualifying for Comprehensive Support and Improvements (CSI) participated in multiple blended learning coaching sessions with Dr. Catlin Tucker throughout the year to continue professional learning begun last year. Site teachers worked collaboratively to plan and create blended learning lessons and units designed to provide a high level of student engagement.

Two Blended Learning sessions were also offered to teachers during the January 27th PD day.

Multi-tiered Systems of Support (MTSS)

Over the past three years MTSS has solidified as the structure in which all of our work in schools is depicted. In Spring 2020 the new MTSS Board Policy 6120 and accompanying Administrative Regulations were presented to and adopted by the Board of Education. The SRCS MTSS sailboat pyramid showing the Tiers 1,2,3, plus the Tier 2 team referral and SST processes, along with Academics, Attendance, and Conduct and Social-Emotional wellness, maintains the foundation of Equity, Empathy, & Engagement, as well as Culture, Community and Connections.

MTSS Intervention Counselor position was created for Fall 2020 where 6 high schools had part-time support to focus on improving systems and proportionate outcomes for students, this work continues in the polishing of our systems. For MTSS, work continued through the COVID-19 pandemic., and in the post- pandemic. We began holding Site Leaders Tier 1 and 2 via the Zoom video conferencing platform, and we continued this practice post-pandemic 21-22 school year, per employee preference.

New this year in the Social -Emotional realm were 2 key additions:
One was the use of the Panorama Survey- grades k-12, in October, where we saw that relationships was our highest area, and lowest was self-efficacy. Tier 2 teams reviewed the data & made a plan response for their sites. The Panorama Playbook offered activities tailored to data.

Secondly through ESSERS funding was Wayfinder, a Social-emotional platform offering activities for for grades 6-12 to increase areas of social-emotional wellbeing. We used the Panorama data to point to which activities in the Wayfinder app would make the most sense in response to the data. These two new features in our system work well together.

For Tier 1 SEL Elementary counselors continued with Toolbox & Kimochis lessons for their students. Middle School Counselors had Why Try? Curriculum, suited for middle school classroom guidance and assemblies, intended to develop social emotional skills and to prevent the need for more intensive support: like referrals to the Tier 2 team for small group or 1:1 support, or Tier 3 referrals to school based therapists.

Restorative Practices

In the post-pandemic, there was a continued focus on the need and benefit of connection and community building. This proactive approach of Restorative Practices occurred through check-in prompts, circles, games, and other fun engagement strategies of sharing, provided the foundations for students to feel safe and more ready to learn.

A Restorative Practices refresher for Assistant Principals is set for June, 2022.
Training was offered to new restorative specialist, and refreshers for existing restorative specialists.
Additionally, employees sought restorative solutions to conflicts between students and between staff and students when staff were willing to participate.

Restorative Connection resources are shared with all staff on the Staff Hub section of the district's website.

At the PD days in August & in January, restorative practices training was offered to staff k-12.

Most Principal meetings were started off with modeling connection through prompts, check-in within breakout rooms, Wayfinder activities, &/or mindfulness techniques. This allowed principals to become familiar with the techniques and have the resources to model them for teachers, with the goal that the teachers could see the value and connect with students to increase belonging as well.

AB 130 Independent Study Program

California Assembly Bill (AB) 130, passed in Summer 2021, required CA school districts to make online learning available to students and families with COVID-related health concerns. The district decided to implement the Acellus Learning platform to serve as participating students' primary teaching and learning tool throughout the year. In addition to Acellus, about 89 SRCS teachers took on 0.2 FTE assignments to help monitor student progress for grades 4-12, as well as to meet the weekly contact time required by the legislation. For grades KA-3, two full-time teachers were hired to teach these grade levels, having one KA-1 class and one 2nd/3rd grade class. The legislation required daily live contact with the lower grades, so it was necessary to provide full-time teachers at the KA-3 levels. Despite little lead time to plan for this program, the district worked to make this as successful an experience as possible for students, working across multiple district departments and with sites, often engaging in collaborative problem-solving to address issues related to secondary credits earned, transcripts, and graduation requirements. Approximately 500 SRCS students and families participated in this learning path during the 2021-22 school year.

Universal Prekindergarten (UPK) and Universal Transitional Kindergarten (UTK)

In response to California's "Great Start California" Initiative, the Preschool - Grade 3 (P-3) Alignment initiative, and the Universal Prekindergarten initiative, SRCS worked throughout the 2021-22 school year to prepare for the Universal Transitional Kindergarten (UTK) expansion approved by the CA legislature in Summer 2021. SRCS will now refer to Kinder Academy (KA) as TK. Each year through 2026, the eligibility age for enrollment in UTK will expand in 2-month increments to include younger children. The goal is to provide the opportunity for and access to quality UTK programs for all families and students in order to deliver a horizontally- and vertically-aligned P-3 program that will significantly reduce the achievement gap.

Working with multiple community partners, SCOE, and a SRCS-created TK Committee throughout the school year, the district identified measures to be taken in order to expand TK options as called for by the legislation. In doing so, the district identified classrooms, assigned teachers, reviewed possible new teacher credentialing requirements for TK, wrote a new job description for TK instructional assistants, wrote the TK Plan required by the state, and identified needs moving forward, such as professional development, curriculum adjustment and alignment to make it more developmentally appropriate, as well as parent education about TK opportunities and early childhood education in general. Five of our TK teachers were able to attend one or more PD sessions around developmental TK and PBL during the 2021-22 school year.

SRCS Libraries

SRCS believes that school libraries are a vital part of building students' literacy skills and school engagement. During the 2020-21 school year, a SRCS Libraries Strategic Plan Committee was formed to review library services and collections districtwide. The committee's work continued through the 2021-22 school year, concluding with a 5-year written strategic plan. To inform the plan the committee surveyed SRCS students in grades 4-12, all SRCS Teachers, and SRCS Library Technicians. The plan calls for several needs assessments as part of its long-term strategic work, with the majority of this assessment beginning during Year 1 of the plan.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Santa Rosa City Schools (SRCS) has implemented Common Core and newCalifornia standards in all pertinent subject areas for elementary courses. As we develop more expertise in our newstandards-aligned curriculum adoptions, we continue to identify and refine essential standards that provide the most endurance, leverage, and readiness for a coherent district-wide K-12 teaching and learning experience.

SRCS has also implemented Common Core, a-g aligned classes in all pertinent subject areas in all high schools, for grades 9-11, across the district. Next year, SRCS will continue this implementation so that all grades, 9-12, are Common Core and a-g aligned in all pertinent subject areas. The movement away from any non a-g aligned classes has been a holistic shift for staff that is focused on growth mindsets and providing students access to the most appropriate array of courses while completing high school. This has increased student access to rigorous coursework and made sure that every student has access to a post-high school plan that can include college and careers.

Collaborative Curriculum Design (CCD)

The elementary Collaborative Curriculum Design (CCD) units of study were formally Board-adopted in Spring 2020. The CCD teacher teams had hoped to resume a regular cycle of collaboration and unit refinement after the Board approval, but were unable to do so due to the pandemic.

During Winter and Spring 2022 the district surveyed elementary teachers to understand who would like to continue working on CCD teams and who might wish to join as a new member. The newly reconstituted teams met in April 2022 to prepare for the week-long summer CCD collaboration. Four areas of focus were identified for unit review and refinement: 1) formative and summative assessment; 2) differentiation strategies and tools; 3) culturally affirming and responsive literature and texts; and 4) expanding showcase options.

Moving forward, the district plans to resume regular collaborative meetings for CCD team work, but such release days will be dependent upon substitute availability.

When 2022-23 schedules allow, the CCD teams will work with Redbud Resource Group to understand how we can refine our elementary units of study focused on Native peoples to more authentically address their stories, voices, and perspectives.

For secondary, the District recognizes the value that collaborative planning and unit development has in creating learning experiences that are authentic, engaging and reflective of the community in which we live and the students whom we teach.
As new courses in Ethnic Studies, Mathematics and other subject areas are developed, supporting the work of teachers to come together and build units of study collaboratively will remain a priority.

English/Language Arts (ELA)

We recognize that strong language and literacy skills are necessary to successfully access every content area. However, our current progress monitoring data show that our English Learners, Socioeconomically Disadvantaged, Students with Disabilities, American Indian, and Hispanic students are not progressing at the levels needed to master the language and literacy skills necessary to engage in and succeed in all content areas.

The district has identified the strong need for a structured literacy program and decided to use the Orton Gillingham (OG) approach. In 2021-22 the first cohort of teachers were trained in these strategies and found they worked very well with their students. In Summer 2022 a second cohort of teachers will participate in the week-long OG training, with 21 SRCS teachers signed up. A third cohort of teachers will be trained in Fall 2022. The district also recognizes the need for “refresher days” for those who initially participated in the 2021 training.

In addition to OG strategies, the district will also invest in Language Essentials for Teachers of Reading and Spelling (LETRS) training for elementary administrators and teachers. The teacher training takes place over a 2-year period; the first cohort of teachers to be trained will be Teachers on Special Assignment (TOSAs), and the training will then be expanded to classroom teachers.

The district also identified a Tier 3 foundational literacy program, the Sonday System, that will begin to be implemented in 2022-23, including training for teachers.

As we work to integrate the teaching and learning of foundational literacy skills through a structured literacy approach into our broader ELA curriculum (e.g., CCD, Wonders, Lucy Calkins Writing), the district understands the need to identify an appropriate scope & sequence so that teachers and students have a clear pathway for teaching and learning. We also recognize the need to identify, document, and teach the unique literacy skills needed for success in other content areas such as mathematics, history/social science, science, and visual/performing arts.

Secondary English/Language Arts teachers, spanning grades 7-12 began the 2021-2022 school year with a focus on common assessments, data, and testing. These discussions resulted in a consensus of the importance of data, but the challenge amongst the teachers was around what methodologies should be used to secure useful and meaningful data to help inform instruction. Although there is ongoing discussion regarding data collection, whether from something like MAP or local assessments like benchmarking writing district-wide, there is an identified need to be able to use this information to guide the creation of common assessments as well as unit and lesson design.

Additionally, the group expressed a strong interest in learning more strategies for better supporting their EL students. The teachers discussed this being done through sharing effective strategies in their own classrooms as well as participating in professional development that culminates in effective instructional practices that can be used immediately.

English Language Development (ELD)

There is an identified need to build up system and teacher support capacity for enhancing instruction that maximizes language development through oral language and literacy activities. We must work to increase critical thinking and foster student agency, particularly as we work on oral language and conversation development strategies. We must support our Designated ELD teachers and our core content teachers in the power of language and communication to engage students in building up unique ideas across disciplines. Professional development around authentic communication is currently being developed with a priority on grades 4-6 at elementary and mathematics at secondary.

The need to increase awareness around how to best accelerate English Language Development for our Emergent Bilingual students was also noted. To address this, we will introduce the goals of the committee in the Fall of 2022 and institute the Language Acceleration Review Committee (LARC) at each site. This team of individuals will meet regularly with the purpose of analyzing student data to determine a student's readiness for the reclassification process or to make decisions about student supports needed to help accelerate language proficiency.

Another need that has been identified is how to best support Newcomer students. The Multilingual System of support should Implement a welcoming process in which newcomers and families are guided through an optimal learning experience. Considerations to newcomer typologies, appropriate assessments, placement, extended support and social-emotional needs must be considered.

Mathematics - Elementary & Secondary

The adoption of the high-quality curricula Everyday Mathematics 4th Edition (KA-5) and College Preparatory Math (6) has provided teachers with curricular tools aligned to the California State Standards; however, consistent program implementation has been disrupted over the course of several years by natural disasters and the pandemic. The district was able to return to in-person learning for the entire 2021-22 school year, and recognized the wide variety of students' math learning needs. The district offered a year-long series of paid, after-school professional development (PD) focus on differentiation, with several sessions devoted to mathematics. During the January 27th PD day, the district offered an introduction to Everyday Mathematics for new teachers or teachers needing a refresher.

Moving forward, it will be necessary to offer foundational support to new teachers (or those changing grade levels) and to offer ongoing professional development that addresses using essential standards to best meet learner needs, including intervention. These continued opportunities to collaborate, reflect, and plan for instruction will support continued growth and confidence in our teachers and students. In 2022-23, the focus will continue to be on how to differentiate mathematics instruction for our learners, with a specific focus on building mathematical literacy. We will also have PD sessions focused on increasing the quantity and quality of authentic communication (3-6), which impacts all content areas.

As this year has progressed, it became clear that math struggles in SRCS necessitated interventions. SRCS will use the A-G Completion Grant to provide extra FTE to each high school so they can provide math intervention for students missing credits, struggling in mathematics overall, or having to repeat courses. Each school may use the FTE differently to address math struggles, but one common idea is to potentially use the extra FTE to provide school day credit recovery classes in math.

Furthermore, it was decided by math department chairs that general education students should also have access to a Math 1A/Math 1B option, breaking Math 1P into a two year course to allow students to work in the content at a more gradual pace, and thus, potentially have more success completing the class with a passing grade and understanding content better. Math 1A/1B would provide 5 credits for electives in the first semester and 5 math credits in the second semester for each year-long class. Thus, students completing Math 1A and Math 1B successfully would have accrued 10 credits of electives and 10 credits of math towards the SRCS graduation requirements. The plan is to phase in these classes in the 2022-2023 school year and to use much of that year to align better placement criteria and family communication about the courses so that families can opt into this option if recommended to their student. SRCS does not want to place students in a learning track that is not at grade level without having full consent from guardians.

The need to support students' academic success in mathematics and to be able to respond promptly to identified needs district-wide will be supported additionally by the hiring of a 1.0FTE Math Teacher on Special Assignment (TOSA) beginning in the 2022-23 school year. This new position will help support the focus on mathematics data, instructional practices, lesson development and collaboration that will help us best serve our students through their mathematical journey in SRCS.

Science - Elementary & Secondary

As part of the Summer 2022 CCD work, CCD teams will begin to review and refine the units of study, including the science lessons contained therein. The goal is to make the FOSS Science content more accessible for teachers so that they can more easily implement the FOSS science modules in their classrooms. The units also include guidance on how and when to use Mystery Science (a supplemental online curriculum) within the unit sequences.

As we resume elementary grade level meetings in 2022-23 (dependent upon substitute availability), we will be able to engage in grade-level conversations and PD around all content areas, including science.

With the 2022-2023 school year, secondary grade level meetings will work on common assessments based on their work with essential standards. Both will necessitate working in small groups based on subject area, grade, level or both. This work will help reinforce the work done with NGSS and the textbook adoption and curriculum work done in previous years.

The state required health and sex education curriculum will be piloted during the 2022-2023 school year. The middle school science teachers will teach the curriculum while physical education teachers will teach the curriculum in high school. Early conversations have begun with Kaiser to collaborate around the sex education/HIV curriculum. Teachers will need time to meet to share their views on the piloted textbooks and come to a consensus on which textbooks should be adopted in middle and high school.

Social Science

The Social Science department leaders have identified the need to collaborate more closely across SRCS to better update practices, curriculum, units of study, assessments, and much more. It has been about 6 years since sustained collaboration and a focus on shared practice has been emphasized. This will be especially important for assisting students in addressing learning in the discipline of Social Science by interacting more directly with primary sources as a means of responding to the History Social Science Framework (HSS Framework) adopted by the California Department of Education in 2018. This framework helps establish that learning in Social Science should be interdisciplinary and focused on helping students develop critical analysis skills over prioritizing dates, names, places, etc., in history. The Social Science standards have not been updated in many years, and the HSS Framework is more current in its suggestions for practice and how to approach the discipline. It will be important for Social Science teachers to work together, collaboratively, across the district, to align practices, curriculum, and expectations in the Social Sciences.

Ethnic Studies and Culturally Responsive, Sustaining, & Humanizing (CRSH) Education

Moving into the 2022-2023 school year, SRCS will need to continue to carefully engage in its Ethnic Studies implementation. This will include continued professional development cohorts with the Acosta Educational Partnership and continuing to work with the Redbud Resource Group.

This will also include:
*Writing new Ethnic Studies courses
*Building deeper and new community and organizational relationships
*Continuing the work with SSU to do IRB sanctioned research
*Providing an ongoing Ethnic Studies teacher collaborative
*Finalizing a teacher reader with research, articles, and literature related to teaching Ethnic Studies in public schools
*And much more

At the foundation will be a commitment to staying loyal to the founding tenets of Ethnic Studies and working to make sure that teachers are prepared to deliver effective instruction and that courses are true to the discipline. This will require vigilance, support, professional development, and a collective effort to collaboratively implement Ethnic Studies thoughtfully and effectively.

Career Technical Education (CTE)

SRCS will maintain and expand a CTE District Advisory Committee that is made up of a diverse and inclusive group of stakeholders, including local industry, that reflect the student and community population. This ensures continued alignment with identified student and community priorities while paying attention to local labor market needs.

To increase knowledge of CTE programs, we will use marketing materials (including using social media) featuring non-traditional students and provide career awareness activities at the middle school that are aligned to high school CTE Programs.

CTE teachers will conduct an annual self-review of High-Quality Career Technical Education Program Evaluation to identify areas of strength and growth needed for their CTE program. The results of the self-review for each program will be shared with site principals, CTE Department Chairs, College and Career Support Team, and the District CTE Advisory Committee.

SRCS will provide CTE professional development opportunities to ensure all CTE pathway courses have documented evidence of high-quality curricula and instruction.

The district will continue to support the inclusion of industry-themed and relevant curriculum, where students have multiple opportunities for timely, authentic integrated learning experiences that are constructed and connected to the broader community/industry. This includes multiple work-based learning opportunities such as industry-related field trips, mentoring, job shadows, student-led enterprises, and other career-connected learning experiences that are connected to the classroom.

College and Career Centers

College and Career Centers will function as 21st Century College and Career Ready Learning Labs where students can access support services, work-based Learning activities, and post-secondary transition support. College and Career Counselors will continue to build capacity through the development of a college and career readiness comprehensive counseling plan. This tool provides lessons and activities to build grade level competencies in the pursuit of college and career readiness. The plan will be shared with counselors and teachers district-wide to provide access to carefully selected resources intended to maximize learning and increase indicators of college and career readiness.

Advancement Via Individual Determination (AVID)

AVID continues to be most successful when it is supported schoolwide and articulated on a K-12 continuum. Training additional teachers to use common language and evidence-based best practices helps all kids; having a designated period for both wider and deeper support is essential for our first generation and/or socio-economically disadvantaged students. The district will continue to support training and collaboration in our AVID program.

Visual and Performing Arts (VAPA) Education

Santa Rosa City Schools is committed to providing our students with a comprehensive and engaging K-12 education that includes Visual and Performing Arts (VAPA) instruction that builds a strong foundation and promotes creativity, critical thinking, and problem-solving. While SRCS has made solid progress in implementing new music and instrumental education for elementary students during the past three years, we recognize the need to maintain access to other VAPA content such as dance, media arts, theater, and visual arts. This commitment was shown in the creation of a 1.0 FTE VAPA TOSA as well as allowing many 7-12 grade VAPA courses to continue despite a drop in enrollment in the 2021-2022 school year.

Our Goals for 2022-2023 are to developing a new ALD Arts course for Grades 7-12, a new Music and Ethnic Studies course in Mariachi for grade 9-12, begin aligning K-6 lessons based in our Collaborative Curriculum Design (CCD) Units utilizing an Arts Integration approach, and most importantly a develop and and adopt a K-12 District Wide Arts Plan to focus our attention as we move forward. To ensure progress towards these goals, SRCS will continue to fund a 1.0 VAPA TOSA.

Learning Platforms and Applications

As the 2021-22 ends, the district has engaged in the process of reviewing usage data for the variety of subscription- and fee-based learning platforms and applications used during the year. Based on these data, as well as teacher feedback, the district will decide which platforms and applications to renew. It will be important to continue professional development to enhance our understanding and use of different platforms and applications to maximize student learning and engagement, and the ability of teachers to monitor progress more easily and efficiently.

Blended Learning

As we move forward in 2022-23, Elsie Allen High School will continue to work with Dr. Catlin Tucker to advance professional learning, using CSI funds. Site teachers will work collaboratively to plan and create blended learning lessons and units designed to provide a high level of student engagement.

Expulsions and Suspensions

Behavior incidents rose dramatically in the 2021-2022 school year nationwide. SRCS experienced the same rise in education code violations that resulted in suspension or expulsion. As of 5/31/22, there were 14 expulsions; only 1 expulsion was discretionary. There were no involuntary transfers made due to disciplinary reasons. As of 5/31/22, the Aeries Discipline Dashboard showed 1092 incidents that resulted in suspension. The highest number of incidents resulting in suspension was for 8th grade. Dataquest and the CDE Dashboard will formalize the data at the end of the school year.

SRCS will continue to implement PBIS and Restorative Practices in all schools. SRCS will continue to monitor and reduce disproportionality in disciplinary actions. SRCS will continue to reduce discretionary expulsion referrals and will no longer implement involuntary transfers for disciplinary reasons.

Multi-Tiered Systems of Support (MTSS)

Continuing the implementation of the SRCS Multi-tiered System of Support (MTSS) we will: ensure all staff members understand the basics of MTSS, where their work falls into the tiers, and supporting students in the key categories of Academics, Attendance, and Conduct & Social-Emotional. We will maintain the foundation of Equity, Empathy, & Engagement, as well as Culture, Community & Connections, so we can have a school climate conducive to student success. Upcoming specific needs include: including student voice in the MTSS Tier 1 site level teams at each school, especially through continued work via SCOE's Rooster Fellowship. It also includes collaboratively identifying Tier

1 interventions for classroom and school wide support. SRCS will focus on Social Emotional Learning (SEL) professional development in the beginning of the year to ensure that all administrators and teachers understand and are familiar with the tools SRCS has invested in to support addressing the well being of students. This will also include a refresher on MTSS and where SEL fits into the tiered model of support for students.

SRCS will continue using the Panorama and Wayfinder SEL platforms. By continuing to use the Panorama student social emotional screener in grades 4-12, we will have data to support school wide programs and targeted mental health supports for students. In grades K-3, teachers will continue to complete a student screener which will also provide data for the Tier 2 teams to examine trends, needs, and to organize supports school wide, for small groups and individual students. Also, SRCS plans to better prepare staff to use both the Panorama Moves SEL curriculum in the upcoming school year. And, finally, SRCS plans to introduce a staff screener survey with Panorama to help maintain a focus on staff wellness.

In addition to the use of Panorama, SRCS will employ Wayfinder activities for grades 7-12, providing access to the Wayfinder Activity Library for all staff in those grade levels. This will be one additional tool for directly addressing and implementing SEL curriculum and approaches in daily practice. Refresher Toolbox training for elementary staff and intro courses for new elementary staff can help continue the Toolbox work.

SRCS has a suite of SEL curriculum supports for classrooms and it is now time for teachers to be more deeply engaged with these tools across the system so Tier 1 and Tier 2 approaches become stronger.

At the same time, a renewed focus on collaboration at common grade levels and/or in common disciplines should allow for staff to develop more aligned practices for Tier 1 academic approaches in the classroom. The COVID-19 pandemic introduced quite a bit of chaos and disruption into the educational system and SRCS will need to return to the proven practice of teacher collaboration to re-strengthen classroom practices around differentiation, scaffolding, and interventions in daily lessons.

With renewed academic alignment and an opportunity to go more deeply into SEL approaches, SRCS hopes to create a varied and effective MTSS model that has successful practices at the most broad Tier 1 and Tier 2 levels.

Tools to Monitor Student Behavior, Academics, Assessments, and Social-Emotional Learning

SRCS did a full reboot in the 2021-2022 school year with data dashboard work. eduCLIMBER has been previously identified as a data dashboard platform to support the district, but due to siloed and under supported personnel, it got lost in the shuffle of priorities in the pandemic related chaos of the last few years. Thus, SRCS convened a Comprehensive Data Planning Committee to begin this work again. The committee met multiple times over the course of the year and identified that eduCLIMBER was still the best platform for synthesizing data across SRCS in one platform for informed analysis and decision making.

SRCS plans to continue the committee in the 2022-2023 school year and aims to have district office staff and site administrators actively manipulating and using the data platform by January 2023. Once this active use of the platform is underway at this level, the committee will help identify the use of eduCLIMBER at the site level for teachers and counselors, etc.

Moving into the Fall of 2022, SRCS plans to have data integrations from Aeries and a few other sources completed, with a focus on establishing essential parameters for the data dashboard, such as cut points for identifying early warning alerts about students, etc. Through a concerted and collaborative approach, SRCS aims to improve its data literacy moving forward.

AB 130 Independent Study Program (ISP)

AB 130 ISP was offered during the 2021-22 school year in response to state legislation. At this time the district does not plan to continue offering AB 130 ISP in 2022-23 unless otherwise directed by the state.

Universal Prekindergarten (UPK) and Universal Transitional Kindergarten (UTK)

In response to California's "Great Start California" initiative, the Preschool - Grade 3 (P-3) Alignment initiative, and the Universal Prekindergarten initiative, SRCS schools identified needs and made plans to implement Phase 1 of the Universal Transitional Kindergarten (UTK) expansion in 2022-23.

During Summer 2022 the TK CCD Team, which has expanded its membership due to the enthusiasm around this topic from our teachers, will begin to review our TK CCD units of study. They will begin to revise the units to be more developmentally appropriate for the expanded age range that TK will ultimately serve by the year 2026. During this collaborative summer work, the TK CCD Team will also work with personnel from SCOE--this will be a continuation of some work begun during the 2021-22 year, but will also include a deeper dive into the CCD units of study to ensure we're making the best revisions on our students' behalf.

As they become available, the TK CCD Team will also be using the updated California Preschool Learning Foundations (CPLF) to guide the units of study revisions and alignment. The CDE is updating the CPLF to incorporate recent research in the field, including best practices to support dual language learners (DLL), reduce racial bias, and better support the inclusion of children with disabilities. The CDE will also be updating the CPLF to extend its curriculum frameworks up through second grade, which aligns with CDE's Preschool through Third Grade (P-3) Alignment Initiative. TK - 3rd Grade CCD Teams will continue to refine and align their units of study to meet the CDE's P-3 Alignment goals.

The UPK/UTK initiative also calls for additional Early Childhood Education training/experience for teachers of TK. Currently the legislation outlines a variety of ways to update TK teaching certification; SRCS will work with the CDE, the CCTC, SCOE, HR, and TK teachers to ensure our TK program meets the new requirements.

As the SRCS TK expansion plan is phased in from 2022 through 2026, the district will continue to follow and update the plan in order to achieve its goals, including identifying additional classrooms, hiring highly-qualified teachers and instructional aides, providing relevant PD

and parent education, revising our curriculum to be developmentally appropriate and inclusive, and working with our community partners to ensure Sonoma County families have access to UPK or UTK, whether they choose to do so through SRCS or privately.

SRCS Libraries

During the 2020-21 school year, a SRCS Libraries Strategic Plan Committee was formed to review library services and collections districtwide. The committee's work continued through the 2021-22 school year, concluding with a 5-year written strategic plan. The Committee found that the average age of the SRCS school library collections exceeds 25 years, so collections need to be updated with both traditional books and online resources.

The Committee also found that library staffing and library hours vary across the district. More study around this will be done in the coming years according to the strategic plan. The Committee also found that Library Techs would like to engage in ongoing professional development that directly relates to their work. Specifically, they would like additional training around the advanced features of the Destiny Follett Library Management System, as well as training around book binding, using Canva to produce library-related announcements & outreach, as well as dedicated time to work and plan collaboratively with all Library Techs.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

In Santa Rosa City Schools, we recognize that our community has seen unique challenges over the past few years. In addition to the global pandemic, since 2017 we have faced multiple fires that have decimated our staff and student homes as well as a school campus. These life-changing events caused our community to pause and reflect on our current times, situation, and needs. Further, as a district, we acknowledge that the world is changing and that the education system must likewise adapt.

An examination of our data makes clear the need to support systems that lift all students to personal and academic success. The reading and math benchmarks in our elementary district, and our a-g enrollment, and suspension, attendance, and graduation rates reveal discrepancies among our historically underserved students. Thus, our 2021 LCAP centers increased or improved services for special populations such as multilingual learners, foster youth, and low-income students; promotes student wellness; increases community connections; and creates safe and effective learning environments in order to remove barriers and achieve educational justice.

Goal 1: SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math:

Goal 2: SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff:

Goal 3: SRCS commits to providing high quality relevant staff development that promotes professional growth and collaboration to increase student achievement:

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Albert Biella Elementary, Brook Hill Elementary, Steele Lane Elementary, Elsie Allen High, Montgomery High, Ridgway High, Santa Rosa High.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

LEA's Planning and Support Processes
Santa Rosa City Schools Office of Educational Services has and will continue to lead the process for supporting the Comprehensive Support and Intervention (CSI) identified schools by assembling a team led by a Director (also known as the LEA team in this document), an elementary intervention Teachers on Special Assignment (TOSA), a set of resources and training for the elementary and secondary site leaders and stakeholder teams to use during the data analysis, writing, and implementation of the CSI plans. All support for CSI eligible schools aligns with the district strategic plan and vision: SRCS will send students into the world empowered to find purpose, think critically, embrace diversity, work together, and adapt to our changing planet, and live healthy and fulfilling lives. The LEA will provide support for each principal to ensure clarity and connectedness to the district plan and requirements. We will work collaboratively to set the vision, provide the tools (outlined in this report) to use to complete the comprehensive needs assessment, root cause analysis, identify resource inequities, involve stakeholders, and to develop the CSI portion in the SPSA.

Process for Stakeholder and School Engagement in Evidenced Based Planning and Decision Making
Stakeholder involvement has historically been a priority at both the district and school levels. The utilization of data and research guide the decision-making process for all stakeholders. At the district level, the School Board of Education meets at least monthly and invites the community to inform and comment on issues. The district leverages state and federal requirements as opportunities for the community to be involved in planning and decision making. Such key planning and decision making processes are the LCAP and SPSA/CSI through School Site Council, English Language Advisory Committee, staff surveys and input, community outreach, and family engagement.

For the SPSA/CSI
School Leadership Teams, including the principal and teachers, analyzed data, determined priorities for student learning, and aligned those

priorities to district goals. Next, the School Site Council (SSC: principal, teachers, classified staff members, parents, community partners, and, where applicable, secondary school students) reviewed the recommendations from the Leadership Team and decided on funding allocations to support those goals. Recommendations from SSC were presented to ELAC (the parents of English Learners) and PTO (Parent/Teacher Organization), and input/feedback is sought out and considered as a part of the planning and decision making process. Each site's plan was finalized and documented using the guiding questions for Addendum B on the SPSA, and approved by SSC.

Comprehensive Needs Assessment and Root Cause Analysis
All schools eligible for CSI utilized a coherent and comprehensive school-level needs assessment as a part of their plan development. Teams analyzed data using adapted versions of the data analysis/data driven dialogue protocols from The National Student Reform Faculty. Teams determined the root cause by using an adapted version of the protocol The 5 Whys. Resource inequities were identified and categorized to assist with budgeting and associated planning. CSI Schools Analyzed the Following Data:

- Local data from academic benchmarks and diagnostics (such as Let's Go Learn, DIBELS, Lexia, DRA), as well as stakeholder surveys, student needs and interest surveys each spring for elective course offerings, college and career support, and academic support and enrichment
- California Dashboard's site level performance for State indicators and State determined long-term student performance goals
- Resource Inequities Review and Evidence-Based Interventions

The LEA team followed the guidance from the CDE/SCOE around the identification of resource inequities and associated evidence based interventions. Using the definitions of evidence based and requirements for Title 1, the LEA team created a list of options of Tier 1, 2, and 3 evidence based interventions. The options came from the source What Works Clearinghouse Practice Guides - Recommendations for Strong and Moderate. While each site has unique interventions as a part of their SPSA/CSI, the following evidence-based interventions are being implemented to address the resource inequities in the CSI schools in SRCS. Each SPSA includes a description of the actionable inequities identified, the inequities that will be prioritized at the school site, and the strategies to address the inequities. It is important for the site teams to use the coaching and PLC structures to support continuous learning, analysis of evidence from teaching and student learning to determine growth and effective implementation.

Trainings for Principals, Teacher Leaders, and/or Teacher Teams and On-going Guidance
The LEA team met with the principals to explain the CSI requirements overall and reviewed what evidence-based interventions meant. Further, each principal was assigned a coach to support the particular site team's process for selecting appropriate interventions. The principals were organized into collaborative cohorts according to level to share progress, problem solve, and communicate with the Director and coaches. Each principal received assistance via instructional and organizational leadership coaching to ensure support during the implementation.

Patterns and Trends from the Comprehensive Needs Assessments that Show Resource Inequities
The LEA identified resource inequities after completing a review of each of the site's data analysis and root cause analysis to find the overall patterns and trends occurring at the CSI sites. Afterwards, the LEA team analyzed the site and district budgets to determine where the gaps existed in order to address the inequities. The individual site plans address the resource inequities and identify them in their particular SPSA/CSI.

Patterns from Data Analysis and Root Cause Analysis
Assessments have identified individualized gaps in student proficiency, particularly in math and reading literacy for the following student groups: English Learners, Students with Disabilities, SEL, and Hispanic at both elementary and secondary levels.

At the elementary level, the evidence-based interventions selected to address these inequities are to utilize the collaborative inquiry process to build collective teacher efficacy with a focus on foundational literacy skills that address close reading and writing needs. Incorporating the Orton Gillingham approach designed to help struggling readers along with differentiated instruction, focusing on tier one interventions, and small group instruction as a focus area to support student outcomes. To address math needs, teams would focus on problem solving within the comprehensive math programs. For example, focusing on building PLCs that analyze student work from within the MTSS and from ELD, and by engaging teacher teams in essential standards-based curriculum mapping that is refined using the collaborative inquiry process. Extending learning through the summer with the Jump Start programs gives students more chances to practice skills and accelerate their progress. Centralizing MTSS support to CSI school sites is among other interventions planned to take place in the 2022-2023 school year.

At the secondary level, analysis of the CCI on the Dashboard and transcript and GPA analysis for High School revealed a trend that there are a significant number of credit-deficient students and a need for proficiency in CTE coursework. The evidence-based interventions selected to address these inequities are to focus on dropout prevention and reinforcing literacy development in areas such as prioritizing caring adults, providing academic support and credit remediation options, establishing secondary writing across the curriculum, and creating small communities to connect students to relevant college and career related subjects and supports. For example, building staff capacity to track student progress via a homeroom advisory program in the continuation high school, as well as creating a school-wide writing rubric that is aligned to grade level standards to support writing across the curriculum are two of the interventions at the secondary level. Lastly, offering practical CTE courses that connect math to real life so students can earn credits in practical ways that impact their daily lives.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Monitoring and Evaluating the Implementation

The LEA's process for monitoring and evaluating the CSI plans, as well as how the LEA will monitor and evaluate the effectiveness of the selected evidence-based interventions, is to take a systematic and collaborative approach. At the district level, a Director has been assigned to oversee the CSI schools and will work with site leadership teams to implement and monitor the effectiveness of the plans. The Director works closely with the sites for progress updates.

The key system used for progress monitoring is to collect formative and summative assessments via the collaborative inquiry cycles, which are used to organize pacing, results, and feedback loops. In conjunction with inquiry cycles, the work is based on establishing and solidifying the site level systems for collecting student data for decision making. Working collaboratively, the principal gains expertise in monitoring the

process by collecting real-time data and teachers gain capacity by analyzing student work to adjust instructional practice. Additional site and district structures create supports and key communication loops that must exist in order to deploy resources effectively as intervention support for all students and staff. The work consists of a series of cycles to serve several purposes. One is for the cycle of improvement, giving teams the opportunity to monitor their learning and continuously improve instructional practices. The second is to connect one cycle to the next, creating a data results loop, or a feedback loop, that is shared across the organization. The Director in charge and principals meet during the year to collaborate around mid-year and end-of-year progress and to ensure results and impact are communicated up through the organization.

Principals and teacher leaders and/or teams work collaboratively to implement and monitor the plans. Site leadership teams support the process by facilitating professional learning sessions and ongoing professional learning communities meetings focused on evidence of learning. The SPSA/CSI plan is the focus for the work, using a cyclic approach, clear action steps, and measurable outcomes. Data collected includes formative evidence of student learning, summative district benchmark data, as well as analysis of instructional plans to result in areas of need, student progress, and/or impact areas. The principal works with teacher leaders and/or teams in various ways such as professional development sessions, monthly whole staff meetings, and/or bi-monthly/monthly teacher leadership meetings all focused on progress toward achieving the outcomes on the plan. Research based adaptive software learning programs such as Lexia and Let's Go Learn provide support and professional development in regards to data analysis, interpretation, and re-teaching tools. Additional support, professional development, webinars, and/or training are job-embedded and are provided by the district and other facilitators as the teachers need them during teacher leadership, team meetings, weekly professional development sessions, staff meetings, and/or for hourly pay after school.

Data and Information for Analyzing Decision Making
The LEA collects data from each site according to the specifics outlined in each SPSA/CSI plan using the feedback loop process, district level benchmark data, and formative and summative data. At both the elementary and secondary levels, the district has created an assessment calendar that is aligned with the plans as a measure to determine overall progress. The LEA collects data in English language development (Wonders program, Lexia, Let's Go Learn), foundational reading skills (Lexia, Let's Go Learn), writing (Lucy Calkins Writing), ELA and math progress monitoring (Let's Go Learn DORA & ADAM), math (Everyday Math, CPM), and summative assessments (ELPAC and SBAC). As sites work on the day-to-day work with students, teachers use formative data to guide instructional decision-making. Teachers use the data from curriculum and district assessments to analyze student progress toward their goals. According to their plan, results from the collaborative learning cycles are provided to the principal during the ongoing professional learning sessions/meetings. Principals work with their leadership teams and the Director to solve problems of practice and to communicate needs for further support.

At the site level, teacher grade level spans and/or department team stakeholders work together to collect student data and use it to make decisions regarding instruction. As milestones are reached and progress is determined, non-teaching stakeholders are informed of the progress. The results are communicated to the non-teaching stakeholders at regular School Site Council meetings, ELAC, and at staff meetings. The principal oversaw the updates of the SPSA/CSI at the beginning, middle, and end of year documenting them in their SPSA. Decisions are made based on as recent and relevant data as possible. Moving into the 2022-2023 school year, teams plan to use formative and summative assessments including the results from the 2022 SBAC test to target student needs.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Building on successful LCAP-related community meetings from prior years, SRCS continued to conduct these outreach meetings at the school sites and through district meetings. Due to the pandemic, this year's meetings were conducted via the Zoom video conferencing platform, and we often had increased attendance and participation during these online meetings. A protocol for all site principals was developed to assist in monitoring the progress of the LCAP actions through the alignment to the Single Plan for Student Achievement (SPSA). This alignment created a strategic focus for each of the sites to monitor progress and have a site-level conversation with all members of their school community about how the services being provided were achieving the intended outcomes of the LCAP/SPSA. The various stakeholder meetings had in attendance the Board of Trustees members, DAC representatives, certificated and classified leadership group members, administrators, community members, and students.

Principals from our 25 schools presented their data to the school board and their SPSA alignment to the three LCAP goals. They shared and received feedback on their identified foci, the intended outcomes, and the metrics used to measure (both quantitative and qualitative) the feedback from stakeholders. The process has provided more stakeholders with a rich and meaningful way in which to engage in the LCAP/SPSA as well as provide relevant feedback for the individual school communities that make up SRCS. The other forms of outreach communication included using the phone, email, web, radio, newspaper, Twitter, etc. to inform the public, collect input and determine any modification needed to the LCAP.

The draft LCAP was posted for the Board Meeting on June 4th, at the regular board meeting for public comment. DELAC and DAC reviewed and provided feedback to the LCAP draft on May 20th. A community report was developed to provide information about the LCAP. The community report was posted on the website and at each school and is also translated into Spanish. The public hearing for both the LCAP and the Budget will be conducted on Wednesday, June 9, 2021. The LCAP and budget will be approved on Wednesday, June 23, 2021.

The SELPA representative, Andrea Wells, was engaged in June of 2021.

A summary of the feedback provided by specific educational partners.

Abraham Lincoln Elementary:
Staff Meetings: 8/25, 9/8 & 9/22, 10/13 & 10/27, 12/8, 1/12 & 1/26, 2/9 & 2/23, 3/9, 4/13 & 4/27, 5/11 & 5/25
ELAC: 9/14, 11/4, 1/6, 3/11, 5/5
SSC: 8/13, 10/21, 10/27, 11/18, 1/20, 2/3, 2/24, 3/10, 3/17, 4/21, 5/11, 5/25
PFO: 9/24, 10/13, 11/17, 12/14, 1/28, 2/8, 3/4, 4/18, 5/13

Albert Biella Elementary:
Staff Meetings: 9/8, 9/22, 10/13, 10/27, 12/2, 12/8, 1/12, 1/26, 2/9, 2/23, 3/9, 4/13, 4/27, 5/11, 5/25

ELAC: 9/14, 10/20, 11/19, 12/16, 1/20, 2/17, 2/25, 3/16, 4/20, 5/18
SSC: 9/3, 9/23,10/21,11/18, 12/16, 1/20, 2/17, 3/17, 4/14, 6/2
PFO: 8/17, 9/21, 10/19, 11/16, 1/18, 2/15, 3/15, 4/19, 5/17

Brook Hill Elementary:
Staff Meetings: 8/10, 8/23,9/13, 9/27, 10/11, 10/25, 11/8, 12/13, 1/10, 1/24, 2/28, 3/14, 3/28, 4/11. 4/25, 5/9, 5/23
ELAC: 9/16, 11/18, 2/3, 3/17, 5/12
SSC: 9/23, 10/14, 10/20, 1/13, 3/3, 4/14, 5/12
PFO: 9/7, 10/20, 11/18,1/19, 4/13

Helen Lehman Elementary:
Staff Meetings: 8/25, 9/8, 9/22, 10/6, 10/13, 10/27, 11/10, 12/8, 1/12, 1/19, 1/26, 2/9, 2/23, 3/9, 3/16, 4/13, 4/27, 5/11, 5/25
ELAC: 9/14,10/19,11/18,1/21,3/11,5/20
SSC: 10/21, 11/8, 1/24, 3/14, 5/16
PFO: 9/23, 1/14, 1/21, 3/11, 5/20

Hidden Valley Elementary:
Staff Meetings: 9/8, 9/22, 10/13, 10/27, 11/10, 12/8, 1/12, 1/26, 2/9, 2/23, 3/9, 4/13, 4/27, 5/11, 5/25
ELAC: 9/16,10/14, 11/18, 12/9, 3/17, 4/21, 4/27, 5- EL Celebration
SSC: 9/15, 10/21, 12/15, 2/22, 3/17, 4/21, 5/19
PFO: 8/26, 9/30, 10/28, 11/18, 1/27, 2/24, 3/31, 4/28, 5/25

James Monroe Elementary:
Staff Meetings: 8/10, 8/23, 9/8, 9/22, 10/13, 10/27, 11/10, 12/8, 1/12, 1/26, 2/9, 2/23, 3/9, 4/13, 4/27, 5/11, 5/25
ELAC: 11/4, 12/9, 1/6, 2/10, 3/10, 4/14, 5/11
SSC: 11/1, 12/7, 1/14, 2/1, 3/1, 4/5, 5/17
PFO: N/A

Luther Burbank Elementary:
Staff Meetings: 8/10/21, 8/23/21,
9/13/21,10/11/21,10/25/21,11/08/21,12/13/21,1/10/22,1/24/22,2/28/22,3/14/22,3/28/22,4/11/22,4/25/22,5/9/22,5/23/22
ELAC: 11/8/21, 12/13/21, 1/10/22, 2/23/22, 3/30/22, 4/27/22, 5/25/22
SSC: 10/20/21, 11/15/21, 1/10/22, 2/21/22, 3/14/22, 4/4/22, 4/18/22, 5/16/22
PFO: 9/28/21, 10/25/21, 11/15/21, 1/24/22, 2/28/22, 3/28/22, 4/25/22, 5/23/22

Proctor Terrace:
Staff Meetings: 8/24, 9/8, 9/22, 10/13, 10/27, 11/17, 12/7, 1/12, 1/26, 2/9, 2/23, 3/9, 4/13, 4/27, 5/11, 5/25
ELAC: 1/27, 2/10, 3/10, 4/14, 5/12

SSC: 2/8, 3/8, 4/12, 5/10
PFO: 8/17, 9/21, 10/19, 11/16, 1/21, 2/15, 3/15, 4/19, 5/17

Steele Lane Elementary:
Staff Meetings: 8/10, 8/25, 9/8, 9/22, 10/27, 11/10, 12/8, 12/15, 1/12, 1/26, 2/9, 2/23, 3/9, 4/13, 4/27, 5/11, 5/25
ELAC: 9/30, 1/27, 2/24, 3/31, 5/26
SSC: 10/26, 1/25, 2/22, 5/31
PFO: N/A

Hilliard Comstock Middle
Staff Meetings: 9/15, 10/20, 11/17, 12/15, 1/19, 2/16, 3/16, 4/20, 5/18
ELAC: 9/20, 11/6, 11/16, 2/17, 3/30
SSC: 9/15, 11/9, 2/23, 3/30
Parent: 9/20, 11/6, 11/16, 2/17, 5/19

Lawrence Cook Middle:
Staff Meetings: 8/13, 9/16, 10/21, 11/18, 12/16, 1/27, 2/24, 3/17, 4/12, 4/23, 5/19
ELAC: 9/17, 10/22, 11/19, 12/17, 1/21, 3/17, 4/8, 5/19
SSC: 9/23, 10/ 28. 12/14, 1/20, 2/17, 3/31, 4/28
Parent: 9/2, 9/24, 11/12, 1/22, 2/3, 2/9

Rincon Valley Middle:
Staff Meetings: 8/10, 9/15,10/20,11/17,12/15,1/19, 2/16, 3/16, 4/20,5/18
ELAC: 9/23, 11/15, 1/24, 3/7
SSC: 8/25, 9/29, 10/27, 11/16, 12/16, 1/26, 2/23, 3/30, 4/13 & 4/27, 5/25
Parent: 8/4, 9/2, 10/7, 11/4, 12/2, 1/6, 2/3, 3/3, 4/7, 5/5

Santa Rosa Middle:
Staff Meetings:8/21, 9/15, 10/20, 11/17, 1/19, 2/16, 3/16, 4/11, 5/11
ELAC: 9/23, 10/28, 1/20, 3/31, 4/21, 5/19
SSC: 10/28, 11/18, 1/13, 3/17, 4/21, 5/19
Parent: 9/1, 10/6, 11/3, 1/19, 2/2, 3/31, 4/6

Herbert Slater Middle:
Staff Meetings: 8/10, 9/8, 10/13, 11/10, 12/8, 1/12, 2/9, 3/9, 4/13, 5/11
ELAC: 10/14, 11/11, 12/9, 1/13, 2/10, 3/10, 4/14
SSC: 10/11, 11/8, 1/10, 2/28, 4/11, 5/23
Parent: 9/21, 10/19, 11/16, 1/18

Elsie Allen High:
Staff Meetings: 9/8, 10/13, 10/27, 11/17, 11/24, 12/8, 1/19, 2/9, 3/9, 4/13, 5/11
ELAC: 9/7,10/5, 11/9, 12/7, 1/11, 2/8, 3/8, 4/5, 5/10
SSC: 10/21,11/18, 12/16, 1/27, 2/17, 3/17, 4/21, 5/19
Parent: N/A

Maria Carrillo High:
Staff Meetings: 9/15, 10/20, 11/17, 1/19, 2/16, 3/16, 4/20, 5/18
ELAC: 9/13, 10/26, 1/25, 3/14, 3/30, 4/26, 5/23
SSC:9/13, 10/11, 11/8, 1/10, 2/28, 4/4, 5/16
Parent: 8/10, 9/7, 10/12, 11/9, 12/14, 1/11, 2/8, 3/8, 4/12, 5/10

Montgomery High:
Staff Meetings: 9/29, 10/27, 11/17, 12/15, 1/26, 2/23, 3/30, 4/27, 5/25
ELAC: 12/13, 1/31, 3/14, 4/25, 5/23
SSC: 9/21,10/19, 11/2, 11/16, 11/23, 12/14, 1/4,1/18, 1/25, 2/8, 3/8, 4/12, 5/25
Parent: 9/6, 10/6, 11/1, 12/6, 1/10, 2/7, 3/7, 4/4, 5/6

Piner HIgh:
Staff Meetings: 9/16, 10/14, 12/19, 1/20, 2/24, 3/10, 4/14, 5/12
ELAC: 1/13, 2/10, 3/10, 5/10
SSC: 8/20, 8/23, 9/22, 10/14,11/17, 12/15, 1/19, 2/16, 3/16, 4/20, 5/18
Parent: 9/21,10/19, 11/16, 1/18, 2/15, 3/29, 4/26, 5/17

Ridgway Continuation High:
Staff Meetings: 9/29, 10/27, 12/8, 1/19, 3/30, 4/6, 4/20, 5/18
ELAC: 9/9,10/19, 11/16,1/18 4/19, 5/17
SSC: 9/9,10/19, 11/16, 1/18, 2/15, 3/15, 4/19, 5/17
Parent: N/A

Santa Rosa High:
Staff Meetings: 8/25, 10/20, 11/17, 12/16, 1/19, 2/23, 3/16, 4/20, 5/25
ELAC: 10/5, 11/2, 1/25, 3/1, 4/26, 5/3, 5/12
SSC:9/30, 10/28, 11/18, 1/20, 2/24, 3/31, 4/28, 5/12
Parent: 10/7, 11/4, 12/2, 1/6, 2/3, 3/3, 4/7, 5/5

LCAP/SPSA Feedback Meeting Dates - District:

Community and SRCS Employee Stakeholder Feedback (via zoom): 4/14, 4/21, 4/26, 5/5
District Advisory Committee:1/20, 2/24, 3/31, 4/28, 5/26
District English Learner Advisory Committee:10/7,11/4,12/2,1/13,2/3,3/17,4/7 & 4/28,5/5, 5/26

Where applicable, agendas and other materials were provided for all meetings in both English and Spanish, and opportunities to ask questions and engage in discussion regarding the new law and funding formula was provided. Students provided input at their local school sites.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

As a result of the feedback from the various stakeholder groups:

- Continue to provide professional development about and implement the California Standards, the Next Generation Science Standards, and the English Language Development standards.
- Continue to refine the essential standards to prioritize instructional content.
- Continue professional development to address issues of equitable access and outcomes for students, implement district-wide systems to support these goals, and communicate regularly with stakeholders about the equity initiatives.
- Continue to build lasting systems that support the achievement of our Mission, Vision, and Priorities (e.g., communications systems, technology systems to monitor students' academic progress and mental health wellness, assessment and reporting systems for all stakeholders, Multi-tiered System of Supports, etc.).
- Increased Student Engagement through curricular and extracurricular activities that encourage students to advocate for themselves and share their voice.
- Increased Student Engagement through the development of an articulated K-12 Visual and Performing Arts (VAPA) education program.
- Increased Family Engagement in the form of training for families to become leaders in the advocacy for themselves and their children and the services needed.
- Increased parent education through regular meetings and events that encourage understanding of topics such as the English Learner (EL) Roadmap, EL assessment and reclassification criteria, as well as other targeted education to address specific family needs and interests.
- Develop protocols and surveys that are user-friendly and that will identify stakeholder type and be relevant to the particular group.
- Continue LCAP outreach at school sites and in the community rather than at the district office. Provide metric outcomes throughout the school year, when possible.
- Continue to create more effective ways to educate parents and students about their role with the LCFF and LCAP.

Goals and Actions

Goal

Goal #	Description
1	SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math.

An explanation of why the LEA has developed this goal.

SRCS internal and external data demonstrate a need to address equity in terms of what opportunities students have access to and the resulting outcomes. Our data also show that we need to support specific student learning populations in new and expanded ways. In order to meet our Mission, Vision, and Priorities on behalf of all of our students, 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.1 College and Career Readiness, Graduation Rate	Graduation Rate: 84.3 % per Data Quest 19-20.	Graduation Rate: 80.4% per Data Quest 20-21. 2021-2022 data can be reported in the Fall of 2022.			The percentage of students graduating will have increased by 5% over a three year period.
1.2 College and Career Readiness, A-G completers	Cohort Graduates Meeting CSU/UC A-G Requirements: 26.7%	Cohort Graduates Meeting CSU/UC A-G Requirements: 22%			The percentage of students meeting CSU/UC requirements when graduating will have increased 15% over a three year period.
1.3 College and Career Readiness, Advanced Placement Enrollment	Advanced Placement Enrollment: 809 in 2019-20	Advanced Placement Enrollment as of June 1, 2022: 902 unduplicated pupils.			The percentage of students taking Advanced Placement courses will have

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					increased by 5% over a three year period.
1.4 Increase the number of students who complete a CTE pathway by the time they graduate, compared to the total HS diploma graduates *REVISED 2022-2023 METRIC = INCREASE THE NUMBER OF STUDENTS WHO COMPLETE A CTE PATHWAY	107 CTE pathway completers in 2019-20 representing 10.93% of graduates	110 CTE Pathway Completers in the 2020-21 school year. Of those, 67 were Senior CTE Pathway Completers in 2020-21 representing 4.25% of graduates. 2021-2022 data can be reported in the Fall of 2022.			Maintain 20%+ of graduating students that are CTE Completers
1.5 Increase student agency and voice *REVISED METRIC = INCREASE STUDENT AGENCY AND VOICE THROUGH DISTRICT INIATIVES (E.G. ROOSTER FELLOWSHIP, DESIGN TEAM, SITE BASED COLLECTIVES, ETC.)	Youth Truth Survey, Student Collective	Youth Truth Feb 2022 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) : Belonging: Elementary = 86% Middle = 42% High = 44%			The analysis of baseline data will inform the outcome goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
1.6 Increase the number of students scoring at, near or above standard on the ELA SBAC	Elementary SBAC ELA Secondary SBAC ELA	The CDE will release SBAC scores over the summer. 2021-2022 data can be reported in the Fall of 2022.			The analysis of baseline data will inform the outcome goal.
1.7 Increase the number of students scoring proficient or above on the reading comprehension of the Let's Go Learn DORA test *REVISED METRIC = INCREASE THE NUMBER OF STUDENTS SCORING PROFICIENT OR ABOVE USING LET'S GO LEARN'S DORA CAASPP PREDICTIVE INDICATORS	LGL DORA Reading Comprehension: 3rd-6th: 62.4%	LGL DORA Reading Comprehension: 3rd-6th: 65%			The percentage of students scoring proficient or above on the reading comprehension subtest of Let's Go Learn DORA test will increase by 5% over the three year period
1.8 Increase the number of students scoring at grade level or above on the NWEA/MAP reading diagnostic tests that correlate grade	MAP Reading	Spring 2022 MAP Projection for meeting or exceeding CAASPP ELA grade level standards: 2nd = 24.2% 3rd = 29.6%			The analysis of baseline data will inform the outcome goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		4th = 21.1% 5th= 12.8% 6th = 15.3% 7th = no statistically relevant data available 11th = 29% *Only 2 elementary schools and 1 high school are present in the data as this was a pilot year for MAP use. Next year, all schools in grades 7-12 will be represented in the MAP data.			
1.9 Increase the number of students scoring at grade level or above on the NWEA/MAP math diagnostic tests that correlate to the SBAC tests	MAP Math	Spring 2022 MAP Projection for meeting or exceeding CAASPP MATH grade level standards: 2nd = 33.6% 3rd = 29.1% 4th = 23.1% 5th= 5.3% 6th = 26.4% 7th = 3% 11th = no statistically relevant data available% *Only 2 elementary schools and 1 high school are present in			The analysis of baseline data will inform the outcome goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the data as this was a pilot year for MAP use. Next year, all schools in grades 7-12 will be represented in the MAP data.			
1.10 Increase the EL reclassification rate	RFEP Rates 19-20 SY Elementary: 29.2% Middle: 25.31% High: 31.9%	Reclassification rates: Elementary- 3.7%, Middle- 7.97%, High- 2.49%. Reclassification was impacted by the pandemic. CDE reclassification reporting changed which also impacted data			The percentage of students being reclassified would increase by 10% over a three year period.
1.11 Increase the number of students scoring at, near or above standard on the Math SBAC test	Elementary SBAC Math: 57.3% Secondary SBAC Math: 56.30%	The CDE will release SBAC scores over the summer. 2021-2022 data can be reported in the Fall of 2022.			The percentage of students scoring at, near or above standard on SBAC and other local measures will have increased by a total of 15% over a three year period.
1.12 Increase the number of students scoring proficient or above on the Let's Go Learn ADAM test	LGL ADAM Total Math: 3rd-6th: 43.7%	LGL ADAM Total Math: 3rd-6th: 49%			The percentage of students scoring proficient or above on the Let's Go Learn ADAM test will increase by 5% over the three year period.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
*REVISED METRIC = INCREASE THE NUMBER OF STUDENTS SCORING PROFICIENT OR ABOVE USING LET'S GO LEARN'S ADAM CAASPP PREDICTIVE INDICATORS					
1.13 Implementation of Standards-based Curriculum, Text Books, and Materials	100% implementation of State Board and or District adopted materials	Williams Report showed no curriculum deficiencies.			100% implementation of State Board and or District adopted materials academic content and performance standards for all pupils including ELs, will occur per the Williams visit by SCOE
1.14 Reduce the over identification of English Learners In Special Education	Using Baseline from 2019 & 2020 from the SEIS system of initial IEPs broken down by sub-groups	In 2021-2022, Special Services staff were presented with six opportunities to attend a training focused on Dually-Identified students, reclassification, services and goals. Preliminary data for 21-22 shows a possible increase in			

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		the referrals to Special Education across all demographics due to Learning Loss. 2021-2022 data can be reported in the Fall of 2022.			
1.15 Increase the number of Students in Special Education that graduate with a Diploma, as measured by the “completer” field in the SIS,	Pending Final end of year report from the Student Information System, the baseline from SEIS is 82.56% of Special Education students in High School are on a Diploma track.	2021-2022 data can be reported in the Fall of 2022.			For the end of year report from SEIS we expect to see a 3 % increase.
1.16 Access to a broad course of study. *REMOVED METRIC FOR 2022-2023	Latino/Hispanic 98.36% unduplicated 98.41% African American/Black 97.99% Total: 98.35	100% of students have access to standards-aligned materials in all subject areas.			All students groups will be at 100%
1.17 Increase the number of students who have made growth towards EL proficiency. *REMOVED METRIC FOR 2022-2023	% of students making growth: 24.25%	Pandemic impacted 2020-2021 data. 2021-2022 data released in August 2022 will be used to determine growth. 2021-2022 data can			10% over three years.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		be reported in the Fall of 2022.			
1.18 College and Career Readiness, % of students who scored 3 or higher on the AP exam *REVISED METIC = COLLEGE AND CAREER READINESS - % OF STUDENTS WHO SCORED A 3 OR HIGHER ON THE AP EXAM OR A 4 OR HIGHER ON THE IB EXAM	% of students: 58%	AP scores will be released in the summer of 2022. 2021-2022 data can be reported in the Fall of 2022.			68% of students passing AP exams
1.19 Students completing either A-G OR CTE Requirements *REMOVED METRIC FOR 2022-2023	% of students	This information will be compiled and reported in the summer of 2022. 2021-2022 data can be reported in the Fall of 2022.			
1.20 College and Career Readiness as Measured by EAP. *REVISED METRIC = COLLEGE AND CAREER	% of students ELA: 51.4 % of students Math: 27.60	All SBAC information will be released in the summer of 2022. 2021-2022 data can be reported in the Fall of 2022.			3% growth each year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
READINESS AS MEASURED BY AN EAP SCORE OF 3 OR HIGHER					
1.21 Decrease the number of students dropping out of high school.	Current high school dropout rate: 9.9% Latino/Hispanic 11.7% American Indian/Alaskan Native 23.1% Asian 8.6% African American/Black 13.6% Filipino 5% Native Hawaiian/ Pacific redacted 2 or more 9.8 % White 7.5 %	This information will be compiled and reported in the summer of 2022. 2021-2022 data can be reported in the Fall of 2022.			2% decrease each year
1.22 Decrease the number of students dropping out of middle school. *REMOVED METRIC FOR 2022-2023	Current middle school dropout rate: 1.9%	This information will be compiled and reported in the summer of 2022. 2021-2022 data can be reported in the Fall of 2022.			0%
*ALL REVISED METRICS ABOVE WILL HAVE A					

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
BASELINE OUTCOME GENERATED IN FALL OF 2022					

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Data and reporting systems and tools Grades KA-6	• Use a data system of formative, interim, and summative assessments as well as to inform the MTSS. Train staff on systems, provide collaboration time for data analysis, provide time of development and implementation of intervention and acceleration. • Revision & Refinement of Elementary Report Cards (needs assessment and committee) • District & State Assessments (materials; release days for DRA (K-2) & DIBELS (3-6) assessments) • K-6 data & progress monitoring tools (Educlimber, NWEA/MAP, LGL, Illuminate) • Establish an Early Warning System for identifying students who are English Learners, foster youth, and low income.	$310,000.00	Yes
1.2	Multilingual Learners Language Acceleration Review Committee (LARC) Site Support	• Achieve annual growth as measured by the ELPAC annual growth data and our English Learner reclassification rate will increase by 10% over a three year period. • Establish a Language Acceleration Review Committee (LARC) at each school site to support the work for Emergent Bilinguals. Committees will be composed of site administrators, SOLL Counselor (secondary), two teachers, an EL Specialist and Family Engagement Facilitator. This	$106,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		team will regularly meet to inform decisions of placement, assessment, needed student supports, and readiness for reclassification		
1.3	Collaborative Curriculum Design (CCD) KA-6	• Unit development (teachers will need substitute coverage) • Restock elementary books and materials • Expand opportunities for students to participate who are identified as English learners, foster youth, and low income.	$100,000.00	Yes
1.4	KA-12 Supplemental Curriculum & Instructional Materials	• Ensure that teachers and students have supplemental materials to support district-adopted, standards-based curriculum for all pertinent content areas, including the core subject areas, CTE, VAPA, etc. • Provide adaptive curriculum for special needs students	$300,000.00	Yes
1.5	Multilingual Learners Curriculum Training & Collaboration	• ELD curriculum support for on going training for adopted programs and supplemental programs (Extended-Day or Release pay funds) • Elementary and Secondary English Language Development Collaborative: monthly professional development for teachers	$30,000.00	Yes
1.7	Ethnic Studies & Culturally Responsive	• Continue to support the Equity Initiative and Ethnic Studies	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
	Sustaining & Humanizing (CRSH) Education	• Increase the percentage of Ethnic Studies courses, across disciplines, district-wide • Increase the number of students taking Ethnic Studies courses • Continue the development of the asset-based focus through ongoing professional development in CRSH and Ethnic Studies • Increase partners in Ethnic Studies curriculum and pedagogy support (Facing History and Ourselves & Redbud Resource Group) • Continue partnership with Acosta Educational Partnership and Sonoma State University faculty • Purchase Ethnic Studies instructional materials		
1.8	Provide College Prepatory Assessmnets for Qualifying Students	Provide access for students to take college entrance exams, supporting students in taking and successfully completing a-g courses so they can qualify to attend higher education after high school	$25,000.00	Yes
1.9	Career Technical Education (CTE)	Increase access to Work-based Learning opportunities and middle school career awareness activities aligned to district CTE Programs and industry needs.	$31,000.00	Yes
1.10	K-12 Visual and Performing Arts (VAPA) Education	• Provide 1.0 FTE VAPA TOSA • Continue relationship with Luther Burbank Center for the Arts and the Kennedy Center including Arts Integration and SEL professional development • Assist in creating cultural connections for students who are identified as English learners, foster youth, and low income.	$151,481.08	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Extended Learning Opportunities	• Provide summer programs for Unduplicated Pupil Count (UPC) students to take courses to support a rigorous program of study. • Provide a variety of opportunities to support learning beyond the school year. Programs are designed to build and maintain academic skills while providing experiences that enrich students, preparing them as much as possible for the next level of their education while supporting their own holistic development.	$1,959,357.00	Yes
1.12	Math Redesign	• Math TOSA 1 FTE • Secondary math teachers will meet and engage in professional development to support teaching a heterogeneous classroom; meet as vertical teams with elementary feeders, horizontal teams and conduct lesson studies to further deepen their lesson plans to meet the diverse needs of students while keeping expectations high and inclusive of mathematical practices to improve math outcomes for students; design 7 - 12 pathways that provide clear "c" aligned pathways to support students meeting graduation requirements.	$168,481.08	Yes
1.13	AVID Growth	• AVID programs support students in college and career readiness. Schools that adopt AVID approaches and strategies provide better access for all students to rigorous courses and learning. • Support AVID sites: Slater, Montgomery, Elsie Allen	$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.14	Multilingual Learners-Supporting Our Language Learners Counselors	Provide 2 bilingual school counselors to provide additional support to Foster Youth, McKinney-Vento Youth and English Learners.	$285,538.15	Yes
1.15	Rooster Fellowship Participation	- Participate in SCOE Rooster Fellowship, focusing on empathy, equity & engagement, including choice and voice within the test of change. 2-3 teams	$10,450.00	Yes
1.16				
1.17	Elementary Prevention & Intervention Systems/Models	• Building Reading Literacy Systems in Elementary 1-3: define, create, and implement a district-wide model for building reading literacy programs, starting with grades 1-3, as well as the common district-wide assessment tools contributing to the support of Foster Youth, English Learners and Low Income students. • Building Elementary Math Intervention Program: Define, create, and implement district-wide model for math intervention, as well as the common assessment tools to be used.	$62,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.18	College and Career Center Counselors	• Provide increased academic counseling support services, additional college and career counseling support to students and families. Maintain 5 College and Career Centers at each comprehensive High School and a part-time College and Career Counselor at the , 5.2 FTE LCAP counselors, and training.	$632,454.29	Yes
1.19	Teachers on Special Assignment (TOSAs)	TOSAs provide curriculum, instruction, and assessment support to sites to build classroom teacher capacity and increase student achievement for students are identified as English learners, foster youth, and low income. which may include in-class curriculum modeling, site intervention planning, student assessment, data analysis, and progress monitoring, leading intervention groups, among other tasks.	$1,145,534.00	Yes
1.20	Intervention Software	- Provide intervention software (Cyber High) to students who are identified as English learners, foster youth, and low income. Provide strategic intervention support for students in math and credit recovery to support the district goal of increasing the number of students meeting the UC/CSU entrance requirements.	$120,000.00	Yes
1.21	College Entrance Examination Preparation	- Provide low income students, English Learners, and foster youth with free participation in the PSAT/PreACT beginning in 9th grade with the goal of better preparing students to master grade level content, graduate, and be prepared for and successful in college and career. Utilize this assessment as part of the intervention programs to address learning gaps due to COVID.	$30,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.22	Strengthen Multi-Tiered Systems of Support at high schools through MTSS Intervention Counselor work	• Continue to strengthen MTSS Intervention Counselors to continue to polish systems, review data, and offer support to students who are identified as English learners, foster youth, and low income. • Counselors will strengthen the Tier 2 referral process, SST, and supports for students and systems at the site using data to drive decisions to support students and prevent disproportionate outcomes for students. • 0.80 FTE x 5 comprehensive high school sites, and 0.60 FTE at continuation high school.	$447,578.55	Yes
1.23	Use Advanced Learner Program & Services Plan to guide action and to increase support for advanced learners	- Support all staff to provide students who are identified as English learners, foster youth, and low-income the opportunity to engage in and enhance advanced creative and critical thinking skills through differentiated and concept-based instruction that includes flexible groupings within a heterogeneous classroom environment. Consistently implement the district-adopted ALPS plan at the site level. Communicate regularly with ALPS families. Conduct annual ALPS testing districtwide. Continue trimester ALPS Advisory Committee meetings.	$20,000.00	Yes
1.24	Multilingual Learner Support Systems	• Multilingual Learner Support System: Implement a welcoming process in which newcomers and families are guided through an optimal learning experience. Assessments such as a norm-based assessment in native language will be identified and administered. Support for Long Term English Learners. Special consideration to student typologies will be given. Development of English Learner Plan for Secondary students.	$31,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• EL Extended Support: support focused on Foundational Skills (reading), Tutoring, Homework Club, and/or intersession based on EL needs as shown by ELPAC and LGL/MAP assessment results. English Learner Master Plan revision. Over 3 years our English Learner reclassification rate will increase by 10%.		
1.25	Individual School/SPSA Support	- Decentralized funding for school sites to implement services to Foster Youth (FY), Low Income (LI), English Learners EL), and Special Education students and families as described in their school site plans (SPSAs). Each school SPSA is aligned to the LCAP goals with a strategic focus on the site's specific needs. Progress monitoring of the SPSA goals will occur throughout the year.	$2,421,861.00	Yes
1.26	Licensed Child Care/Preschool	- Supporting Avance, Pasitos, and Head Start Programs, inclusive of Special Education programs.	$150,000.00	Yes
1.27	Data and reporting systems and tools Grades 7-12	• Use a data system of formative, interim, and summative assessments as well as to inform the MTSS. Train staff on systems, provide collaboration time for data analysis, provide time of development and implementation of intervention and acceleration. • District & State Assessments • 7-12 data & progress monitoring tools (Educlimber, NWEA/MAP, LGL, Illuminate)"	$442,000.00	No

Action #	Title	Description	Total Funds	Contributing
1.28	Collaborative Curriculum Design (CCD) 7-12	• Unit development (teachers will need substitute coverage) • Purchase books and materials	$50,000.00	No
1.29	Structured-Literacy Tier 2-3 Invervention Curriculum	Provide for the one time and on-going purchase of Tier 2 & Tier 3 Orton Gillingham approved by the Pilot Committee for Special Education Literacy Curriculum	$73,365.00	Yes
1.30	New School Model/ Dual Immersion Program Expansion	4.0 FTE 7 period bell schedule personnel to support access to electives for Emergent Bilinguals 1.0 FTE Dual Immersion TOSA to support implementation and expansion of Dual Immersion Pathway	$625,000.00	Yes
1.31	School Libraries Collections	Provide funding to all school libraries to update collections based on a standard per pupil rate of $2 in Year 1 of the Libraries Strategic Plan, 2022-2207	$30,000.00	No
1.32	KA-6 Music Program	Create cultural connections for students who are identified as English learners, foster youth, and low-income by providing ongoing music education so that students receive music instruction, either classroom or instrumental, each week.	$1,042,632.00	Yes
1.33	Kindergarten Childcare Classified Support	Provide ongoing support of supervision of Kinder Academy and Kindergarten students between the end of the school day for KA/K and the end of the school day for 1-6.	$279,519.00	Yes
1.34	Multilingual Learners classroom support	Provide targeted small group instructional support for students in the EL program based on student need as identified through district-wide	$496,616.00	Yes

Action #	Title	Description	Total Funds	Contributing
		benchmarks, diagnostic screenings and other classroom based assessments through EL Specialists for Elementary and Secondary to include professional development, materials and specialized support and training.		
1.35	Target support for elementary school students	Provide elementary instructional assistants to provide additional targeted small group instructional support and diagnostic testing for students who are identified as English learners, foster youth, and low-income.	$200,565.00	Yes
1.36	Specialized Programs at Secondary Schools	Provide specialized programs at High Schools including coordination and instruction. ArtQuest, Early College Magnet, International Baccalaureate, Culinary.	$341,000.00	Yes
1.37	Supports for Increased Inclusive practices	Use of additional FTE, Professional Development and materials that support Co-teaching and other inclusive practices	$488,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

SRCS struggled to enact its Collaborative Curriculum Design focus as this requires releasing teachers from classrooms during the school day to work together on updating, improving, and refining CCD units of study. Most pertinently, COVID-19 variants prohibited the typical use of release days and substitutes for teacher coverage. Also, in the secondary realm, lots of alignment was done on units of study in relation to Ethnic Studies courses, but the CCD work was imagined as applying to ELA and Social Science most directly and those areas did not see any true CCD work time. Despite these challenges, SRCS will be supporting CCD work in June of 2022 bringing together the elementary teams to do further development and modifications to their current units of study. This week-long work will be focused on updates to Units 1 and 2 in preparation for the start of the school year but, as a whole, due to the pandemic related disruptions, will be much less than was desired at the onset of the school year.

In addition to the above, the math redesign action did receive some attention but that was largely through the department chairs in Steering Committee meetings. Once again, the pandemic disrupted normal release day use and severely impacted the plans around this action. In conjunction, a math coordinator and math teacher on special assignment were never able to be hired and this also caused the work to receive much less attention than it needed.

Furthermore, a student voice collective was established through the Rooster Fellowship and with support from the Sonoma County Office of Education. There were plans to start a district wide student voice collective outside of the Rooster Fellowship, but once again, absences, classroom disruptions, and impacts in the classroom from the pandemic made it difficult to really commit to this action as fully as it was imagined.

Additional Modality Resources: Resources were expensed for providing in-classroom support for students with different modalities of learning. In technology, assistive reading materials were allocated such as Kindle Readers for “reading aloud” as an accommodation for both students identified with disabilities and students not identified. Some of this resource was not required due to the 1:1 resource of Chromebooks for all students and the built-in assistive technology already incorporated in the associated software.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Actions in Goal 3 were moved to Goal 1. SRCS took out actions in Goal 1 that were moved to ESSER or no longer efficiently serving our students. SRCS added new actions to more properly serve our students.

An explanation of how effective the specific actions were in making progress toward the goal.

Overall, many of the actions to support students in being college and career ready were effective and meaningful. The actions allowed for SRCS to support the wide array of different learners in the district through personnel, materials, collaborative opportunities and programmatic improvements.

One example is that collaborative meeting time, materials, and support for Ethnic Studies teachers were implemented as planned to support the implementation of new Ethnic Studies courses throughout the district in grades 7-12. Teachers were provided the paid time to collaborate around units of study, they were given time to examine and share effective approaches, and they were able to procure important resources for helping them teach the classes on a daily basis. This implementation has a strong correlation to SRCS’ commitment to having students see themselves more readily in the curriculum so they feel more engaged and enriched in their learning.

Another example is that SRCS continued to support student academic gains through its use of MTSS counselors. These counselors are a key component of Tier 1 and Tier 2 site based MTSS teams focused on supporting students on a daily basis. The MTSS counselors help coordinate Student Study Teams, identify students for extra support based on academic outcomes, and play an important role in connecting

students to Social-Emotional supports like counseling with school-based therapists when the need arises. The MTSS counselors allow SRCS to focus its efforts on developing a balanced and effective system of support for students across the district so the students may achieve the highest academic potential possible.

A final example is that SRCS actualized its support and plans for English Language Learners embedded in the LCAP actions. A collaborative existed all year, additional staff was hired, and the English Learner Master Plan has received revision attention so that it may be updated and aligned to current needs in SRCS. By implementing the actions outlined in the LCAP, SRCS was able to increase its support for English Learners and to systematically begin addressing the impacts of the pandemic on learning.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Primarily, the central changes are that many of the actions can be supported through other grants, monies, and federal dollars that have all become available. SRCS will use pandemic related monies to better balance the fiscal responsibilities it will commit to improving academic performance. Besides moving some actions out of the LCAP as they will be funded from other sources, SRCS will be adding a few key actions to further support English Learners, music programs, child care, and in classroom aides.

The added actions are briefly described below:
KA-6 Music Program - SRCS will be prioritizing an action to provide more resources to the KA-6 music program, providing ongoing music education so that students receive music instruction, either classroom or instrumental, each week and within the school day.

Kindergarten Child Care Support - SRCS will be providing ongoing support of supervision of Kinder Academy and Kindergarten students between the end of the school day for KA/K and the end of the school day for 1-6.

Multilingual Classroom Learner Support - SRCS will provide targeted small group instructional support for students in the EL program based on student need as identified through district-wide benchmarks, diagnostic screenings and other classroom based assessments through EL Specialists for Elementary and Secondary to include professional development, materials and specialized support and trainings.

New School Model/Dual Immersion Expansion - SRCS will provide 4.0 FTE for a 7 period bell schedule and personnel to support access to electives for Emergent Bilinguals. It will also provide an 1.0 FTE Dual Immersion TOSA to support implementation and expansion of the Dual Immersion Pathway.

Targeted Support for Elementary Students - SRCS will provide elementary instructional assistants to provide additional targeted small group instructional support and diagnostic testing for students who are identified as English learners, foster youth, and low- income.

Supports for increased inclusive practices - SRCS will provide use of additional FTE, professional development, and materials that support co-teaching and other inclusive practices in 7-12.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff.

An explanation of why the LEA has developed this goal.

Evidence-based practices and research indicate that an asset-based approach to educational systems where students' and families' cultural, linguistic, and familial wealth are recognized and appreciated lead to improved school climate, and improved student engagement and academic and social-emotional success. Our community has endured many traumatic events during the last four years as a result of natural disasters and the COVID-19 pandemic, often disproportionately impacting our students and families. As a result, it is critical that we have Multi-tiered Systems of Support (MTSS) in place to address a variety of academic and mental health and wellness needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2.1 Chronic Absenteeism	Dashboard 2018-19 Chronic Absenteeism %: K-8 = 14% DataQuest 2018-19 Chronic Absenteeism %: K-6 = 12.40% 7-12 = 18.90%	K-6 = 29.8% for the 2020-2021 SY; 7-12 = 29.7% for the 2020-2021 SY; 2021-2022 data can be reported in the Fall of 2022.			Green target or better is achieved in dashboard or less than 10%
2.2 Attendance Rate *REVISED METRIC = AVERAGE DAILY ATTENDANCE RATE	2019-20 Attendance Rate (K-3) P1: 95.61% P2: 94.95% Attendance Rate (4-6)	P1 for 2021-2022: Elementary = 89.28%; secondary = 90.97%			Increase P1 and P2 attendance by 0.5% across grade spans with a target rate of 97%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	P1: 95.92% P2: 95.05% Attendance Rate (7-8) P1: 95.15% P2: 94.76% Attendance Rate (9-12) P1: 93.71% P2: 93.43% Attendance Rate (Cont 9-12) P1: 84.41% P2: 81.56%				
2.3 Attendance Indicator *REMOVE METRIC FOR 2022-2023	DataQuest 2019-20 Graduation Rate: 84.30%	Data Quest 2021-2022 Graduation Rate: 80.4%			The percentage of students graduating will have increased by 5% over a three year period.
2.4 Safe School Environment *REVISED METRIC = REDUCE SUSPENSION AND EXPULSION RATES	DataQuest 2019-20 Suspensions K-6 = 2.20% 7-12 = 6.10% Expulsions K-6 = 0.00% 7-12 = 0.12%	Aeries 2021-2022 Suspensions and Expulsions as of 6/2/22: Suspensions: KA-6 = 1.1% 7-12 = 6.5% Expulsions KA-6 = 0.00% 7-12 = .001% *Aeries implementation in 2021-2022 may have			Decrease by 2% every year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		caused data irregularities. Data will be pulled from Data Quest in Fall 2022 and updated then.			
2.5 Fostering positive school culture, relationships, & Improving family engagement and inclusion	Youth Truth Jan 2021 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) : Relationships E = 86% M = 74% H = 47% Belonging & Peer H = 39% Engagement E = 67% M = 43% H = 27% Culture E = 75% M = 61% H = 46% Emotional & Mental Health - Jan 2021 H = 56% School Safety Jan 2021 E = 76% M = 61% School Safety Jan 2020	"Youth Truth Feb 2022 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) : Relationships Elementary = 79% Middle = 37% High = 30% Belonging Elementary = 52% Middle = 43% High = 38% Culture Elementary = 25% Middle = 25% High = 26% Emotional & Mental Health H = 52% School Safety (Families) Elementary = 57% Middle =44% High = 49%"			Decrease the gap by 2% every year

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	H = 61%				
2.6 Increase the number of Special Education students in the General Education setting, as measured by SEIS Field 45 % In a General Ed Class”	As reported from DataQuest 20-21 # of Special Education Students >80% in the General Education setting: Elem = 18.99% High = 24.05%	The uncertified (non DataQuest) data is Elem = 19.31% High 20.82%			Increase by 3 % per year at High School District and 1% at Elementary District
2.7 Assess district-wide efforts to improve staff and student resilience. *REVISED METRIC = INCREASE IN STUDENT SELF EFFICACY AS MEASURED BY PANORAMA AND YOUTHTRUTH	RISE Index- Alliance for a Healthier Generation	The RISE index was the initial plan for the metric, however the RISE initiative has specifically changed to the "Thriving Schools Integrated Assessment" which is not yet complete and ready to use.			The analysis of baseline data will inform the outcome goal.
2.8 Facilities are safe and well maintained *REMOVE METRIC FOR 2022-2023	100% of facilities are safe and in good repair.	SRCS completed 2,813 work orders this past school year. Of the number of work orders that did come in for the year, over 95% were completed with some waiting because they need school to be out to complete or they are			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		requests that have just recently come in. The goal is to complete 95% of the work orders during the school year, with the additional 5% being addressed when school is out.			
2.9 Increase results on the YouthTruth Survey, Family portion.	5.6% of families completed the survey.	Spring 22: 26% of families completed the survey.			Increase 5% each year.
2.10 Increase family participation for the District English Learner Advisory Committee	Current participation: 24 voting members per meeting.	14 voting members currently representing sites. Sites actively seeking site member representatives. DELAC sponsored community presentations have an increase in participation of non-voting participants.			Increase by an average of 15 non-voting participants at the District English Learner Advisory Committee
*ALL REVISED METRICS ABOVE WILL HAVE A BASELINE OUTCOME GENERATED IN FALL OF 2022					

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multilingual Learners Community Outreach	• Maintain English Learner Advisory Committee (ELAC) at each school site and DELAC at the district level. • Provide parent opportunities to attend conference such as California Association of Bilingual Education (CABE) Conference, trainings and community events. • Promote and support Biliteracy Pathway Recognitions as well as State Seal of Biliteracy for SRCS students.	$20,000.00	Yes
2.2	CTE Collaborative Community	- Complete the “12 Elements of a High-Quality CTE Self- Review” to identify areas of strength and growth needed for their CTE program. The results of the self-review for each program are shared with site principals, CTE Department Chairs, and the district-wide CTE Advisory Committee.	$8,000.00	No
2.3	Family Engagement Facilitators	• Provide support and coordination of programs to include increased bilingual staff, creating a welcoming school environment, and facilitating parent access. Implement parent education and leadership programs. Provide 21 school-based Family Engagement Facilitators and training.) • Strengthen the methods of communication between the district and our families. A tiered system of strategies and supports will be developed that will include training and collaboration using our resources/staff from both district and site levels.	$1,226,573.65	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Multi-tiered Systems of Support (MTSS) as the structure to organize our work in response to student needs	- Support collaboration & training to refresh and train site leaders at bi-monthly meetings, and work sessions: supporting tiered interventions for academics, attendance, behavior & social emotional wellness for services to students who are identified as English learners, foster youth, and low income. - Support data analysis meetings where MTSS T1 or T2 site teams determine next steps in response to YouthTruth, Panorama, or other data for significant sub groups, mentioned above.	$25,000.00	Yes
2.5	Elementary Counselors	• Attend to the social, emotional health, and well-being of students who predominately represent English learners and/or are low income. • 9 total 1.0 FTE Elementary Counselors support students in Tier 1 preventions, and Tier 2 & 3 interventions (one per school).	$1,042,632.09	Yes
2.7	School-Based Therapists	• Four 1.0 FTE Elementary School-Based Therapists. • Eight 1.0 FTE Secondary School-Based Therapists. • Expand capacity to provide mental health services and interventions to students who are identified as English learners, foster youth, and low-income. These positions work closely with MTSS teams, school counselors, and school psychologists to provide psychotherapy and social work services to students and families whose mental health needs impact their ability to progress academically.	$938,702.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.8	Mental Health Clinical Supervisor	- Provides programmatic support to develop and implement our school-based mental health interventions. Ensures clinical services are provided within the standard of care for mental health services in California, provides clinical supervision to ensure compliance and quality of services, provides extensive training to staff, ensures that serves are targeting students who are identified as English learners, foster youth, and low-income.	$74,860.00	Yes
2.9	Tier 1 and 2 Curriculum, Materials, and related Professional Development	• Elementary: offer sessions for Kimochis curriculum related to Tier 2 student intervention, and provide curriculum materials for elementary schools. • Secondary: Offer sessions for Social Emotional Wellness (SEL)curriculum for secondary sites. Provide PD, licenses and materials related to a Tier 1 SEL curriculum for grades 7-12.	$15,000.00	No
2.10	Maintain two 0.80 SAFE Coordinator/Director at District Office	• Positive School Climate: Safety/Relationships/Engagement. C • Train, support and inspect the implementation of Positive Behavioral Interventions & Support (PBIS) features. • Maintain two 0.80 FTE SRCS administrators for Student and Family Educational Services with the knowledge of education and the law, to resolve complex situations involving student behavior, campus safety, restorative practices, PBIS and programs for high-risk youth.	$140,982.00	Yes
2.11	Anti-bullying STOPit & related high school staffing	• Positive School Climate: Safety	$1,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• KA-12: Reduce instances of bullying and/or violence in all schools by promoting the effective use of STOPit on all campuses. • High School: Provide 1-2 additional staff members(Campus Supervisor/Student Advisor blended position) to build connections with students and increase campus safety at all high schools.		
2.12	Support for Project-Based Learning at Learning House	- Support for continued program development at Learning House including on-going professional development in Project-Based Learning.	$157,000.00	Yes
2.13	Toolbox curriculum	- Elementary: continue Toolbox Tools professional development for new staff, review for veteran staff, and provide curriculum materials for elementary schools that provide tier 1 intervention for students who are identified as English learners, foster youth, and low-income.	$1,000.00	Yes
2.14	Restorative Practices & Specialists	• Through support by Restorative Specialists, students and staff can seek proactive and responsive support for developing and repairing relationships through the use of restorative practices, helping relationships in Tiers 1-3. • Establish a Restorative Specialist Supervisor to oversee the implementation of restorative practices.	$1,464,373.08	Yes
2.15	Elementary Student Engagement Activity Workers	- These 7.0 FTE employees support the implementation and supervision of enrichment activities and programs during recess, lunch, and after school for elementary-age children in order to engage students more fully in their learning and school community.	$373,078.56	Yes

Action #	Title	Description	Total Funds	Contributing
2.16	Promote and Support Positive School Attendance	Continue to provide ongoing support for students who are chronically absent and truant by partnering with Seneca and Sonoma County Juvenile Probation to provide two KKIS case managers who can support SRCS students and families.	$100,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

SRCS did not find that a heightened level of new assessment tools was needed for special education due to the pandemic. The current suite of assessment tools that SRCS employs with special education students is adequate and meets the needs for proper identification of students in need of special education services.

SRCS determined that incentives district wide, for the amount allocated, would not be really effective. School sites are better situated to set up incentive programs and execute them. If SRCS was going to provide major incentive ability to all of the schools, the amount set aside would have to be much larger. SRCS already provides allocated funds to sites from the total LCFF funds and these can be used by sites for the purpose of incentives for attendance. Also, SRCS is better assigning its resources towards Family Engagement Facilitators focused on supporting families through increased communication and the ability to engage deeply with the reasons why certain students are chronically absent. Also, SRCS would be better off assigning funds to organizations that are willing to partner with the district in doing case management for the most chronically absent students. This additional personnel and focus on building deep relationships with students who are chronically absent would establish a higher likelihood of making a positive impact on these students.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

SRCS took out actions in Goal 2 that were moved to ESSER or no longer efficiently serving our students. SRCS added new actions to more properly serve our students.

An explanation of how effective the specific actions were in making progress toward the goal.

Emerging from the pandemic induced shut down of in person schooling, SRCS was committed in the 2021-2022 school year to addressing student well being and caring for the whole person. Thus, SRCS committed to providing many supports, including some significant ones

such as Restorative Response Specialists, elementary counselors, school based therapists, a mental health clinical supervisor, and partial FTE to maintain directors and coordinators at the district level.

The Restorative Response Specialists were especially important in helping students learn from poor behavior choices as many social norms were hard to reestablish coming out of the pandemic shutdown. Students needed extra support in navigating social situations and finding ways to repair harm as the incidence of behavioral challenges was higher than a normal year prior to the pandemic shutdown.

The elementary counselors provided an additional layer of social emotional support for students and worked diligently to build strong relationships with families, helped with Student Study Teams, and acted as key members of the site Tier 1 and Tier 2 MTSS teams.

The school based therapists and their clinical supervisor were essential in providing students with opportunities for direct one-to-one counseling when needed. Mental health support through on site school counseling has become an integral part of the SRCS system and countless students make use of this service. The team of therapists is large enough that a clinical supervisor is needed to help ensure their proper coordination as a team across multiple sites and the supervisor is able to monitor employees for effectiveness in their job role. SRCS understands the increased social emotional health needs of all of its students has increased from the pandemic shutdown and in returning to school, it was essential to provide direct counseling to enable healthier and more balanced learning in the academic setting.

Finally, SRCS needs directors and coordinators at the district level to oversee important programs and services. SRCS provided FTE to do so in the 2021-2022 school year and the positions it funded oversaw critical programmatic services, such as those connected to student discipline and attendance, as well as a position connected to MTSS implementation for both social emotional health and academic success. These individuals were invaluable in overseeing personnel connected to their roles and helped further key approaches in SRCS. For example, one director worked all year to ensure that only mandatory expulsions were moved to the board, otherwise working with site staff, students, and families to address behavior incidents. Another example is that the position connected to MTSS implementation was able to successfully actualize the use of a Panorama student screener, helping SRCS and each school identify student well being and places for improvement, such as with the shared need across SRCS for students to demonstrate more self efficacy. Without these positions, SRCS would be missing the ability to focus on crucial and central job roles that have large impacts across the K-12 system.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Primarily, the central changes are that many of the actions can be supported through other grants, monies, and federal dollars that have all become available. SRCS will use pandemic related monies to better balance the fiscal responsibilities it will commit to improving academic performance. Besides moving some actions out of the LCAP as they will be funded from other sources, SRCS will be adding a few key actions to further support English Learners, music programs, child care, and in classroom aides.
In addition, SRCS will be removing the actions related to procuring additional assessment tools for special education students, as per the information shared previously in the first section, the current tools are adequate and functional in helping SRCS properly adjudicate special

education assessments and needs. Furthermore, due to what was described above in section one in relation to attendance incentives across SRCS, the action was analyzed and determined to not be worth funding as opposed to supporting more Family Engagement Facilitators or applying the funds to partnering with outside providers who can better help SRCS do individual case management with chronically absent students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	SRCS commits to providing high quality relevant staff development that promotes professional growth and collaboration to increase student achievement.

An explanation of why the LEA has developed this goal.

In order to best serve our students, families, and our broader community, it is imperative that we have growth-minded professionals and positive learning environments where everyone understands their value and contribution. Given that our Mission, Vision, and Priorities focus on helping students become life-ready learners with habits that will allowthem to be successful and happy in a complex and ever changing world, our educators must be equipped to use the current tools and training to support and model for students what we value academically and socially. The ability to collaborate and create communities of practice makes us stronger as educators, but also models expectations for students. In order to feel safe, comfortable, and ready to teach and learn, it is essential that our schools are clean and safe, and that they include flexible learning environments to meet a variety of teacher and student needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.1 Professional Development Surveys at the end of each session to determine if the session met goals. *REVISED METRIC = INCREASE PERCENTAGE CERTIFICATED PARTICIPANTS IN PD WHO FILL OUT END OF SESSION SURVEYS	There has not been consistent use of post surveys, so no baseline at this time.	A SRCS professional development post survey was created in the Fall of 2021 and used regularly starting with the January 27, 2022 district wide professional development day. This same survey was used for most sessions through the Spring of 2022. Due to the sub shortages and reduced			The analysis of baseline data will inform the outcome goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		professional development opportunities in the Spring of 2022, the survey did not have many chances to be used after January 27, 2022.			
3.2 Professional Development Follow-up Surveys focused on implementation and impact on student learning outcomes. *REVISED METRIC = INCREASE IN CETIFICATED PARTICIPANTS REPORTING THE BELIEF THAT THE PD SESSION WILL POSITIVELY IMPACT TEACHING/CLASSROOM/PROFESSIONAL PRACTICE	Follow-up surveys to determine implementation and impact on student outcomes have not been a past practice, so no baseline at this time.	SRCS did not conduct follow up survey on implementation and impacts of professional development as these opportunities were reduced due to pandemic related substitute shortages.			The analysis of baseline data will inform the outcome goal.
3.3 Properly credential teachers. *REMOVED METRIC FOR 2022-2023	100%	97%			100%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
3.3 Increase percentage of classified participants in PD who fill out end of session surveys *NEW METRIC FOR 2022-2023					
3.4 Increase in classified participants reporting the belief that the PD session will positively impact professional practice *NEW METRIC FOR 2022-2023					
*ALL NEW AND REVISED METRICS ABOVE WILL HAVE A BASELINE OUTCOME GENERATED IN FALL OF 2022					

Actions

Action #	Title	Description	Total Funds	Contributing
3.2	Provide professional development for Classified Staff	Provide training that may include: Google Suite (Mail, Docs, Sheets, etc.), Spanish, English, Math, SIS (Aeries and Illuminate), Staff Portal, BenefitsConnect, Frontline, ParentSquare, Work Safety Protocols,	$236,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
		CPR/First Aid, Arbinger Institute, budget training, RESIG, CSEA, CVT, SCOE, ToolBox.		
3.3	Provide 2 days professional development for Certificated Staff, as negotiated between SRCS & SRTA	Provide two additional calendar days for teacher PD to support best first instruction and supports for all students, reducing barriers to learning and increasing engagement to school. • Provide training for board-approved academic and SEL curriculum and supplemental materials, pedagogies and instructional strategies, technology (functional and instructional), and MTSS.	$1,605,742.00	Yes
3.4	Maintain two Director positions at district level	• Maintain one Executive Director Educational Services (1 FTE) and one Director 1 for Multilingual Services (.85 FTE). • Directors focus on building capacity in district leadership in implementing a-g requirements, ALD roll-out, and additional counseling to address SEL. • Professional development and support to increase the achievement of students who are identified as English learners, foster youth, and low-income."	$400,968.96	Yes
3.5	Multilingual Services Department Professional Development	Attend professional development with organizations such as Californians Together, EL Rise, Office of English Language Acquisition (OELA), and the Center for Excellence for English Learners. Participating in this strategic professional development to share best practices to leadership and administrators and staff. Support site administrators to understand the EL Master Plan, recognize and act upon the needs of all Multilingual Learners, including special populations : SPED, LTEL, ALPS, RFEP Monitoring	$9,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		at each school site. This will provide expanded access to student data to increase academic achievement outcomes.		
3.7	DRA (K-2) & DIBELS (3-6) Training	- Provide differentiated training for new & continuing teachers on how to administer DRA & DIBELS assessments with fidelity.	$5,000.00	No
3.9	7-12 Steering Committee Meetings	• Provide meetings focused on essential standards, scope and sequence, and integration of district initiatives like ethnic studies pedagogy. • These meetings will continue to facilitate teacher leadership and the development of common systems and agreements around discipline-specific initiatives district-wide. Meetings will focus on activities that prompt action, dialogue, metacognition, and cooperation.	$5,000.00	No
3.10	Orton-Gillingham Training and The Science of Reading; Tier 1, 2 & 3 supports	- Provide comprehensive PD in the teaching of reading and addressing the learning needs of students students who are identified as English learners, foster youth, low-income, and special education students.	$50,000.00	Yes
3.12	Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education	• Continue to support the Equity Initiative and Ethnic Studies • Increase the percentage of Ethnic Studies courses, across disciplines, district-wide • Increase the number of students taking Ethnic Studies courses • Continue the development of the asset-based focus through ongoing professional development in CRSH and Ethnic Studies	$346,000.00	No

Action #	Title	Description	Total Funds	Contributing
		• Increase partners in Ethnic Studies curriculum and pedagogy support (Facing History and Ourselves & Redbud Resource Group) • Continue partnership with Acosta Educational Partnership and Sonoma State University faculty • Purchase Ethnic Studies instructional materials		
3.14	Offer of voluntary high level, confidential response to conflict between staff	- Through support by a contract with Restorative Practices Community Partners, staff can seek a restorative, confidential outside vendor restorative pre-circle process, restorative dialogue and formal conference, as well as professional development/training in Restorative Practices.	$10,000.00	No
3.15	Restorative Practices PD	• Through continued PD on Restorative Practices, classified and certificated employees learn about the relational approach, increasing belonging, repairing harm and making things as right as possible.	$16,600.00	No
3.17	Secondary Department Collaboration	- Support ongoing collaboration and professional development that enables teachers to effectively use these tools in their teaching and learning, with the goal of improved student engagement and achievement.	$132,000.00	Yes
3.18	Alternative Education Leadership	Provide professional develop and support to leadership teams aimed at designing and/or improving and enhancing alternative education opportunities for students who are in need of more targeted support.	$366,527.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.19	Elementary Grade Level Collaboration	Support ongoing collaboration and professional development that enables teachers to effectively use these tools in their teaching and learning, with the goal of improved student engagement and achievement.	$177,000.00	Yes
3.20	Effective Strategies for Differentiating Instruction	Professional development, such as GLAD, SEAL, SDAIE, to support the growth of our students with a specific emphasis on English Learners, Foster Youth, Low Income and Special Education students	$150,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

SRCS did not intentionally set up professional development that explicitly wove together MTSS, restorative practices, and Culturally Responsive, Sustaining and Humanizing (CRSH) training. Instead, it was recognized that this interweaving happens organically throughout our system as personnel go through professional development with the Acosta Educational Partnership (AEP) CRSH training and bring these approaches and mindsets to their work within the district. The initial idea was that by weaving these things together through explicit professional development, SRCS could accelerate its development of all of these in a unified way. In looking back, there was not enough clarity established around how to actually set up these professional development experiences, and there was not enough clarity on exactly what outcomes would emerge from them. Finally, as with multiple other pandemic impacted training ideas, substitute shortages and staff absences made it highly unlikely that any sustained professional development series could take place.

SRCS employees did consider a threat assessment model, but this did not include a management program, nor require training of staff. Instead, the threat assessment model was put under consideration for adoption and still remains at that juncture. If adopted, it will require orientation for staff at school sites, but many of the steps involved are already practices employed at sites. The threat assessment model would simply codify these approaches and add some additional steps the district office would take to engage in a full assessment.

Finally, SRCS did not operationalize the action in the LCAP related to alternative educational opportunities for 9th grade transitions. As a matter of fact, SRCS disbanded a Bridge Program dedicated to middle school students and their transition to high school. No concrete action to replace this program has emerged. Thus, the funds set aside for this action were unable to be spent in any tangible way. Other priorities from post-pandemic school closures have taken precedence and as schooling returns to a less disrupted rhythm, there will need to be intentional thought put into how we best can support struggling middle schoolers before, and as they enter high school, with alternative education opportunities and interventions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Actions in Goal 3 were moved to Goal 1. SRCS took out actions in Goal 3 that were moved to ESSER or no longer efficiently serving our students. SRCS added new actions to more properly serve our students.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3 of the LCAP is focused on professional development and learning for staff so that schools across the district are as effective as possible in helping students learn. This focus on professional development is key to any educational organization's ability to continually support its staff so they are improving and refining practice. The biggest obstacle for this goal was the absence challenges created by the Delta and Omicron over the course of 2021-2022, which impacted the ability to hold any professional development with regularity that relied on release days and substitutes. Despite these challenges, SRCS did make clear progress in this goal over the course of the year. Many actions were carried out and added greatly to the depth of knowledge of staff across SRCS. These included the ongoing professional development work with the AEP organization, which transitioned its work with SRCS from CRSH to a more direct Ethnic Studies series of workshops. In addition, SRCS was able to organize two professional development days district wide, provided Orton Gillingham training, and supported sites with setting up AVID training.

The Ethnic Studies professional development with the AEP continued to support SRCS educators in implementing Ethnic Studies approaches, pedagogy, and curriculum in the classroom. Roughly 20 teachers were part of a 2nd year cohort focused on Ethnic Studies, while a first year cohort of about 30 teachers began engaging with Ethnic Studies training as well. At the same time, all SRCS administrators engaged with the Ethnic Studies professional development from a school leadership lens. These opportunities helped SRCS in its programmatic implementation of Ethnic Studies during the 2021-2022 school year, when a math, English, and elective class for Ethnic Studies were happening for the first time across the district. It also supported a whole new cohort of teachers to engage in learning around Ethnic Studies, which will support an increased series of course offerings next year and in the years to come.

Another example of important professional development that did take place was the Orton Gillingham training that helped teachers focus on literacy and early reading practices. These trainings supported teachers by helping them build a deeper skill set in identifying dyslexia and considering important teaching approaches for strengthening early literacy. Coming of pandemic induced school closures, literacy and reading ability for many young learners was greatly disrupted and these trainings were an important part of helping educators focus in on one of the most foundational aspects of learning in the early grades.

Additionally, SRCS provided a series of after school professional development sessions for elementary teachers focused on differentiation within the curricular areas. These sessions provided training on key strategies and resources connected to district adopted curriculum such as our Collaborative Curriculum Design Units of Study, Everyday Mathematics, and College Preparatory Mathematics as well as assessment tools such as DIBELS and DRA. These sessions all included an opportunity to collaborate with colleagues, recognizing that as a key component of professional growth.

Furthermore, SRCS not only provided these targeted trainings as described above, but it also committed resources and planned to provide 2 full days of professional development for all SRCS staff in August 2021 and January 2022. These days were set up as a menu of professional development opportunities, some facilitated by SRCS staff and some through outside organizational representatives and consultants. Staff were able to choose which sessions to go to based on interest and need, and then attended the professional development that best suited them. Interwoven through these days was focused collaboration time for staff to work together in job alike, grade alike, or discipline alike groups, allowing for professionals in our system to learn from and grow together by collaborating around a topic of interest. Dedicating two full days throughout the year to engage people in intentional professional development helps everyone prioritize professional learning and growth for the benefit of SRCS students.

Finally, the last example is that SRCS set up AVID training for sites already supporting this program and also added two additional schools within our district to train around AVID so they could adopt this programmatic approach to supporting students at their sites. The staff gets yearly training and support in making sure they are supporting students in preparing for college, especially those who may have little family background or knowledge about college and its requirements. Supporting training for staff around AVID specifically helps SRCS enhance the academic outcomes for students whose family backgrounds and experiences may not have afforded access to college in the past.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

As with previous goals, SRCS will balance the actions it adopts in its 2022-2023 LCAP with other sources of revenue so that it can effectively manage finances in support of students. Some of the actions from Goal 3 will be covered by other funding sources and therefore will not need to remain in the LCAP going forward. In other cases, some actions will be eliminated to create better efficiency and effectiveness in supporting the growth of SRCS educators.

Most notably SRCS will be reducing actions in relation to alternative education opportunities for middle schoolers transitioning to 9th grade, its focus on management and training related to a threat assessment model, and professional development related to specifically the weaving together of CRSH, restorative practices, and MTSS.

SRCS is currently assessing its alternative education options for students and will need to evaluate, post-pandemic, the best ways to support middle school students evidencing ill preparation for high school. Due to learning loss related to COVID-19, many students are displaying learning gaps and addressing these may require a new approach. As for the threat assessment action, as mentioned in the goal analysis, the funds for training and management are not needed as the model that was put forward codifies site actions and adds a layer of district office support that will simply require alignment of practices instead of personnel for management or in-depth training sessions. And finally, professional development with the AEP will continue to emphasize culturally responsive practices while pivoting to focus more specifically on Ethnic Studies implementation. Having staff intentionally engage with those trainings and apply their learnings in SRCS to courses and curriculum will help MTSS Tier 1 classroom practices with more culturally relevant approaches that should engage students more deeply in learning. Other staff that attend, such as restorative specialists, will include the mindsets and approaches to more culturally responsive practices back to their positional duties when working with students and families. There does not need to be a separate series of training

linking these things as they organically intertwine and support each other as staff attend professional development offerings, SRCS continues to deepen its MTSS approaches, and personnel within SRCS continue to professionally improve and broaden practices.

SRCS also added an action to provide professional development for classified staff to improve professional practice across SRCS in serving all students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$16,516,886	$683,683

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
12.17%	0.00%	$0.00	12.17%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

SRCS has implemented in this LCAP Actions and/or Services that are principally directed towards Foster Youth (FY), English Learners (EL), and Low-income (LI) Students to increase or improve services and provide prevention, intervention, and support services that eliminate barriers and provide supports to increase academic achievement.
Increased services include: Work with publishers to ensure that we have translated textbooks for Newcomers so they can access the curriculum. Action is principally directed to English Learners (ELs) who typically do not have access to core instructional materials available to them in their home language; such access will facilitate access to standards-based content and academic progress.
Administrator English Learner Seminar: Work with site administrators to understand the EL Master Plan, recognize and act upon the needs of all EL Learners, including special populations : SPED, LTEL, ALPS, RFEP Monitoring at each school site. This will provide expanded access to student data to increase academic achievement outcomes.
EL Services Professional Development: Attend professional development with organizations such as Californians Together, EL Rise, Office of English Language Acquisition (OELA), and the Center for Excellence for English Learners. Participating in this strategic professional development will allowEL Services to share best practices to leadership and staff.
Intervention Software: Provide intervention software (Cyber High) to provide strategic intervention support for students in math and credit recovery to support the district goal of increasing the number of students meeting the UC/CSU entrance requirements.
Increased services include: Provide FY, EL, and LI students with free participation in college preparatory practice entrance exams beginning

9th grade with the goal of better preparing students to master grade level content, graduate, and be prepared for and successful in college and career. Services are principally directed to FY, EL, and LI students who typically do not take the test due to its cost. It is SRCS's experience that FY, EL, and LI students are at greater risk of not achieving grade level standards, not progressing towards graduation, and are underrepresented in college.
Strengthen Multi-Tiered Systems of Support at high schools through MTSS Intervention Counselor work: Continue to strengthen MTSS Intervention Counselors to continue to polish systems, review data and offer support to students in need for the Tier 2 referral process, SST, and supports for students and systems at site using data to drive decisions to support students and prevent disproportionate outcomes for students. 0.80 FTE x 5 comprehensive high school sites, and 0.60 FTE at continuation high school.
Family Engagement Facilitators: Provide support and coordination of programs to include increased bilingual staff, creating a welcoming school environment, and facilitating parent access. Implement parent education and leadership programs. Provide school-based Family Engagement Facilitators and training.)

- Strengthen the methods of communication between the district and our families. A tiered system of strategies and supports will be developed that will include training and collaboration using our resources/staff from both district and site levels.

Elementary Student Engagement Activity Workers: These employees support the implementation and supervision of enrichment activities and programs during recess, lunch, and after school for elementary-age children in order to engage students more fully in their learning and school community.
Collaborative Curriculum Design (CCD) KA-6: - Unit development (teachers will need substitute coverage)

- Restock elementary books and materials

Establish a Language Acceleration ReviewCommittee (LARC) at each school site. Committees will be composed of site administrators, SOLL Counselor (secondary), two teachers, an EL Specialist and Family Engagement Facilitator. This team will regularly meet to inform decisions of placement, assessment, needed student supports, and readiness for reclassification. Principally directed towards FY, EL, and LI students to ensure systematic and equitable decisions about placement, assessment, needed student stupports, and readiness for reclassification. SRCS recognize the importance of systems that allowfor progress monitoring to identify and support students' regular progress towards learning English so they do not remain Long-term English Learners (LTELs). It has been the district's experience that students who remain LTELs are at greater risk of not achieving grade level standards, not progressing towards graduation, and are underrepresented in middle school and high school electives courses, as well as college.
KA-12 Visual and Performing Arts (VAPA) Education: - Provide 1.0 FTE VAPA TOSA

- Provide music materials for teachers and students
- Continue relationship with Luther Burbank Center for the Arts and the Kennedy Center including Arts Integration and SEL professional development

AVID Growth: - AVID programs support students in college and career readiness. Schools that adopt AVID approaches and strategies provide better access for all students to rigorous courses and learning.

- Support AVID sites: Slater, Montgomery, Elsie Allen

Student Voice Collective: - Create and implement a Student Voice Collective to encourage student voice, agency, & collaboration

- Participate in SCOE Rooster Fellowship, focusing on empathy, equity & engagement, including choice and voice within the test of change. 2-3 teams

Elementary Prevention & Intervention Systems/Models: - Building Reading Literacy Systems in Elementary 1-3: define, create, and implement a district-wide model for building reading literacy programs, starting with grades 1-3, as well as the common district-wide assessment tools to be used.

- Elementary Math Intervention Program: Define, create, and implement district-wide model for math intervention, as well as the common assessment tools to be used.

College and Career Center Counselors
Data and reporting systems and tools Grades KA-6: - Use a data system of formative, interim, and summative assessments as well as to inform the MTSS. Train staff on systems, provide collaboration time for data analysis, provide time of development and implementation of intervention and acceleration.

- Revision & Refinement of Elementary Report Cards (needs assessment and committee)
- District & State Assessments (materials; release days for DRA (K-2) & DIBELS (3-6) assessments)
- K-6 data & progress monitoring tools (Educlimber, LGL, Illuminate)

Ensure all Foster Youth, McKinney-Vento Youth, English Learners, and low-income students have individual learning plans to support school connectedness and academic achievement. Provide 2 bilingual school counselors to provide additional support to Foster Youth, McKinney-Vento Youth and English Learners. Continue to provide Family Engagement Facilitator or change to LCSW to coordinate services for Foster Youth and McKinney-Vento Youth between SCOE, SRCS, and school sites and provide case management services. Actions and services are principally directed to FY, EL, and LI students who are at greater risk of not achieving grade level standards, not progressing towards graduation, and are underrepresented in college. These counselors and the LCSW work specifically to address the needs of FY, EL, and LI students.
English Learner (EL) Community Outreach: Maintain English Learner Advisory Committee (ELAC) at each school site and DELAC and DAC at the district level; provide training and support for parents to ensure their students are successful; EL Assessment Symposiums: implement a once a semester symposium where parents/guardians will use formative assessment rubrics in connection to a key learning skill to evaluate student learning and growth; EL Roadmap for Families: ensure families are informed about the EL Roadmap, which will serve as an important bridge to foster stronger school relationships, personal investment, and robust implementation of the Roadmap. In this session, district and/or site personnel will be prepared to deliver EL Roadmap workshops to their families so they are: familiar with the Roadmap context, policy, and principles; and poised to understand their role in effective implementation of the Roadmap at their child’s school.
Use Advanced Learner Program & Services Plan to guide action and to increase support for advanced learners: - Support all staff to provide students the opportunity to engage in and enhance advanced creative and critical thinking skills through differentiated and concept-based instruction that includes flexible groupings within a heterogeneous classroom environment. Consistently implement the district-adopted ALPS plan at the site level. Communicate regularly with ALPS families. Conduct annual ALPS testing districtwide. Continue trimesterly ALPS

Advisory Committee meetings.
Individual School/SPSA Support: - Decentralized funding for school sites to implement services to Foster Youth (FY), Low Income (LI), English Learners EL), and Special Education students and families as described in their school site plans (SPSAs). Each school SPSA is aligned to the LCAP goals with a strategic focus on the site's specific needs. Progress monitoring of the SPSA goals will occur throughout the year.
Licensed Child Care/Preschool: - Supporting Avance, Pasitos, and Head Start Programs, inclusive of Special Education programs.
Multi-tiered Systems of Support (MTSS) as the structure to organize our work to help support student achievement: - Support collaboration & training to refresh and train site leaders at bi-monthly meetings: supporting tiered interventions for academics, attendance, behavior & social emotional wellness.
Elementary Counselors: - Attend to the health and well-being of elementary students for their social, emotional wellness.

- Elementary Counselors support students in Tier 1 preventions, and Tier 2 & 3 interventions.
- Elementary Counselor supports students in Tier 1 preventions, and Tier 2 & 3 interventions, shared among sites, as an increased support for SEL & Mental Health. Also to support Learning House 0.20 FTE.

Centralized Newcomer Support System: implement a newsystem in which a newcomer and family are guided through an optimal learning experience. Special consideration of Newcomer typologies will be given. SOLL Counselor, EL Specialists, and Special Services representative, if needed, will develop an EL Action Plan. Assessments such as the Initial ELPAC and a norm-based assessment in Native language will be administered. EL Extended Support: support focused on Foundational Skills (reading), Tutoring, Homework Club, and/or intersession based on EL needs as shown by ELPAC and LGL/MAP assessment results. Actions and services are principally directed to FY, EL, and LI students who are at greater risk of not achieving grade level standards, not progressing towards graduation, and are underrepresented in college. SRCS intends to implement a variety of supports and systems to support English Learners in new ways with the goal of increased student and family engagement, progress monitoring, and a variety of extended supports.
School-Based Therapists: - Elementary School-Based Therapists.

- Secondary School-Based Therapists.
- Expand capacity to provide mental health services and interventions to students. These positions work closely with MTSS teams, school counselors and school psychologists to provide psychotherapy and social work services to students and families whose mental health needs impact their ability to progress academically.

Mental Health Clinical Supervisor - Provides programmatic support to develop and implement our school-based mental health interventions. Ensures clinical services are provided within the standard of care for mental health services in California and provides clinical supervision to ensure compliance and quality of services. Provides extensive training to staff.
Two 0.80 SAFS Directors/Coordinators: - Positive School Climate: Safety/Relationships/Engagement. C

- Train, support and inspect the implementation of Positive Behavioral Interventions & Support (PBIS) features.
- Maintain two 0.80 FTE SRCS Directors/Coordinators of Student and Family Services with the knowledge of education and the law, to resolve complex situations involving student behavior, campus safety, restorative practices, PBIS and programs for high-risk youth.

Toolbox curriculum: - Elementary: continue Toolbox Tools professional development for new staff, review for veteran staff, and provide curriculum materials for elementary schools.
Restorative Practices & Specialists: - Through support by Restorative Specialists, students and staff can seek proactive and responsive support for developing and repairing relationships through the use of restorative practices, helping relationships in Tiers 1-3.
Provide 2 days professional development for Certificated Staff, as negotiated between SRCS & SRTA: - Provide two additional calendar days for teacher PD to support best first instruction and supports for all students, reducing barriers to learning and increasing engagement to school.
Maintain two Director positions at district level.

- Directors focus on building capacity in district leadership in implementing a-g requirements, ALD roll-out, and additional counseling to address SEL.

Orton-Gillingham Training: - Provide comprehensive PD in the teaching of reading and addressing the learning needs of high needs students with dyslexia.
KA-6 Music Program: Provide ongoing music education which also includes materials so that all 1st-6th grade students receive music instruction, either classroom or instrumental, each week.
Kindergarten Childcare Classified Support: Provide ongoing support of supervision of Kinder Academy and Kindergarten students between the end of the school day for KA/K and the end of the school day for 1-6.
English Learner classroom support: Provide targeted small group instructional support for students in the EL program based on student need as identified through district-wide benchmarks, diagnostic screenings and other classroom based assessments
Target support for elementary school students: Provide elementary instructional assistants to provide addtional targeted small group instructional support for students in the classroom based on student need as identified through district-wide benchmarks, diagnostic screenings and other classroom based assessments
Provide additional support for Kinder Academy/Kindergarten combination and/or Regional Kinder Academy classrooms: Provide additional support for Kinder Academy/Kindergarten combination and/or Regional Kinder Academy classrooms. A budget for three 7- hour Instructional Assistants to support Kinder Academy/Kindergarten combinations and/or Regional Kinder Academy classes. Kinder Academy is a transitional kindergarten which is a two-year program that uses age-appropriate curriculum aligned to the Common Core State Standards.
Alternative Education Leadership: Provide professional develop and support to leadership teams aimed at designing and/or improving and enhancing alternative education opportunites for students who are in need of more targeted support.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

SRCS will spend $16,759,028.49 to provide services for Foster Youth, English learners, and Low-income students. SRCS's percentage of unduplicated pupils meets the threshold to use LCAP funds schoolwide. These services will primarily be directed to unduplicated students and support them in multiple ways as listed above and through all of the robust Actions included in the LCAP for all students these students

will benefit from as well, using prevention and interventions, to support the whole student: social-emotional well-being, mental health, physical health, and academic progress that leads to graduation and college readiness. These funds will be used to continue funding a variety of positions that work directly with or support at-risk FY, EL, and LI students, including Family Engagement Facilitators, Student Engagement Activity Workers, 2 District Coordinators, and a variety of counselors. SRCS will continue to refine district-wide prevention and intervention models to support individualized attention and targeted assistance for primarily those unduplicated students in need of additional academic and mental health support. The District's elementary music program will continue to provide access to music and instrumental education, providing materials and instruments to students. Research indicates that sustained, educational experiences in music prepares students to learn, facilitates academic achievement and develops creativity. In addition, funds will increase technology integration into the classroom and instructional programs using standards-aligned curriculum. SRCS will also maintain District Advisory Committees and the District English Learner Advisory Committee (DELAC) to positively engage families in their children's educational experiences.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

This applies to our Elementary District only because our High District does not receive concentration grant funding. Additional classified and certificated staff is funded out of this to serve foster youth, English learners, and low income students with additional services as per the LCAP actions and school SPSAs.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	4.5 : 797	34.7 : 2,299
Staff-to-student ratio of certificated staff providing direct services to students	41 : 797	129.7 : 2,299

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$17,265,628.49	$1,959,357.00		$2,526,236.00	$21,751,221.49	$17,036,479.28	$4,714,742.21

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Data and reporting systems and tools Grades KA-6	English Learners Foster Youth Low Income	$310,000.00				$310,000.00
1	1.2	Multilingual Learners Language Acceleration Review Committee (LARC) Site Support	English Learners	$106,000.00				$106,000.00
1	1.3	Collaborative Curriculum Design (CCD) KA-6	English Learners Foster Youth Low Income	$100,000.00				$100,000.00
1	1.4	KA-12 Supplemental Curriculum & Instructional Materials	English Learners Foster Youth Low Income	$300,000.00				$300,000.00
1	1.5	Multilingual Learners Curriculum Training & Collaboration	English Learners	$30,000.00				$30,000.00
1	1.7	Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education	All	$20,000.00				$20,000.00
1	1.8	Provide College Prepatory Assessmnets for Qualifying Students	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
1	1.9	Career Technical Education (CTE)	English Learners Foster Youth Low Income	$31,000.00				$31,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.10	K-12 Visual and Performing Arts (VAPA) Education	English Learners Foster Youth Low Income	$151,481.08				$151,481.08
1	1.11	Extended Learning Opportunities	English Learners Foster Youth Low Income		$1,959,357.00			$1,959,357.00
1	1.12	Math Redesign	English Learners Foster Youth Low Income	$168,481.08				$168,481.08
1	1.13	AVID Growth	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
1	1.14	Multilingual Learners-Supporting Our Language Learners Counselors	English Learners Foster Youth Low Income	$285,538.15				$285,538.15
1	1.15	Rooster Fellowship Participation	English Learners Foster Youth Low Income	$10,450.00				$10,450.00
1	1.17	Elementary Prevention & Intervention Systems/Models	English Learners Foster Youth Low Income	$62,500.00				$62,500.00
1	1.18	College and Career Center Counselors	English Learners Foster Youth Low Income	$632,454.29				$632,454.29
1	1.19	Teachers on Special Assignment (TOSAs)	English Learners Foster Youth Low Income				$1,145,534.00	$1,145,534.00
1	1.20	Intervention Software	English Learners Foster Youth Low Income	$120,000.00				$120,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.21	College Entrance Examination Preparation	English Learners Foster Youth Low Income	$30,000.00				$30,000.00
1	1.22	Strengthen Multi-Tiered Systems of Support at high schools through MTSS Intervention Counselor work	English Learners Foster Youth Low Income	$447,578.55				$447,578.55
1	1.23	Use Advanced Learner Program & Services Plan to guide action and to increase support for advanced learners	English Learners Foster Youth Low Income	$20,000.00				$20,000.00
1	1.24	Multilingual Learner Support Systems	English Learners	$31,000.00				$31,000.00
1	1.25	Individual School/SPSA Support	English Learners Foster Youth Low Income	$2,421,861.00				$2,421,861.00
1	1.26	Licensed Child Care/Preschool	English Learners Foster Youth Low Income	$150,000.00				$150,000.00
1	1.27	Data and reporting systems and tools Grades 7-12	All				$442,000.00	$442,000.00
1	1.28	Collaborative Curriculum Design (CCD) 7-12	All	$50,000.00				$50,000.00
1	1.29	Structured-Literacy Tier 2-3 Invervention Curriculum	English Learners Foster Youth Low Income	$73,365.00				$73,365.00
1	1.30	New School Model/ Dual Immersion Program Expansion	English Learners Foster Youth Low Income	$625,000.00				$625,000.00
1	1.31	School Libraries Collections	All	$30,000.00				$30,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.32	KA-6 Music Program	English Learners Foster Youth Low Income	$1,042,632.00				$1,042,632.00
1	1.33	Kindergarten Childcare Classified Support	English Learners Foster Youth Low Income	$279,519.00				$279,519.00
1	1.34	Multilingual Learners classroom support	English Learners	$496,616.00				$496,616.00
1	1.35	Target support for elementary school students	English Learners Foster Youth Low Income	$200,565.00				$200,565.00
1	1.36	Specialized Programs at Secondary Schools	English Learners Foster Youth Low Income	$341,000.00				$341,000.00
1	1.37	Supports for Increased Inclusive practices	English Learners Foster Youth Low Income	$488,000.00				$488,000.00
2	2.1	Multilingual Learners Community Outreach	English Learners	$20,000.00				$20,000.00
2	2.2	CTE Collaborative Community	Grades 9-12 All	$8,000.00				$8,000.00
2	2.3	Family Engagement Facilitators	English Learners Foster Youth Low Income	$1,226,573.65				$1,226,573.65
2	2.4	Multi-tiered Systems of Support (MTSS) as the structure to organize our work in response to student needs	English Learners Foster Youth Low Income	$25,000.00				$25,000.00
2	2.5	Elementary Counselors	English Learners Low Income	$1,042,632.09				$1,042,632.09
2	2.7	School-Based Therapists	English Learners Foster Youth Low Income				$938,702.00	$938,702.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.8	Mental Health Clinical Supervisor	English Learners Foster Youth Low Income	$74,860.00				$74,860.00
2	2.9	Tier 1 and 2 Curriculum, Materials, and related Professional Development	All	$15,000.00				$15,000.00
2	2.10	Maintain two 0.80 SAFE Coordinator/Director at District Office	English Learners Foster Youth Low Income	$140,982.00				$140,982.00
2	2.11	Anti-bullying STOPit & related high school staffing	All	$1,000.00				$1,000.00
2	2.12	Support for Project-Based Learning at Learning House	English Learners Foster Youth Low Income	$157,000.00				$157,000.00
2	2.13	Toolbox curriculum	English Learners Foster Youth Low Income	$1,000.00				$1,000.00
2	2.14	Restorative Practices & Specialists	English Learners Foster Youth Low Income	$1,464,373.08				$1,464,373.08
2	2.15	Elementary Student Engagement Activity Workers	English Learners Foster Youth Low Income	$373,078.56				$373,078.56
2	2.16	Promote and Support Positive School Attendance	English Learners Foster Youth Low Income	$100,000.00				$100,000.00
3	3.2	Provide professional development for Classified Staff	English Learners Foster Youth Low Income	$236,750.00				$236,750.00
3	3.3	Provide 2 days professional development for Certificated Staff, as negotiated between SRCS & SRTA	English Learners Foster Youth Low Income	$1,605,742.00				$1,605,742.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.4	Maintain two Director positions at district level	English Learners Foster Youth Low Income	$400,968.96				$400,968.96
3	3.5	Multilingual Services Department Professional Development	English Learners	$9,500.00				$9,500.00
3	3.7	DRA (K-2) & DIBELS (3-6) Training	Grades K-6 All	$5,000.00				$5,000.00
3	3.9	7-12 Steering Committee Meetings	Grades 7-12 All	$5,000.00				$5,000.00
3	3.10	Orton-Gillingham Training and The Science of Reading; Tier 1, 2 & 3 supports	English Learners Foster Youth Low Income	$50,000.00				$50,000.00
3	3.12	Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education	All	$346,000.00				$346,000.00
3	3.14	Offer of voluntary high level, confidential response to conflict between staff	All	$10,000.00				$10,000.00
3	3.15	Restorative Practices PD	All	$16,600.00				$16,600.00
3	3.17	Secondary Department Collaboration	English Learners Foster Youth Low Income	$132,000.00				$132,000.00
3	3.18	Alternative Education Leadership	English Learners Foster Youth Low Income	$366,527.00				$366,527.00
3	3.19	Elementary Grade Level Collaboration	English Learners Foster Youth Low Income	$177,000.00				$177,000.00
3	3.20	Effective Strategies for Differentiating Instruction	English Learners Foster Youth Low Income	$150,000.00				$150,000.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$135,678,841	$16,516,886	12.17%	0.00%	12.17%	$16,759,028.49	0.00%	12.35 %	**Total:**	$16,759,028.49
								LEA-wide Total:	$16,759,028.49
								Limited Total:	$1,042,632.09
								Schoolwide Total:	$1,042,632.09

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Data and reporting systems and tools Grades KA-6	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$310,000.00	
1	**1.2**	Multilingual Learners Language Acceleration Review Committee (LARC) Site Support	Yes	LEA-wide	English Learners	All Schools	$106,000.00	
1	**1.3**	Collaborative Curriculum Design (CCD) KA-6	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	**1.4**	KA-12 Supplemental Curriculum & Instructional Materials	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$300,000.00	
1	**1.5**	Multilingual Learners Curriculum Training & Collaboration	Yes	LEA-wide	English Learners	All Schools	$30,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.8	Provide College Prepatory Assessmnets for Qualifying Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
1	1.9	Career Technical Education (CTE)	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elsie Allen HS, Maria Carrillo HS, Montgomery HS, Piner HS, Ridgway Continuation HS, Santa Rosa HS 9-12	$31,000.00	
1	1.10	K-12 Visual and Performing Arts (VAPA) Education	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$151,481.08	
1	1.11	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.12	Math Redesign	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Comstock MS, Rincon Valley MS, Santa Rosa MS, Slater MS, Elsie Allen HS, Maria Carrillo HS, Montgomery HS, Piner HS, Ridgway Continuation HS, Santa Rosa HS 7-12	$168,481.08	
1	1.13	AVID Growth	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Slater MS, Elsie Allen HS, Montgomery HS 7-12	$25,000.00	
1	1.14	Multilingual Learners-Supporting Our Language Learners Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$285,538.15	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.15	Rooster Fellowship Participation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,450.00	
1	1.17	Elementary Prevention & Intervention Systems/Models	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$62,500.00	
1	1.18	College and Career Center Counselors	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$632,454.29	
1	1.19	Teachers on Special Assignment (TOSAs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.20	Intervention Software	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elsie Allen HS, Maria Carrillo HS, Montgomery HS, Piner HS, Ridgway Continuation HS, Santa Rosa HS. 9-12	$120,000.00	
1	1.21	College Entrance Examination Preparation	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elsie Allen HS, Maria Carrillo HS, Montgomery HS, Piner HS, Ridgway Continuation HS, Santa Rosa HS. 9-12	$30,000.00	
1	1.22	Strengthen Multi-Tiered Systems of Support at high schools through MTSS Intervention Counselor work	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elsie Allen HS, Maria Carrillo HS, Montgomery HS, Piner HS, Ridgway Continuation HS, Santa Rosa HS. 9-12	$447,578.55	
1	1.23	Use Advanced Learner Program & Services Plan to	Yes	LEA-wide	English Learners Foster Youth	All Schools KA-6	$20,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
		guide action and to increase support for advanced learners			Low Income			
1	1.24	Multilingual Learner Support Systems	Yes	LEA-wide	English Learners	Specific Schools: Cook at CCLA Campus, Elsie Allen HS, Maria Carrillo HS, Montgomery HS, Piner HS, Ridgway Continuation HS, Santa Rosa HS 7-12	$31,000.00	
1	1.25	Individual School/SPSA Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,421,861.00	
1	1.26	Licensed Child Care/Preschool	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools Preschool	$150,000.00	
1	1.29	Structured-Literacy Tier 2-3 Invervention Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$73,365.00	
1	1.30	New School Model/ Dual Immersion Program Expansion	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elsie Allen High School	$625,000.00	
1	1.32	KA-6 Music Program	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools KA-6	$1,042,632.00	
1	1.33	Kindergarten Childcare Classified Support	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools KA	$279,519.00	
1	1.34	Multilingual Learners classroom support	Yes	LEA-wide	English Learners	All Schools	$496,616.00	
1	1.35	Target support for elementary school students	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$200,565.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.36	Specialized Programs at Secondary Schools	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Secondary Schools 7-12	$341,000.00	
1	1.37	Supports for Increased Inclusive practices	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7-12	$488,000.00	
2	2.1	Multilingual Learners Community Outreach	Yes	LEA-wide	English Learners	All Schools	$20,000.00	
2	2.3	Family Engagement Facilitators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,226,573.65	
2	2.4	Multi-tiered Systems of Support (MTSS) as the structure to organize our work in response to student needs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	
2	2.5	Elementary Counselors	Yes	LEA-wide Schoolwide Limited to Unduplicated Student Group(s)	English Learners Low Income	All Schools K-6	$1,042,632.09	
2	2.7	School-Based Therapists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.8	Mental Health Clinical Supervisor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$74,860.00	
2	2.10	Maintain two 0.80 SAFE Coordinator/Director at District Office	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$140,982.00	
2	2.12	Support for Project-Based Learning at Learning House	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$157,000.00	
2	2.13	Toolbox curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools KA-6	$1,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.14	Restorative Practices & Specialists	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,464,373.08	
2	2.15	Elementary Student Engagement Activity Workers	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Lincoln Elem., Biella Elem., Brook Hill Elem., Lehman Elem., Hidden Valley Elem., Monroe Elem., Burbank Elem., Proctor Terrace Elem., Steele Lane Elem. K-6	$373,078.56	
2	2.16	Promote and Support Positive School Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
3	3.2	Provide professional development for Classified Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$236,750.00	
3	3.3	Provide 2 days professional development for Certificated Staff, as negotiated between SRCS & SRTA	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,605,742.00	
3	3.4	Maintain two Director positions at district level	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$400,968.96	
3	3.5	Multilingual Services Department Professional Development	Yes	LEA-wide	English Learners	All Schools	$9,500.00	
3	3.10	Orton-Gillingham Training and The Science of Reading; Tier 1, 2 & 3 supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$50,000.00	
3	3.17	Secondary Department Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$132,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.18	Alternative Education Leadership	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$366,527.00	
3	3.19	Elementary Grade Level Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary Schools	$177,000.00	
3	3.20	Effective Strategies for Differentiating Instruction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$150,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$19,391,262.97	$15,828,949.64

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Data and reporting systems and tools Grades KA-6	Yes	$307,500.00	$311,500
1	**1.2**	Language Acceleration Review Committee (LARC)	Yes	$106,020.00	0.00
1	**1.3**	Collaborative Curriculum Design (CCD) KA-6	Yes	$99,000.00	$2,324.50
1	**1.4**	KA-12 Curriculum & Instructional Materials	No	$391,237.00	$20,706.71
1	**1.5**	English Learner Curriculum Training & Translated Textbooks	Yes	$30,000.00	$8,519.44
1	**1.6**	Hands-on Manipulatives to Support Student Learning	Yes	$5,000.00	0.00
1	**1.7**	Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education	No	$15,000.00	$8,603.01
1	**1.8**	College-ready	No	$20,000.00	0.00
1	**1.9**	Career Technical Education (CTE)	No	$10,000.00	$3,020.39
1	**1.10**	K-12 Visual and Performing Arts (VAPA) Education	Yes	$127,642.00	$131,107.10

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Extended Learning Opportunities	Yes	$113,202.00	$109,375
1	1.12	Math Redesign	No	$40,213.00	0.00
1	1.13	AVID Growth	Yes	$50,000.00	$2,863.028
1	1.14	Provide Resources and Educational Opportunities to Families Equitably (currently referred to as E203 Family Mentor and H205 SOLL Counselors)	Yes	$314,239.00	$266,619.74
1	1.15	Student Voice Collective	Yes	$10,450.00	$4,075.24
1	1.16	Provide Additional Modality Resources for Literary Sources for Students with Reading Deficits	No	$35,000.00	$33,523.26
1	1.17	Elementary Prevention & Intervention Systems/Models	Yes	$35,000.00	$8,478.12
1	1.18	Counselor on Special Assignment (COSA) and College and Career Center Counselors	Yes	$671,442.00	$594,239.88
1	1.19	Teachers on Special Assignment (TOSAs)	Yes	$1,072,853.00	$3,182.65
1	1.20	Intervention Software	Yes	$57,000.00	$56,643
1	1.21	College Entrance Examination Preparation	Yes	$48,000.00	$5,454.50

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.22	Strengthen Multi-Tiered Systems of Support at high schools through MTSS Intervention Counselor work	Yes	$504,886.00	$517,048.73
1	1.23	Use Advanced Learner Program & Services Plan to guide action and to increase support for advanced learners	Yes	$47,860.00	$3,325.78
1	1.24	English Learner Support Systems	Yes	$31,000.00	$8,400
1	1.25	Individual School/SPSA Support	Yes	$2,421,861.00	$1,954,170.29
1	1.26	Licensed Child Care/Preschool	Yes	$150,000.00	$150,000
1	1.27	Data and reporting systems and tools Grades 7-12	No	$242,000.00	$36,222.58
1	1.28	Collaborative Curriculum Design (CCD) 7-12	No	$69,000.00	0.00
1	1.29	At Elementary Schools grades 4-6 Limit Combination Classes by adding 6.5 additional Teachers	Yes		$784,500
1	1.30	At Elementary Schools grades KA-3 exceed the 24 class size ratio by 3.5 to maintain a ratio of 20.5 by adding 10 teachers	Yes		$1,210,000
1	1.31	Secondary Counselors	Yes		$2,769,725.85
1	1.32	Provide specialized programs at High Schools including coordination and instruction. ArtQuest, Early College Magnet, and IB	Yes		$436,000
2	2.1	English Learner (EL) Community Outreach	Yes	$20,000.00	$4,326.07

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.2	CTE Collaborative Community	No	$10,000.00	0.00
2	2.3	Family Engagement Facilitators	Yes	$929,690.00	$793,204.57
2	2.4	Multi-tiered Systems of Support (MTSS) as the structure to organize our work to help support student achievement	Yes	$11,780.00	$4,003.44
2	2.5	Elementary Counselors	Yes	$1,086,462.00	$933,824.22
2	2.6	Provide assessment tools to determine the degree of learning loss	Yes	$12,000.00	$9,551.36
2	2.7	School-Based Therapists	Yes	$946,919.25	0.00
2	2.8	Mental Health Clinical Supervisor	Yes	$69,868.77	$69,961.62
2	2.9	Tier 1 and 2 Curriculum, Materials, and related Professional Development	No	$51,200.00	$12,567.91
2	2.10	Maintain two 0.80 SAFS Coordinators at District Office	Yes	$283,185.92	$214,547.87
2	2.11	Anti-bullying STOPit & related high school staffing	No	$5,000.00	$1,245
2	2.12	Buck Institute for Education Training for teachers and administrators and relevant instruction	No	$15,000.00	$12,500
2	2.13	Toolbox curriculum	Yes	$5,000.00	$5,576.13
2	2.14	Restorative Practices & Specialists	Yes	$1,245,215.00	$817,476.72

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.15	Elementary Student Engagement Activity Workers	Yes	$355,531.00	$289,958.46
2	2.16	Promote Positive Attendance - Student Incentives	No	$5,000.00	0.00
3	3.1	District staffing	No	$2,660,336.00	0.00
3	3.2	Provide professional development for Classified Staff	No	$25,000.00	$956.06
3	3.3	Provide 2 days professional development for Certificated Staff, as negotiated between SRCS & SRTA	Yes	$1,305,742.00	$1,417,357.52
3	3.4	Maintain two Director positions at district level	Yes	$196,732.00	$276,212.71
3	3.5	Administrator English Learner Seminar	Yes	$4,500.00	0.00
3	3.6	EL Services Professional Development	Yes	$5,000.00	$2,225.92
3	3.7	DRA (K-2) & DIBELS (3-6) Training	No	$3,100.00	$4,880.25
3	3.8	Learning House	No	$4,000.00	0.00
3	3.9	7-12 Steering Committee Meetings	No	$5,000.00	0.00
3	3.10	Orton-Gillingham Training: Tier 1 Strategy	Yes	$48,300.00	$34,939.49

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.11	AVID Training	No	$16,000.00	0.00
3	3.12	Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education	No	$296,297.00	$130,213.76
3	3.13	PD Series weaving MTSS, CRSH, & Restorative Practices	Yes	$186,000.00	$1,250.74
3	3.14	Offer of voluntary high level, confidential response to conflict between staff	No	$15,000.00	$15,000
3	3.15	Restorative Practices	No	$11,600.00	$11,600
3	3.16	Multidisciplinary Threat Assessment Management Program	No	$2,500.00	0.00
3	3.17	Technology and Blended Learning Training	Yes	$207,328.00	0.00
3	3.18	KA-6 Music Program	Yes	$638,122.00	$803,454.15
3	3.19	Kindergarten Childcare Classified Support	Yes	$276,901.00	$167,169.51
3	3.20	English Learner classroom support	Yes	$476,616.00	$6,711.06
3	3.21	Target support for elementary school students	Yes	$175,259.42	$132,159.52
3	3.22	Provide additional support for Kinder Academy/Kindergarten combination and/or Regional Kinder Academy classrooms	Yes	$124,246.00	$38,534.80
3	3.23	Alternative Educational Opportunities	Yes	$542,119.00	$117,997.29

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.24**	Alternative Education Leadership	Yes	$88,307.61	$59,914.69

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$15,402,663	$15,443,779.97	$15,543,910.96	($100,130.99)	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Data and reporting systems and tools Grades KA-6	Yes	$307,500.00	$311,500		
1	1.2	Language Acceleration Review Committee (LARC)	Yes	$106,020.00	0.00		
1	1.3	Collaborative Curriculum Design (CCD) KA-6	Yes	$99,000.00	$2,324.50		
1	1.5	English Learner Curriculum Training & Translated Textbooks	Yes	$30,000.00	$8,519.44		
1	1.6	Hands-on Manipulatives to Support Student Learning	Yes	$5,000.00	0.00		
1	1.10	K-12 Visual and Performing Arts (VAPA) Education	Yes	$127,642.00	$131,107.10		
1	1.11	Extended Learning Opportunities	Yes	$113,202.00	$109,375		
1	1.13	AVID Growth	Yes	$50,000.00	$2,863.28		
1	1.14	Provide Resources and Educational Opportunities to Families Equitably (currently referred to as E203 Family Mentor and H205 SOLL Counselors)	Yes	$314,239.00	$266,619.74		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.15	Student Voice Collective	Yes	$10,450.00	$4,075.24		
1	1.17	Elementary Prevention & Intervention Systems/Models	Yes	$35,000.00	$8,478.12		
1	1.18	Counselor on Special Assignment (COSA) and College and Career Center Counselors	Yes	$671,442.00	$594,239.88		
1	1.19	Teachers on Special Assignment (TOSAs)	Yes	$1,072,853.00	$3,182.65		
1	1.20	Intervention Software	Yes	$57,000.00	$56,643		
1	1.21	College Entrance Examination Preparation	Yes	$48,000.00	$5,454.50		
1	1.22	Strengthen Multi-Tiered Systems of Support at high schools through MTSS Intervention Counselor work	Yes	$504,886.00	$517,048.73		
1	1.23	Use Advanced Learner Program & Services Plan to guide action and to increase support for advanced learners	Yes	$47,860.00	$3,325.78		
1	1.24	English Learner Support Systems	Yes	$31,000.00	$8,400		
1	1.25	Individual School/SPSA Support	Yes	$2,421,861.00	$1,954,170.29		
1	1.26	Licensed Child Care/Preschool	Yes	$150,000.00	$150,000		
1	1.29	At Elementary Schools grades 4-6 Limit Combination Classes by adding 6.5 additional Teachers	Yes		$784,500.00		
1	1.30	At Elementary Schools grades KA-3 exceed the 24 class size ratio by 3.5 to maintain a ratio of 20.5 by adding 10 teachers	Yes		$1,216,000		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.31	Secondary Counselors	Yes		$2,769,725.85		
1	1.32	Provide specialized programs at High Schools including coordination and instruction. ArtQuest, Early College Magnet, and IB	Yes		$436,000		
2	2.1	English Learner (EL) Community Outreach	Yes	$20,000.00	$4,326.07		
2	2.3	Family Engagement Facilitators	Yes	$929,690.00	$793,204.57		
2	2.4	Multi-tiered Systems of Support (MTSS) as the structure to organize our work to help support student achievement	Yes	$11,780.00	$4,003.44		
2	2.5	Elementary Counselors	Yes	$1,086,462.00	$933,824.22		
2	2.6	Provide assessment tools to determine the degree of learning loss	Yes	$12,000.00	$9,551.36		
2	2.7	School-Based Therapists	Yes	$946,919.25	0.00		
2	2.8	Mental Health Clinical Supervisor	Yes	$69,868.77	$69,961.62		
2	2.10	Maintain two 0.80 SAFS Coordinators at District Office	Yes	$283,185.92	$214,547.87		
2	2.13	Toolbox curriculum	Yes	$5,000.00	$5,576.13		
2	2.14	Restorative Practices & Specialists	Yes	$1,245,215.00	$817,476.72		
2	2.15	Elementary Student Engagement Activity Workers	Yes	$355,531.00	$289,958.46		
3	3.3	Provide 2 days professional development for Certificated Staff, as negotiated between SRCS & SRTA	Yes	$1,305,742.00	$1,417,357.52		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
3	3.4	Maintain two Director positions at district level	Yes	$196,732.00	$276,212.71		
3	3.5	Administrator English Learner Seminar	Yes	$4,500.00	0.00		
3	3.6	EL Services Professional Development	Yes	$5,000.00	$2,225.92		
3	3.10	Orton-Gillingham Training: Tier 1 Strategy	Yes	$48,300.00	$34,939.49		
3	3.13	PD Series weaving MTSS, CRSH, & Restorative Practices	Yes	$186,000.00	$1,250.74		
3	3.17	Technology and Blended Learning Training	Yes	$207,328.00	0.00		
3	3.18	KA-6 Music Program	Yes	$638,122.00	$803,454.15		
3	3.19	Kindergarten Childcare Classified Support	Yes	$276,901.00	$167,169.51		
3	3.20	English Learner classroom support	Yes	$476,616.00	$6,711.06		
3	3.21	Target support for elementary school students	Yes	$175,259.42	$132,159.52		
3	3.22	Provide additional support for Kinder Academy/Kindergarten combination and/or Regional Kinder Academy classrooms	Yes	$124,246.00	$38,534.80		
3	3.23	Alternative Educational Opportunities	Yes	$542,119.00	$117,997.29		
3	3.24	Alternative Education Leadership	Yes	$88,307.61	$59,914.69		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$128,259,393	$15,402,663	0%	12.01%	$15,543,910.96	0.00%	12.12%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

LCFF Budget Overview for Parents

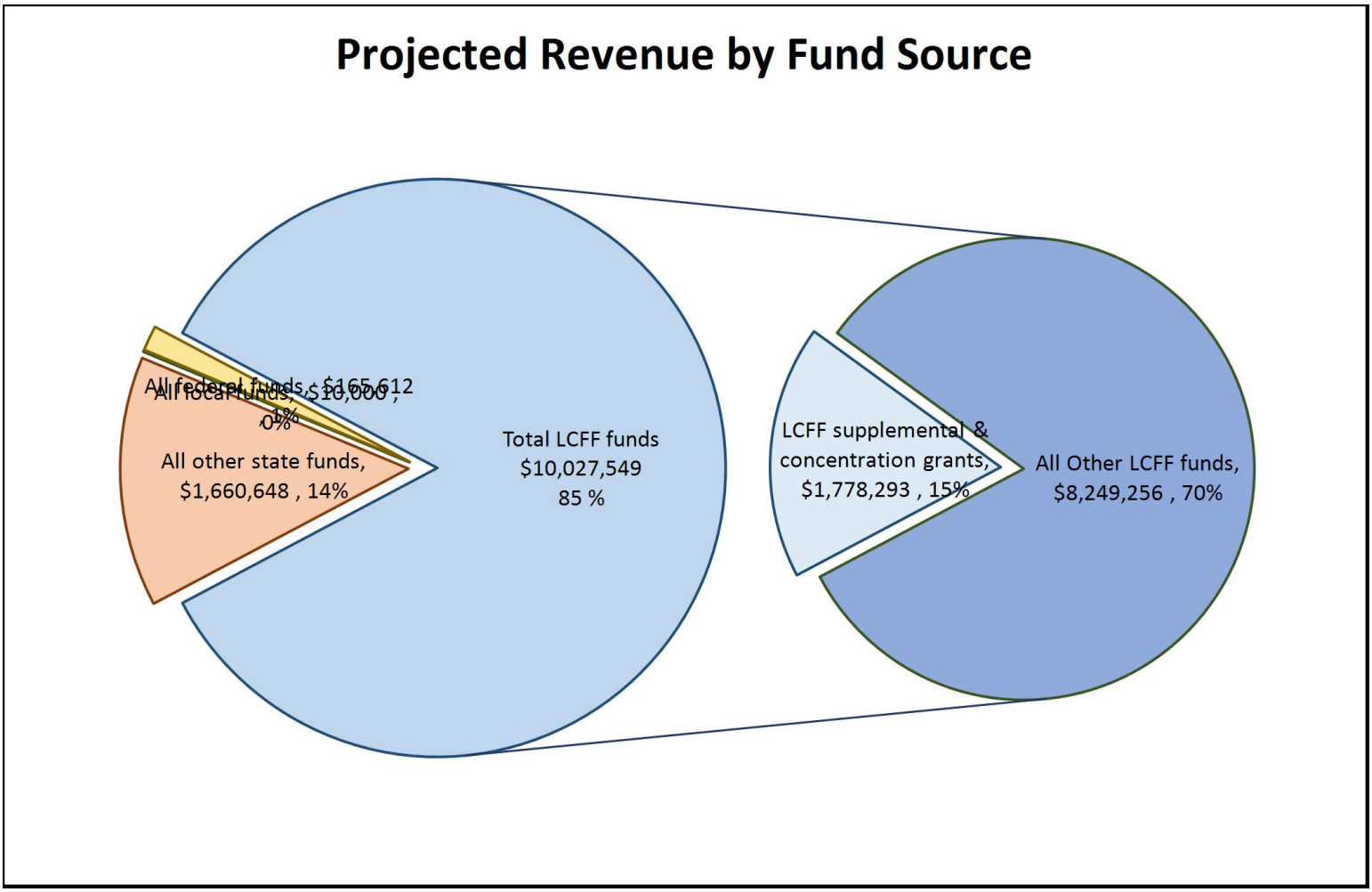
Local Educational Agency (LEA) Name: Cesar Chavez Language Academy
CDS Code: 49709120128074
School Year: 2022-23
LEA contact information:
Karolina Gage
Principal

707-890-3890

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs

and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year

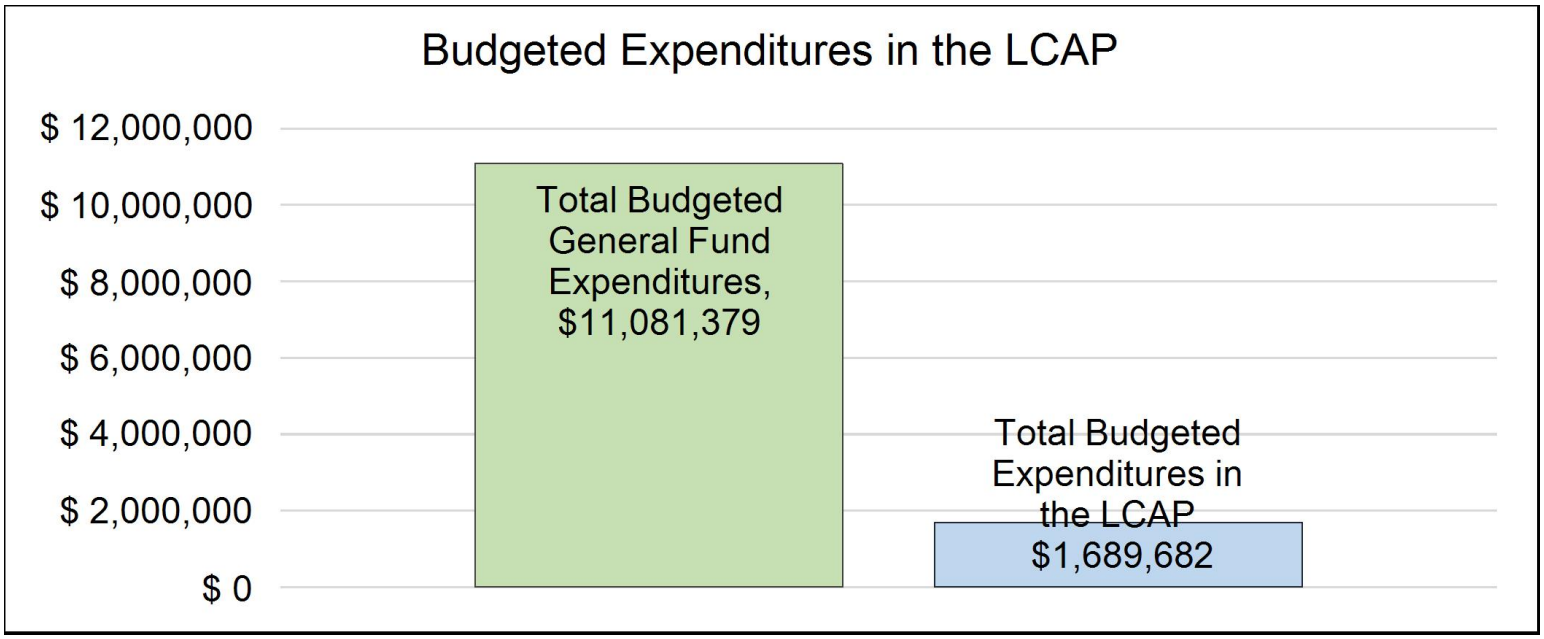


This chart shows the total general purpose revenue Cesar Chavez Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cesar Chavez Language Academy is $11,863,809, of which $10,027,549 is Local Control Funding Formula (LCFF), $1,660,648 is other state funds, $10,000 is local funds, and $165,612 is federal funds. Of the $10,027,549 in LCFF Funds, $1,778,293 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Cesar Chavez Language Academy plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Cesar Chavez Language Academy plans to spend $11,081,379 for the 2022-23 school year. Of that amount, $1,689,682 is tied to actions/services in the LCAP and $9,391,697 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base instructional services, restricted categorical programs and services, special education services, administration, maintenance and operations.

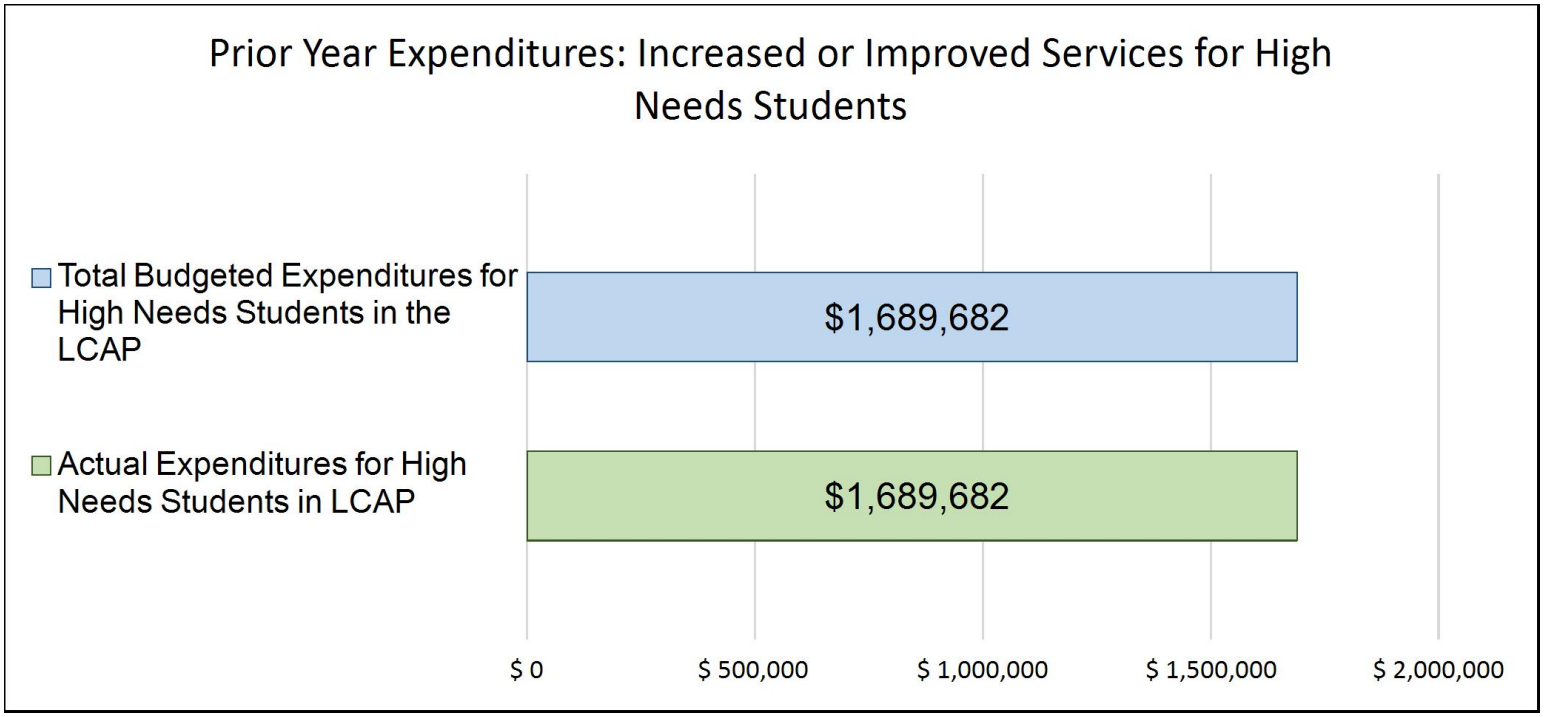
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Cesar Chavez Language Academy is projecting it will receive $1,778,293 based on the enrollment of foster youth, English learner, and low-income students. Cesar Chavez Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Cesar Chavez Language Academy plans to spend $1,689,682 towards meeting this requirement, as described in the LCAP.

Actions and/or Services that are principally directed towards Foster Youth (FY), English Learners (EL), and Low-income (LI) Students to increase or improve services and provide prevention, intervention, and support services that eliminate barriers and provide supports to increase academic achievement. These are the actions in the LCAP that are identified as contributing to these high needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Cesar Chavez Language Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cesar Chavez Language Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Cesar Chavez Language Academy's LCAP budgeted $1,689,682 for planned actions to increase or improve services for high needs students. Cesar Chavez Language Academy actually spent $1,689,682 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $0 had the following impact on Cesar Chavez Language Academy’s ability to increase or improve services for high needs students:

Providing services to improve the academic achievement of these students.

BILINGUAL BILITERATE BICULTURAL
Cesar Chavez
Language Academy
BY CHOICE

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cesar Chavez Language Academy	Karolina Gage, Principal	kgage@srcs.k12.ca.us 707-480-8972

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

Only LCAP funds were used for goals and activities in the LCAP.

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

n/a

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.

The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code* Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students

at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cesar Chavez Language Academy	Karolina Gage Principal	kgage@srcs.k12.ca.us 707-890-3890

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Cesar Chavez Language Academy (CCLA), is a Tk-8th grade Dependent Charter School in the Santa Rosa City Schools School District. We offer a Dual Immersion program (Spanish/English) in our Tk-6th grade Elementary program. In 7th and 8th grades, we offer four different pathways for incoming students: Dual Immersion, World House (for Newcomer students), Spanish Language and Traditional. We have a unique 7 period day in grades 7 & 8 in order to allow for students to take a language/support class and an additional elective. We will be starting year 2 of our merger between CCLA and Cook Middle School for the 2022-2023 school year. There was a merger committee two years prior to the merger which helped plan this transition.
We are projected to have approximately 925 students for the 2022-2023 school year, with 70% of them being “unduplicated”.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

It is evident that we need to increase academic achievement for all students in the areas of English Language Arts and Math as well as increase English Learner Reclassification rates. In the 2021-2022 school year, the number of students reading at grade level increased, as well as DRA levels. DRA was used to measure 1st and 2nd grade in Spanish: (1) 1st Grade: Students went from 19% to 41% (+22%) At or Above Grade Level , (2) 2nd Grade: Students went from 8% to 15% (+7%) at or Above Grade Level. The % of student below grade level decrease from 70% to 48% (-22%). 2nd Grade Students who made 1 or more years of reading progress: 55%. We used 'Running Records', 'STAR (Renaissance)' and 'Let's Go Learn for 3rd-6th Grade. 3rd Grade: 30% of Students are at of Above Grade Level in Spanish. 4th Grade: 48% of students are at or above Grade Level in Spanish. 5th Grade-no data available. 6th Grade: 66% of students are at or about grade level in Spanish. When we look at students below and far below grade level our percentages decrease from 2nd to 3rd to 4th to 6th at 48%, 47%, 33% and 27%, respectively in the area of Spanish.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

We identified that our greatest needs are to continue focusing on literacy in both languages as well as English Language Development for our English Language Learners in order to increase student reclassification as English proficient. Students in Santa Rosa City Schools did not take the SBAC test in the Spring of 2020 nor 2021 due to the COVID-19 Pandemic, but have taken the Spring semester of 2022. With school closures from March 2020- April 2021 there has been a significant amount of learning loss. In looking at our local data (Let's Go Learn & DRA) we see the need to increase academic achievement in all areas. There is a continued need to strengthen Integrated & Designated English Language Development for our ELL students. There is a dip in 2nd grade's 'Students at or Above Grade Level' so we will have to take a look at the cause of that. When we look at students below or far below grade level in Spanish, we see larger percentages in 2nd and 3rd grade and will have to take a look at areas of reading and our PRESS model at those grades. We also have to look at why 1st grade increased 5% on the number of students below grade level in Spanish. We focus on measuring English language acquisition in grades 3rd-6th due to the 90/10 TWDI (Two Way Dual Immersion) Program. Our scores are concerning when looked at vertically (3rd to 6th) in the area of English acquisition.Our fall below and below grade level increased rather than decrease from 28% to 33% to 58% in 3rd, 4th and 6th grade. Also, our %age of students at grade level decreased from 52% to 40% to 29% in 3rd, 4th and 6th grade.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our LCAP reflects our commitment to the Two Way Bilingual Immersion Model as well as providing language enrichment in the middle school grades. It also reflects the emphasis on Professional Development for teachers as well as multiple ways we support our teachers to offer the best researched-based TWBI model for students. Our LCAP reflects our commitment to offering AVID in grades 3-8. With the merge of a new middle school, we are committed to enhancing the climate and culture and want to increase Positive Behavior Interventions and Supports in the 7th and 8th grades. Being a Charter School, we also strongly value parent participation, another key part of our LCAP. Our LCAP commits to a focus on improving student literacy (in both English and Spanish), increasing English Language Learner reclassification rates, and Math proficiency.

Our LCAP Goals are:
Goal 1:
CCLA has a goal of increasing academic achievement in the areas of English Language Arts and Math, as well as improving English Learner Progress as measured on the ELPAC by 5% each year.
Teachers on Special Assignment: Two Elementary Reading Specialists (Spanish & English), One School Culture and Climate TOSA & Instructional Support
Bilingual Instructional Assistants in the areas of Spanish Literacy, English Language Development, Middle School Math & Science support, and support for our Newcomer Program
Extended Learning Opportunities for Students: After school tutoring with teachers and Instructional Aides

Provide Online Educational Platforms in order to increase student comprehension and retention of state standards.
Student Engagement Specialist for elementary who provides lunch time and after school enrichment activities.
Colors of Spanish Music Consultant who provides TK & 1st grade students with weekly music and movement in order to increase Spanish Language Development.
Summer School in order to target Tier 2 students in the area of literacy.
Goal 2:
CCLA has a goal of decreasing suspension rates and chronic absenteeism as reported on the California Dashboard.
One full-time Elementary Counselor to facilitate the implementation of lunch bunch, SEL Program of Toolbox and participate in Tier 2 Care Team support, SSTs, 504s, one-to-one support and refer to inhouse and out of house therapists.
Two full time Restorative Specialists will work with students to help with conflict management, pre-circles, circles, communication between student-teachers and students-students and suspension re-entries.
The School & Climate Teacher on Special Assignment will work with classroom teachers to implement Tier I Interventions and provide Professional Development on student engagement strategies in the classroom so that students will be successful during their academic school day.
A school will contract with Humanidad Therapy to offer 3 therapists for TK-8 students which will help support 75 students at any one time.
Programs that support Social Emotional Learning during lunch with sports, after school sports programs, clubs and equipment.
One full time campus supervisor to help administration with campus security and truancy issues.
One 0.75 Bilingual Receptionist to help with communication with parents and students and who helps support the running of a vast school campus.
Goal 3:
CCLA will increase the number of teachers participating in Grade Level/Department release days as well as TWDI Professional Development.
Each teacher will be provided with release time to work with their department/grade level team in a PLC in a specific area of focus/Continuous Cycle of Improvement.
CCLA will increase the number of PDs and professional consultants in the area of two way dual immersion pedagogy.
CCLA teachers will be provided with opportunities to continue to bond with each other after a recent merger between the TK-6 program and the 7-8 program.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

NA

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

NA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

NA

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Throughout the course of the school year, the school principal held multiple meetings with stakeholder groups. The Bilingual Advisory Board, English Learner Advisory Committee, PAC (Principal Advisory Committee) and Site Staff meetings were all a place of meaningful conversations to gather input. BAB meetings were held on 10/18/21, 10/25/21, 11/8/21, 12/13/21, 1/17/22, 2/7/22, 3/14/22, 4/18/22 and 5/23/22. Staff meetings were held on 9/1/21, 9/15/21, 10/6/21, 10/2/ 21, 11/3/21, 11/17/21, 12/1/21, 12/15/21, 1/5/22, 1/19/22, 2/2/22, 2/16/22, 3/2/22, 3/16/22, 4/6/22, 4/20/22, 5/4/22 and 5/18/22. ELAC meetings were held on 9/14/21, 1/26/22, 2/8/22, 3/8/22, 4/12/22, and 5/10/22. PAC meetings were held on 9/7/21, 9/9/21, 9/22/21, 10/12/21, 10/27/21, 11/9/21, 12/7/21, 1/11/22, 3/30/22, 4/27/22 and 5/25/22.

A summary of the feedback provided by specific educational partners.

The 2021-2022 change from two principals to one principal and three administrators to two administrators (part of the merger change) was a strain on the effective running of CCLA. Staff members in both the primary and secondary felt the lack of attention they had once had. Parents also noticed a reduction of communication in primary from prior years. The parents of English Language Learner students continued to be concerned that their students not re-designating by the end of 6th grade. Parents and staff were pleased to have a second AP position added in January of 2022 and increase communication via Coffee with the Principal, Chat with the Principal, and Sunday voice messages home on ParentSquare and zoom formats were well received. Parents are very interested in increasing SEL opportunities for their students through LCAP funded initiatives and through their parent organization, The Foundation.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Many parents and staff members are concerned about 'Social Emotional Learning' coming back from the pandemic. We noticed an increase in playground, classroom and blacktop behavioral incidents. We added 3 days a week of sports during lunch with outside agencies and will be adding a 4th day for the 2022-2023 school year. In addition, we will be implementing a full contract with 'Humanidad' which will add 3 therapists and will be able to serve 75 students per week.

Goals and Actions

Goal

Goal #	Description
1	Goal 1: CCLA has a goal of increasing academic achievement in the areas of English Language Arts and Math, as well as improving English Learner Progress as measured on the ELPAC by 5% each year. Teachers on Special Assignment: Two Elementary Reading Specialists (Spanish & English), One School Culture and Climate TOSA & Instructional Support Bilingual Instructional Assistants in the areas of Spanish Literacy, English Language Development, Middle School Math & Science support, and support for our Newcomer Program Extended Learning Opportunities for Students: After school tutoring with teachers and Instructional Aides Provide Online Educational Platforms in order to increase student comprehension and retention of state standards. Student Engagement Specialist for elementary who provides lunch time and after school enrichment activities. Colors of Spanish Music Consultant who provides TK & 1st grade students with weekly music and movement in order to increase Spanish Language Development. Summer School in order to target Tier 2 students in the area of literacy.

An explanation of why the LEA has developed this goal.

This goal will increase programs and services to maximize student learning and agency, foster literacy, collaboration and critical thinking, and support Multi-lingual learners.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2019 California School Dashboard for ELA, Math and English Learner Progress and CAASPP Results for 18-19.	(2019) Elementary ELA: 35.7 points below standard, Math: 46.5 points below standard, English Leaner Progress: 42.2% making	Due to COVID, state testing was paused, therefore there is no data for year 1.			Increase standardized test scores (CAASPP) by 5% each year. Percent proficient in ELA (3-6) 50%, Math (3-6) 37%; ELA (7-8) 36% and math (7-8)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	progress. Grades 7-8: ELA 97.5 below standard, math 160.3 below standard, 34.5% making progress towards proficiency. Per CAASPP results: Elementary, 30.77% met or exceeded standards in ELA and 22.22% in math. Secondary: 20.94% met or exceeded standards in ELA and 8.34 in math.				24%. Increase Elementary English Learner Progress to 57.2%.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Online Educational Platforms	Continue to purchase online academic programs for English Language Development, Spanish Language Development, English Language Arts and Math (in Spanish): DreamBox, Reflex Math, STAR Reading, NewsELA, Learning A-Z, Go Guardian, Lets Go Learn, Renaissance Learning, Explore Learning, Imagination Station, BookWidgets, Clever Prototypes, BrainPOP, ESGI (Kinder Digital LIcense), Savas Learning, TouchMath, etc.	46,712.00	Yes
1.2	Teachers on Special Assignment (3)	1. Elementary Reading Specialist (TOSA), a total of 2.0 FTE to provide literacy intervention program (Multi-tiered System of Supports) and provide additional Professional Development for teachers, focusing on Literacy & English Language Development in order to increase re-designation rates.	350,058.50	Yes

Action #	Title	Description	Total Funds	Contributing
		2. MTSS TOSA to support the climate and culture in Grades 7 & 8 along with new teacher support.		
1.3	Student Engagement Elementary	Continue to employ Full Time Student Engagement Activities Worker that will support students during and after school through extracurricular and enrichment learning opportunities.	55.549.08	Yes
1.4	Bilingual Instructional Aides (7)	Lower Elementary (TK-2nd grade) will retain three part-time IAs to support in the area of early literacy in Spanish. Upper Elementary (3-6) will have two 7 hour IAs to support in the area of redesignation for English Learners. Middle school will retain 2 part-time IAs to support Newcomer students.	298,980.61	Yes
1.5	Colors of Spanish Music Consultant	Colors of Spanish music and movement will offer weekly Spanish Language Development classes in TK & 1st grade.	33,800.00	No Yes
1.6	Extended Learning Opportunities	Continue to offer extended learning opportunities for students, especially EL, LI and Foster Youth by offering after school tutoring in 1st-8th grade.	16,000.00	Yes
1.7	Additional FTE for Elementary Library Tech	This allows for 10 additional hours per week in order to process the inventory of new materials in the library.	13,706.46	Yes
1.8	Addtional funding for Music/Band program (instruments & repairs)	This allows for the purchase of more musical instruments as well as money for repairs on existing ones.	7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Supplemental Instructional Materials	Fund additional instructional materials to support Multilingual Learners and Differently Abled Learners.		Yes
1.11	Subscriptions	Subscription to AVID for elementary and secondary.	5,944.00	Yes
1.13	Technology Hardware	Purchase technology equipment to support students within the classroom.	25,000.00	Yes
1.14	Summer School	Provide remedial and enrichment services to students during summer break.	55,000.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We did not hire a Math TOSA this school year due to the district finding this position was not necessary for our TWDI Program and the hiring of this position was not approved by the small cabinet.. We also did not have the allotted amount of Instructional Aides we had hoped for for 4-8th grade due to difficulties in finding new hires.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

CCLA is unable to complete some of its identified actions. Secondly, we also covered some action expenditures in Title 1 funding instead of LCAP. Finally, CCLA made revisions during the school year to its goals and actions.

An explanation of how effective the specific actions were in making progress toward the goal.

The funding of our three TOSAs in critical in three major areas: (1) K-2 literacy in Spanish, (2) support for TK-8 EL learners, and (3) support for differently abled students. Our EL TOSA started working with our newcomer program in 7th/8th grade and providing additional support to this group on Wednesdays, fine tuning ALD instruction for students, and working to bring in appropriate professional development to teachers and curriculum to students. Our Reading TOSA continued to work daily supporting Spanish literacy using the PRESS Model with 3 Instructional Aides going into each classroom every day. Our School Climate and Culture TOSA drove the Tier 1 and Tier 2 supports for the

school by having weekly CARE team meetings where a TEAM came together to create supports and resources for our most needy students. This TOSA also followed up by setting up SSTs (School Study Team) meetings for many students and also supporting the 504 process. Our student engagement director did an amazing job of providing enrichment during lunch for all primary students and after school clubs as well.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Per the CCLA Charter, we are an AVID school TK-8 and will continue our 7th/8th AVID subscription and restart our expired TK-6th subscription again. In order to keep up with 21 century innovations in the area of technology, we are budgeting technology into our LCAP so we can help our students and teachers access content and materials in the most efficient manner possible. We will also be using LCAP funds to help with summer school in 2023. This program targets our lowest performers in the areas of literacy.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Goal 2: CCLA has a goal of decreasing suspension rates and chronic absenteeism as reported on the California Dashboard. One full-time Elementary Counselor to facilitate the implementation of lunch bunch, SEL Program of Toolbox and participate in Tier 2 Care Team support, SSTs, 504s, one-to-one support and refer to inhouse and out of house therapists. Two full time Restorative Specialists will work with students to help with conflict management, pre-circles, circles, communication between student-teachers and students-students and suspension re-entries. The School & Climate Teacher on Special Assignment will work with classroom teachers to implement Tier I Interventions and provide Professional Development on student engagement strategies in the classroom so that students will be successful during their academic school day. A school will contract with Humanidad Therapy to offer 3 therapists for TK-8 students which will help support 75 students at any one time. Programs that support Social Emotional Learning during lunch with sports, after school sports programs, clubs and equipment. One full time campus supervisor to help administration with campus security and truancy issues. One 0.75 Bilingual Receptionist to help with communication with parents and students and who helps support the running of a vast school campus.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
2019 California School Dashboard in the areas of Chronic Absenteeism &	Elementary: 2.1% Suspended at least once, 7.5% Chronically Absent	Elementary: 0.44 % Suspended at least once, 34.38% Chronically Absent.			Elementary: 1.0% Suspended, 3.5% Chronically Absent

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Suspensions OR Aeries Reports	Middle School: 19.3% Suspended at least once, 27.2% Chronically Absent	Middle School: 22.76 % Suspended at least once, 29.95% Chronically Absent			Middle School: 10% Suspended, 15% Chronically Absent

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Parent Involvement Opportunities	Continue to encourage parent involvement, recording parent hours. Provide more parent involvement opportunities by partnering with community organizations. Offer 4 parent trainings per year (Literacy, Math, Online Resources).	$2,000.00	Yes
2.2	Elementary School Counselor	Continue to retain 1.0 FTE School Counselor to facilitate implementation of Restorative Circle, BEST Plus an Tool Box program to promote social/emotional development including implementation of multi-tiered system of supports.	$81,500.00	Yes
2.3	Student Advisor 0.06 FTE	To increase Student Advisor position to 1.0 FTE from 7.5 hours to 8 hours.	$4,831.00	Yes
2.4	Increasing School-to-Home Communication	Continue to increase communication: *Social Media *Family Engagement Facilitator *Newsletter *School Bulletin Board *ParentSquare Calendar and SmartAlerts/E-mails	$2,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Family Engagement Facilitators	Two full time Family Engagement Facilitators. Use school LCAP funds to fund the additional FEF will work with EL TOSA to monitor the progress of EL students and hold SSTs for Long Term English Learners.	$127,434.50	Yes
2.6	Restorative Specialist	Increase from .4FTE to 1.0 Restorative Specialist to provide Tier 1 and 2 supports to students and assist with implementation of BEST program and Tool Box curriculum. Restorative specialist will also facilitate student groups to improve school culture and climate through pre-circles, circles, conflict management and engagement with students during lunch time.	$76,200.10	Yes
2.7	Contract with Humanidad Therapy	Offer school based therapy to Tier 2 and Tier 3 students.	$140,000.00	No Yes
2.8	Receptionist 0.75 FTE	Bilingual receptionsit 0.75 FTE.	$52,389.00	Yes
2.9	Middle School Classroom Furniture	Furniture for Middle School classrooms to include desks and chairs in order to enhance the middle school classroom experience and allow for collaborative, interactice group work.	$35,000.00	Yes
2.10	Social Emotional Learning	Programs and activities to support the social emotional learning for students: Challenge Day, National Academy of Athletics, Portuguese Futbol Academy, Playworks, Clubs and Recess, Recess Equipment, Positive images and outside Motivational speakers/programs.	$98,960	Yes
2.11	Athletics	Funding for a competitive athletic program for grades 6-8.	$14,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.12	Campus Supervisor	Campus supervisor to support student safety and provide additional supervision for Middle School students.	$31,883.40	Yes
2.13	Testing Coordinator	Responsible for organizing SBAC testing, and other district-wide or site adopted standardized tests. This position will also help collect various data on school-wide initiatives to help guide instruction and spending.		Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The school district covered transportation for middle schoolers and new comer students this school year and for next school year. We had the position of 'campus supervisor' on EdJoin all year long but we did not have anyone who completed the application and hiring process.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

CCLA is unable to complete some of its identified actions. Secondly, we also covered some action expenditures in Title 1 funding instead of LCAP. Finally, CCLA made revisions during the school year to its goals and actions.

An explanation of how effective the specific actions were in making progress toward the goal.

We had very low parent participation with our literacy zoom days and we are hoping that in person meetings next school year will draw in more participation. We also had our elementary counselor engage with many TK-6th students providing trauma informed care and pairing up students in need with our Humanidad therapists who were able to support 50 students per week at any one time. Our FEFs were able to help support our EL students through ELPAC testing, connecting with families, helping with communication to the home and supporting our CareTeam meetings (for Tier 2 students). We were able to lower our elementary suspension rates from 2.1% to 0.44%, meeting our 3 year LCAP goal in that area.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We added the National Academy of Athletics and Portuguese Futbol cover 3 out of 5 lunches a week for K-8th grade students with different sports and activities during lunch, providing students with the engagement and support they needed. We also increased from 1.4 to 2.0 full time restorative specialists. Even though we didn't actually have two people hired at the same time until the last two school months, having to specialists has increased the safety, trauma informed card and positive school culture at CCLA. Having two Restorative Specialists on campus was one of our best investments. We will also be adding funds for our athletics department since we are losing out on SchoolsPlus monies due to conversion from public school to charter for the 7th and 8th graders. Athletics are a key element in our school culture and climate and the physical and mental welfare of our students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Goal 3: CCLA will increase the number of teachers participating in Grade Level/Department release days as well as TWDI Professional Development. Each teacher will be provided with release time to work with their department/grade level team in a PLC in a specific area of focus/Continuous Cycle of Improvement. CCLA will increase the number of PDs and professional consultants in the area of two way dual immersion pedagogy. CCLA teachers will be provided with opportunities to continue to bond with each other after a recent merger between the TK-6 program and the 7-8 program.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of teachers participating in Professional Development & Collaboration	Since we are a newly merged school, we are lacking in cohesive data for TK-8 and can start with YouthTruth data baseline in year 1.	YouthTruth 2021-2022: (1) 42% of middle school and 53% of elementary school teachers agreed or strongly agreed that their professional development was meaningful. (2) 38% of middle school and 53% of elementary school teachers felt			By year three, 100% of the Elementary staff and 80% of the Middle School staff will be AVID certified. All teachers will participate in at least 3 release days during the school year, focusing on a Continuous Cycle of Improvement.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		that this year's professional development was closely connected to our school priorities. We have about 9 teachers signed up to attend the AVID conference in the summer of 2022.			

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Release Time for Collaboration	Release days for all staff: continue to provide collaboration opportunities and Professional Development to improve scope and sequence using common core state standards, school-wide data, and dual immersion research focusing on grades TK-8. Provide collaboration opportunities and PD in adherence to school charter and PLCs by offering grade level release days, once per Trimester. This also includes two additional release days for Elementary teachers for assessments. Total of 176 release days.	67,800	Yes
3.2	Professional Development: AVID	Increase the number of staff attending the AVID conference each year. Bring in consultants, such as TWDI specialist Dr. Jose Medina, SSU Consultants, Alliance Redwoods and Rewards Training.	7770.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

We will be adding professional consultants, such as SSU TWDI Consultants and Dr. Jose Medina to our repertoire of specialists. We will also add trainings and conferences such as Alliance Redwoods and the Rewards trainings.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

CCLA is unable to complete some of its identified actions. Secondly, we also covered some action expenditures in Title 1 funding instead of LCAP. Finally, CCLA made revisions during the school year to its goals and actions.

An explanation of how effective the specific actions were in making progress toward the goal.

Teachers are working toward school wide AVID certification which matches the description of a major program in our school charter.
YouthTruth 2021-2022: (1) 42% of middle school and 53% of elementary school teachers agreed or strongly agreed that their professional development was meaningful. (2) 38% of middle school and 53% of elementary school teachers felt that this year's professional development was closely connected to our school priorities.
We have about 9 teachers signed up to attend the AVID conference in the summer of 2022.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

We will be adding professional consultants, such as SSU TWDI Consultants and Dr. Jose Medina to our repertoire of specialists. We will also add trainings and conferences such as Alliance Redwoods and the Rewards trainings. We added our year one baseline data from the YouthTruth survey, which was not available for newly mergered TK-8 school site.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
1,778,293	285,336.90

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
13.3%	0.00%	$0.00	13.3%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

The LCAP amount increased by 34.9%, but due to low collection of free and reduced lunch forms, our Title 1 funds decreased, bringing the total increase in Title 1 and LCAP fund to 13.3%.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

We are addressing our 7th and 8th grade low-income and foster youth with a program called YouThrive which just started meeting with our greatest needs students to provide services. We have also incorporated Safe School Ambassadors to help this group of students with conflict

managements, as well as increased out Restorative Specialists from 1.4 in the 2020-2021 school year to 2.0 in the 2022-2023 school year. We opened up after school tutoring in elementary and middle school for EL, foster and low-income students. We are also running a summer school from June 13 to June 30, 2022 for our greatest needs K-6 grade students and are allocating funds for the same purposes for the 2022-2023 school year.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		1:28
Staff-to-student ratio of certificated staff providing direct services to students		1:16

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,497,085.18			$192,596.35	$1,689,681.53		$1,689,681.53

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Online Educational Platforms	English Learners Foster Youth Low Income	$100,000.00				46,712.00
1	1.2	Teachers on Special Assignment (3)	English Learners Foster Youth Low Income	$246,000.00			$80,064.00	350,058.50
1	1.3	Student Engagement Elementary	English Learners Foster Youth Low Income	$67,170.00				55.549.08
1	1.4	Bilingual Instructional Aides (7)	English Learners	$222,856.16			$76,124.45	298,980.61
1	1.5	Colors of Spanish Music Consultant	All English Learners Foster Youth Low Income	$32,390.00				33,800.00
1	1.6	Extended Learning Opportunities	English Learners Foster Youth Low Income	$15,000.00				16,000.00
1	1.7	Additional FTE for Elementary Library Tech	English Learners Foster Youth Low Income	$10,407.54				13,706.46
1	1.8	Addtional funding for Music/Band program (instruments & repairs)	English Learners Foster Youth Low Income	$7,000.00				7,000.00
1	1.9	Supplemental Instructional Materials	English Learners					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.11	Subscriptions	English Learners Foster Youth Low Income					5,944.00
1	1.13	Technology Hardware	English Learners Foster Youth Low Income					25,000.00
1	1.14	Summer School	English Learners Foster Youth Low Income					55,000.00
2	2.1	Parent Involvement Opportunities	English Learners Foster Youth Low Income				$1,920.00	$2,000.00
2	2.2	Elementary School Counselor	English Learners Foster Youth Low Income	$90,354.26				$81,500.00
2	2.3	Student Advisor 0.06 FTE	English Learners Foster Youth Low Income	$4,557.27				$4,831.00
2	2.4	Increasing School-to-Home Communication	English Learners Foster Youth Low Income	$2,000.00				$2,000.00
2	2.5	Family Engagement Facilitators	English Learners Foster Youth Low Income	$94,120.88			$34,487.90	$127,434.50
2	2.6	Restorative Specialist	English Learners Foster Youth Low Income	$65,119.33				$76,200.10
2	2.7	Contract with Humanidad Therapy	Tier 3 students English Learners Foster Youth Low Income	$10,000.00				$140,000.00
2	2.8	Receptionist 0.75 FTE	English Learners	$49,422.74				$52,389.00
2	2.9	Middle School Classroom Furniture	English Learners Foster Youth Low Income	$20,000.00				$35,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.10	Social Emotional Learning	English Learners Foster Youth Low Income	$250,000.00				$98,960
2	2.11	Athletics	English Learners Foster Youth Low Income	$103,987.00				$14,600.00
2	2.12	Campus Supervisor	English Learners Foster Youth Low Income	$55,300.00				$31,883.40
2	2.13	Testing Coordinator	English Learners Foster Youth Low Income					
3	3.1	Release Time for Collaboration	English Learners Foster Youth Low Income	$26,400.00				67,800
3	3.2	Professional Development: AVID	English Learners Foster Youth Low Income	$25,000.00				7770.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
8,249,256	1,778,293	13.3%	0.00%	13.3%	$1,497,085	0.00%	18%	**Total:**	$1,497,085
								LEA-wide Total:	$0.00
								Limited Total:	$0.00
								Schoolwide Total:	$167,170.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Online Educational Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
1	**1.2**	Teachers on Special Assignment (3)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$246,000.00	
1	**1.3**	Student Engagement Elementary	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$67,170.00	
1	**1.4**	Bilingual Instructional Aides (7)	Yes	LEA-wide	English Learners	All Schools	$222,856.16	
1	**1.5**	Colors of Spanish Music Consultant	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$32,390.00	
1	**1.6**	Extended Learning Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Additional FTE for Elementary Library Tech	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,407.54	
1	1.8	Addtional funding for Music/Band program (instruments & repairs)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$7,000.00	
1	1.9	Supplemental Instructional Materials	Yes	LEA-wide	English Learners	All Schools		
1	1.11	Subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.13	Technology Hardware	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.14	Summer School	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Parent Involvement Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Elementary School Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$90,354.26	
2	2.3	Student Advisor 0.06 FTE	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,557.27	
2	2.4	Increasing School-to-Home Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		$2,000.00	
2	2.5	Family Engagement Facilitators	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$94,120.88	
2	2.6	Restorative Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$65,119.33	
2	2.7	Contract with Humanidad Therapy	Yes	LEA-wide	English Learners Foster Youth	All Schools	$10,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.8	Receptionist 0.75 FTE	Yes	LEA-wide	English Learners	All Schools	$49,422.74	
2	2.9	Middle School Classroom Furniture	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools 7th & 8th graders	$20,000.00	
2	2.10	Social Emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$250,000.00	
2	2.11	Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$103,987.00	
2	2.12	Campus Supervisor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$55,300.00	
2	2.13	Testing Coordinator	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	Release Time for Collaboration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$26,400.00	
3	3.2	Professional Development: AVID	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,000.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,689,681.53	$1,689,681.53

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Online Educational Platforms	No Yes		
1	**1.2**	Teachers on Special Assignment (3)	No Yes	$326,064.00	$326,064.00
1	**1.3**	Student Engagement Elementary	No Yes	$67,170.00	$67,170.00
1	**1.4**	Bilingual Instructional Aides (7)	No Yes	$298,980.61	$298,980.61
1	**1.5**	Colors of Spanish Music Consultant	No Yes	$32,390.00	$32,390.00
1	**1.6**	Extended Learning Opportunities	No Yes	$15,000.00	$15,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.7	Additional FTE for Elementary Library Tech	No Yes	$10,407.54	$10,407.54
1	1.8	Addtional funding for Music/Band program (instruments & repairs)	No Yes	$7,000.00	$7,000.00
2	2.1	Parent Involvement Opportunities	No Yes	$1,920.00	$1,920.00
2	2.2	Elementary School Counselor	No Yes	$90,354.26	$90,354.26
2	2.3	Student Advisor 0.06 FTE	No Yes	$4,557.27	$4,557.27
2	2.4	Increasing School-to-Home Communication	No Yes	$2,000.00	$2,000.00
2	2.5	Family Engagement Facilitators	No Yes	$128,608.78	$128,608.78
2	2.6	Restorative Specialist	No Yes	$65,119.33	$65,119.33

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.7	Contract with Humanidad Therapy	No Yes	$10,000.00	$10,000.00
2	2.8	Receptionist 0.75 FTE	No Yes	$49,422.74	$49,422.74
2	2.9	Middle School Classroom Furniture	Yes	$20,000.00	$20,000.00
2	2.10	Transportation for Middle School Students	No Yes	$250,000.00	$250,000.00
2	2.11	Teacher on Spacial Assignment: School Climate/Culture	Yes	$103,987.00	$103,987.00
2	2.12	Campus Supervisor	Yes	$55,300.00	$55,300.00
3	3.1	Release Time for Collaboration	No Yes	$26,400.00	$26,400.00
3	3.2	Professional Development: AVID	No Yes	$25,000.00	$25,000.00
3	3.3		Yes		

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$1,409,310	$1,409,310	$1,409,310	$0.00	20.00%	20.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Online Educational Platforms	Yes	$100,000.00	$100,000.00		
1	1.2	Teachers on Special Assignment (3)	Yes	$246,000.00	$246,000.00		
1	1.3	Student Engagement Elementary	Yes	$67,170.00	$67,170.00		
1	1.4	Bilingual Instructional Aides (7)	Yes	$222,856.16	$222,856.16		
1	1.5	Colors of Spanish Music Consultant	Yes	$32,390.00	$32,390.00		
1	1.6	Extended Learning Opportunities	Yes	$15,000.00	$15,000.00		
1	1.7	Additional FTE for Elementary Library Tech	Yes	$10,407.54	$10,407.54		
1	1.8	Addtional funding for Music/Band program (instruments & repairs)	Yes	$7,000.00	$7,000.00		
2	2.1	Parent Involvement Opportunities	Yes				
2	2.2	Elementary School Counselor	Yes	$90,354.26	$90,354.26		
2	2.3	Student Advisor 0.06 FTE	Yes	$4,557.27	$4,557.27		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.4	Increasing School-to-Home Communication	Yes	$2,000.00	$2,000.00		
2	2.5	Family Engagement Facilitators	Yes	$94,120.88	$94,120.88		
2	2.6	Restorative Specialist	Yes	$65,119.33	$65,119.33		
2	2.7	Contract with Humanidad Therapy	Yes	$10,000.00	$10,000.00		
2	2.8	Receptionist 0.75 FTE	Yes	$49,422.74	$49,422.74		
2	2.9	Middle School Classroom Furniture	Yes	$20,000.00	$20,000.00		
2	2.10	Transportation for Middle School Students	Yes	$250,000.00	$250,000.00		
2	2.11	Teacher on Spacial Assignment: School Climate/Culture	Yes	$103,987.00	$103,987.00		
2	2.12	Campus Supervisor	Yes	$55,300.00	$55,300.00		
3	3.1	Release Time for Collaboration	Yes	$26,400.00	$26,400.00		
3	3.2	Professional Development: AVID	Yes	$25,000.00	$25,000.00		
3	3.3		Yes				

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$7,202,120	$1,409,310	0%	20.00%	$1,409,310	20.00%	20.00%	$0.00	0.00%

Instructions

Plan Summary

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Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

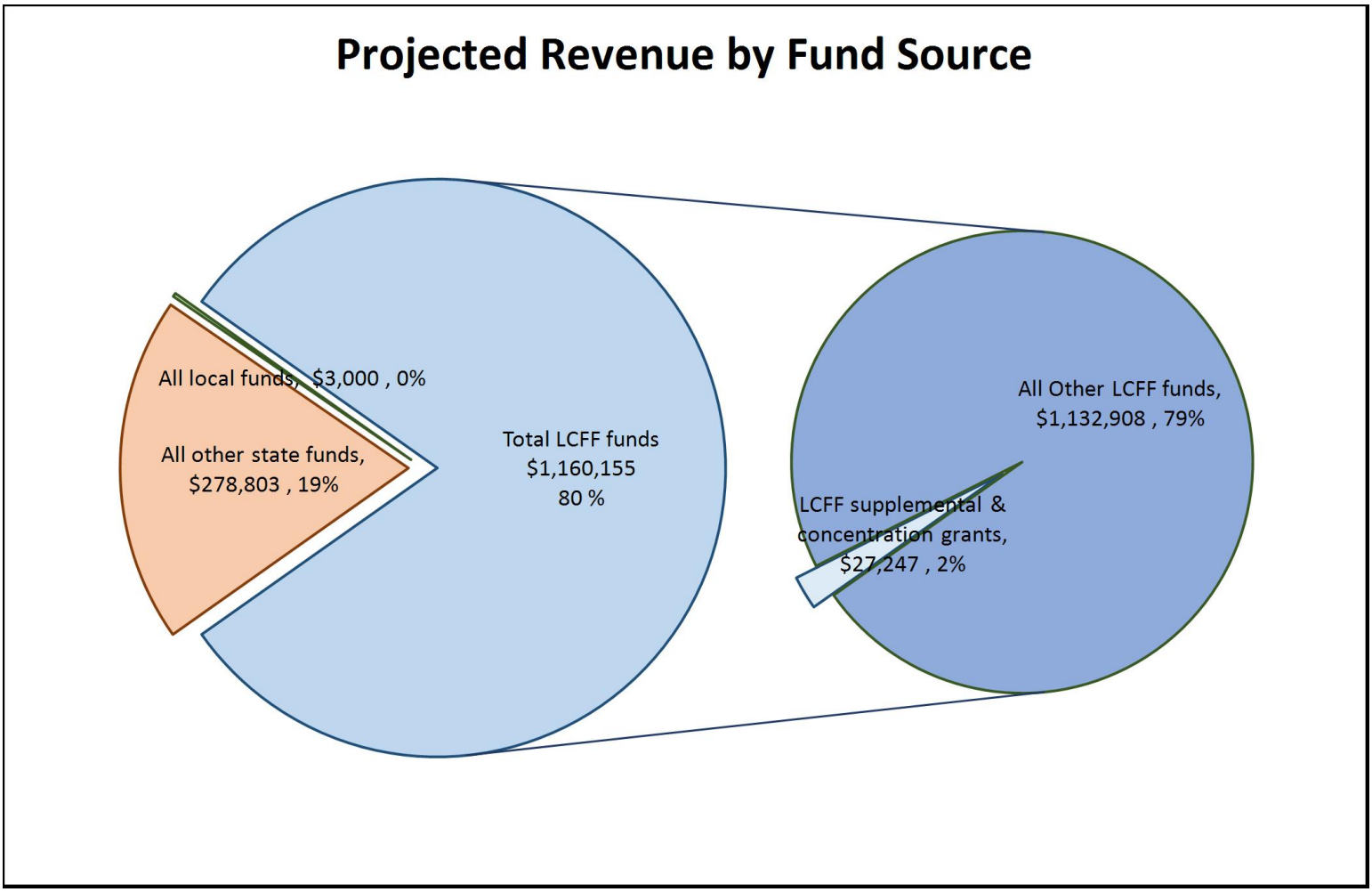
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa Accelerated Charter School
CDS Code:
School Year: 2022-23
LEA contact information:
Amy Schlueter
Principal

707-890-3860

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year



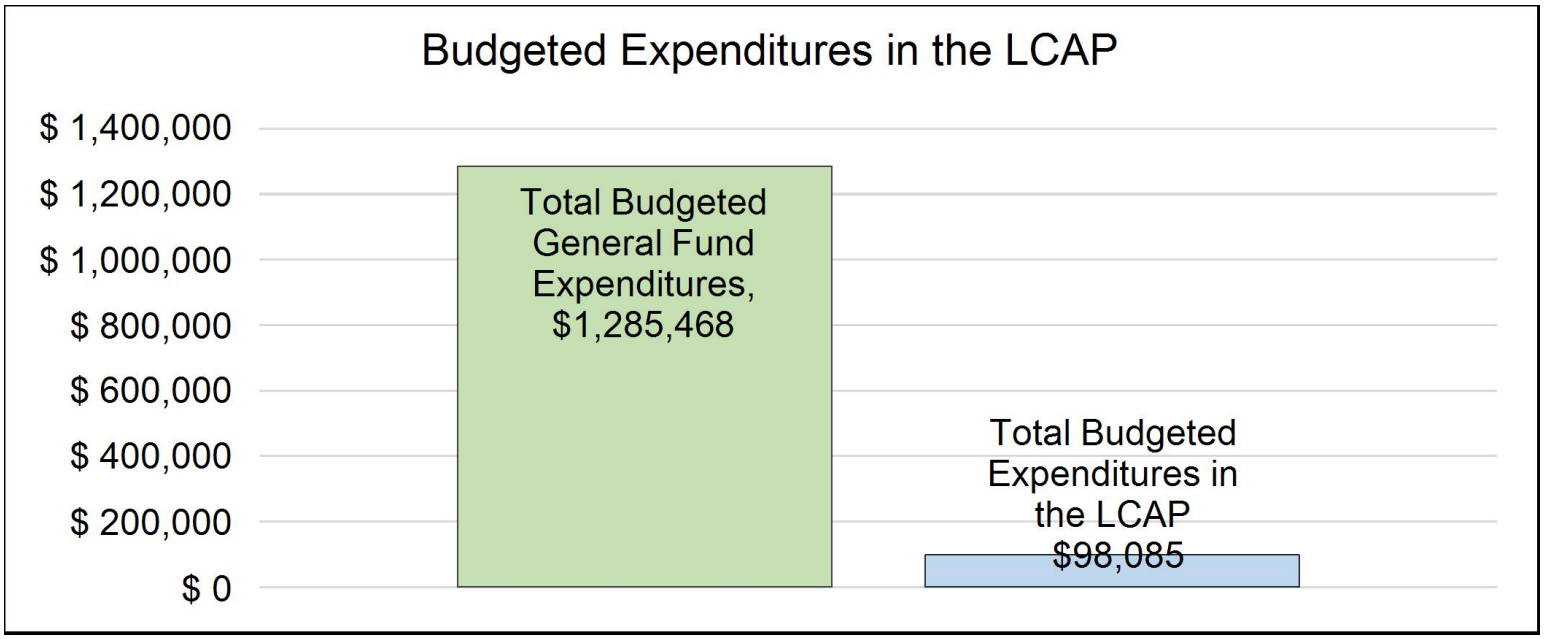
This chart shows the total general purpose revenue Santa Rosa Accelerated Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa Accelerated Charter School is $1,441,958, of which $1,160,155 is Local Control Funding Formula (LCFF), $278,803 is other

state funds, $3,000 is local funds, and $0 is federal funds. Of the $1,160,155 in LCFF Funds, $27,247 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Santa Rosa Accelerated Charter School plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Rosa Accelerated Charter School plans to spend $1,285,468 for the 2022-23 school year. Of that amount, $98,085 is tied to actions/services in the LCAP and $1,187,383 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base instructional services, restricted categorical programs and services, special education services, administration, maintenance and operations.

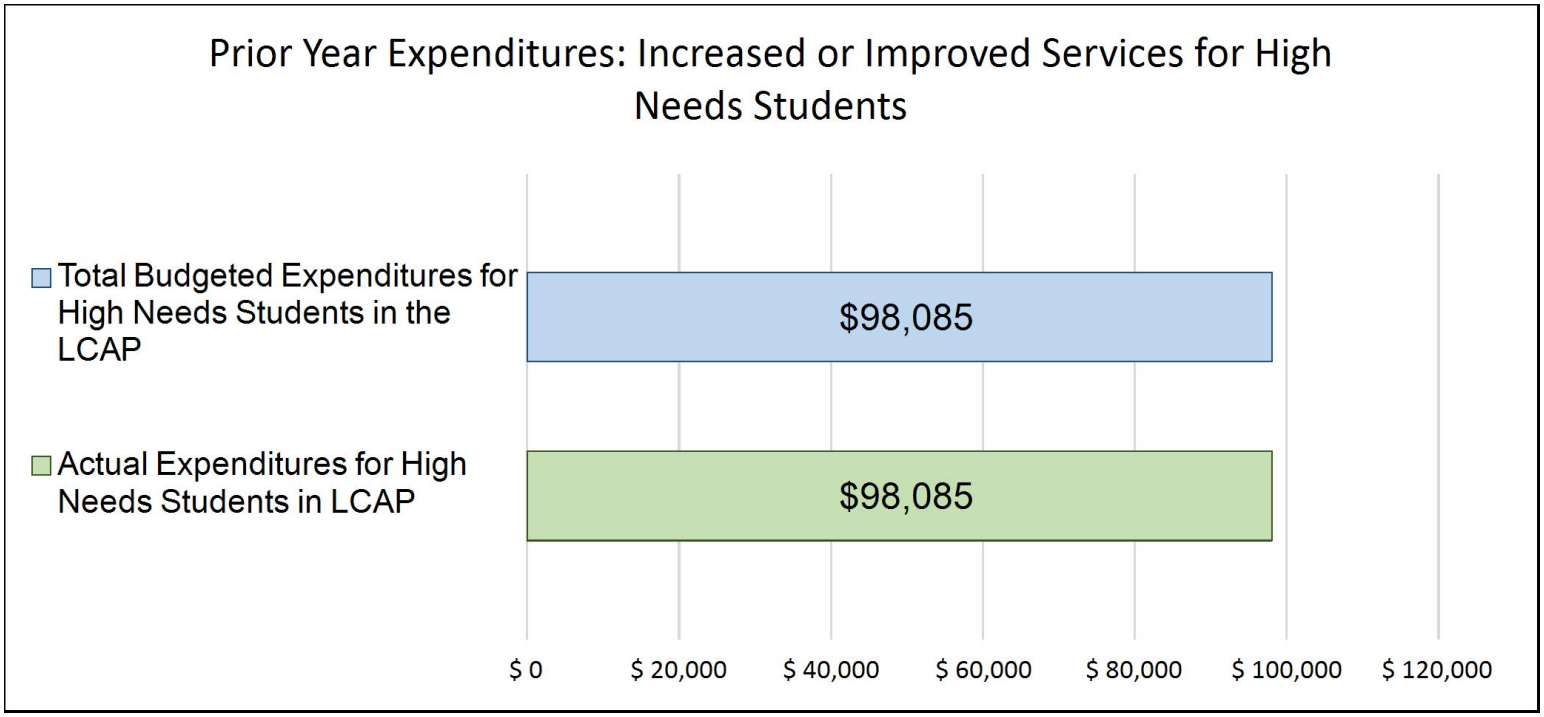
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Santa Rosa Accelerated Charter School is projecting it will receive $27,247 based on the enrollment of foster youth, English learner, and low-income students. Santa Rosa Accelerated Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rosa Accelerated Charter School plans to spend $98,085 towards meeting this requirement, as described in the LCAP.

Actions and/or Services that are principally directed towards Foster Youth (FY), English Learners (EL), and Low-income (LI) Students to increase or improve services and provide prevention, intervention, and support services that eliminate barriers and provide supports to increase academic achievement. These are the actions in the LCAP that are identified as contributing to these high needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Santa Rosa Accelerated Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Rosa Accelerated Charter School estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Santa Rosa Accelerated Charter School's LCAP budgeted $98,085 for planned actions to increase or improve services for high needs students. Santa Rosa Accelerated Charter School actually spent $98,085 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $0 had the following impact on Santa Rosa Accelerated Charter School’s ability to increase or improve services for high needs students:

Providing services to improve the academic achievement of these students.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa Accelerated Charter School	Amy Kristine Schlueter Principal	aschlueter@srcs.k12.ca.us 707 360 2671

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.
The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa Accelerated Charter School	Amy Schlueter Principal	aschlueter@srcs.k12.ca.us 707-890-3860

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The Santa Rosa Accelerated Charter School serves students who show the interest, ability and promise of succeeding in an academically challenging and specialized setting. Students are provided high interest, standards-based, real-world experiences for learning at the level in which growth proceeds most effectively. Integration of technology and making connections across the disciplines are key elements of the educational experience. These experiences provide students opportunities to become intrinsically motivated, competent and life-long learners.

SRACS students are admitted through the Charter School Lottery Process. SRACS students come from a wide variety of schools and districts around Sonoma County. Of the current 128 students, 31 are designated GATE- 18 in 5th grade and 13 in 6th. 3 students have IEPs and 2 have 504 plans. SRACS has one English Language Learner. Since SRACS is an intermediate program, most of the English Learners have reclassified by 5th grade. SRACS is quite diverse with over 12 languages spoken in the home and over 20 ethnicities represented in the student body.

SRACS is located in Northern California where the community has been greatly impacted by recent fires, and the current pandemic. The social emotional well being of the whole community (students, families, and staff) is a primary focus. SRACS is supported by an involved and active parent group. Community involvement is an important part of the program. Students engage in frequent excursions and host guest speakers from the community to engage in real world experiences.

The SRACS Curriculum revolves around investigating the standards with Depth and Complexity. This approach is based on the work by Sandra Kaplan, USC. Students work together to apply their conceptual understanding of the standards in various and meaningful ways. The lens through which students make meaning of curriculum is an area of focus that is determined by student needs and interest. At SRACS, each child is provided a rigorous challenging curriculum in a safe and affirming environment allowing children to form complex understandings of the subjects, giving them a system to understand new content with depth and complexity. These increased options

provide students with enriched educational opportunities far beyond the traditional elementary school setting while simultaneously providing the unique prospect of becoming stewards of their own learning. Program development is based upon collaboration, metacognition, and connectivity. Students are provided many opportunities for self-reflection and assessment through curriculum that values the learning process equally to that of the finished products. As a result, students develop the critical thinking and metacognitive skills necessary to guide their own learning. Whenever feasible, curriculum is interdisciplinary and provides students with real-world application of their learning.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The Santa Rosa Accelerated Charter school was awarded the status of a National Blue Ribbon School in 2016. SRACS consistently achieves above grade level in all academic areas, has low suspension rates and excellent attendance. In the 2017 Dashboard SRACS was in the green for both English Language Arts and Mathematics. Students scored 65 points above standard in ELA and 58 points above standard in Math. Due to the 2017 Tubbs fire Santa Rosa City Schools was given a dispensation from taking the State assessments in the Spring of 2018. In 2019, SRACS scored 75 points above standard in English Language Arts and 77 points above standard in Math. Due to COVID the state assessments were not given in the spring of 2020 or 2021.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

As data is gathered this year to assess areas that need improvement due to Distance Learning, programs to support student achievement and monitor progress throughout the year will be implemented. In response to the traumas of the past few years, there is a growing need for more social emotional support and services. Professional development will be an important component of successful implementation of the SEL program.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

The SRACS LCAP goals revolve around ensuring a high quality educational experience for all students. In order to achieve the academic component of this goal, teachers must have ongoing professional development and time to collaborate and plan together. Students will engage in tiered learning activities incorporating Depth and Complexity including excursions into the community and hosting guest speakers. Technology will support individualized learning.

The School culture and climate will be supported at an individual, family and school wide levels. Individual student needs will be assessed and addressed through the Student Study Team process, instructional differentiation for learning styles or special needs and staffing for an instructional aide and counseling services. Social emotional curriculum will support student mental health. Regular communication is a key component of family and community engagement.

The facilities of the SRACS campus will be supported by the hiring of Highly Qualified staff who are encouraged to develop as pedagogical leaders. The physical environment of the school will be clean, safe and provide a flexible environment conducive to teaching and learning.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Santa Rosa Accelerated Charter School involves as many stakeholders as possible in the ongoing LCAP process. Stakeholders are engaged in this work during SRACS staff meetings, Advisory Council meetings and at Student Faculty Parent Organization (SFPO) meetings. These groups analyze data, identify needs, set goals and discuss ways to measure growth.

SRACS Meetings Calendar
These three calendars are coordinated so that they are not on the same week as each other

Staff meetings: (generally the Second Monday of the Month from 2-3:30 alternating in classrooms)
Aug 10th 9:45-11:30
Sept 13
Oct 11
Nov 8
Dec 13
Jan 10
Feb 7
March 14
April 11
May 9

SFPO Student Faculty Parent Organization meetings: (generally the last Tuesday of the month-alternating in person & Zoom) @6:30 pm.
In person meeting are held in the library
Aug 31 in person
Sept 28 via zoom
Oct 26 in person
Nov 30 via zoom
Dec 14 in person* May be cancelled if there is no need
Jan 25 via zoom
Feb 22 in person
March 29 via zoom
April 26 in person
May 31 via zoom

AC Advisory Council Meetings: (generally the third Thursday of the month @3:15pm in person & via zoom
Aug 19

Sept 9
October 21
Nov 18
No meeting in Dec
Jan 20
Feb 17
No meeting in March
April 21
May 19

A summary of the feedback provided by specific educational partners.

There was a great deal of feedback and conversation about the changing needs of the school and community since the last LCAP. Teachers and staff feedback centered around continuing the Gifted and Talented Education methodologies- specifically the multi tiered levels of instruction. Teachers emphasised the importance of ongoing high quality professional development especially the CAG conference.

Many of the technology goals have been achieved and required revising. Communication between all stakeholders was identified as an ongoing need.

All stakeholders are currently focused on the Social Emotional Well being of the students due to the Pandemic and the long term effects of Distance Learning and returning to in person learning. Much of the feedback revolved around services and programs for students struggling with mental health.

Some new feedback that came from the parent group is a desire to increase diversity and inclusivity in the school.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The focus of all stakeholders on the Social Emotional Well Being of the students played a key role in Goal #2 school culture and climate- specifically with the staffing of the Counselor and Case manager for Sp. Ed and 504 students.

The Advisory Council is focused on increasing inclusivity and diversity at SRACS which contributed to Goal #2 of family engagement.

Feedback from the Parent Association emphasized the importance of ongoing communication as outlined in Goal #2 of family engagement.

Teacher feedback emphasized the importance of collaboration time and professional development as well as continued use of online resources begun during Distance Learning included in Goal #1

Much of Goal #1 and Goal #3 are directly related to the Charter and are the foundational structures necessary to have in place in order to implement the basic directives of the school.

Goals and Actions

Goal

Goal #	Description
1	Students at Santa Rosa Accelerated Charter School (SRACS) will be provided with a coherent, rigorous learning program and will advance to the next grade level prepared to attain mastery in the next grade level standards. Teachers will engage in ongoing Professional Development and Collaboration to support innovative teaching and pedagogical leadership. This goal meets the following priorities: State Priorities 2 - State Standards Conditions of Learning - Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners 4 - Pupil Achievement -Performance on standardized tests, share of English learners that become English proficient, 5 - Pupil Engagement -School attendance rates, chronic absenteeism rates, middle school dropout rates, high school dropout rates, high school graduations rates 7 - Equity and Course Access 8 - Other pupil outcomes

An explanation of why the LEA has developed this goal.

As a dependent public charter school focusing on the Advanced Learner Program Services (ALPS), SRACS is committed to providing robust accelerated instruction as specified in the charter. This program is based on research and approaches for challenging all learners to achieve higher level thinking and metacognition.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP ELA	CAASPP Data has not been collected for the last three consecutive years due to local wildfires and the pandemic. SRACS students are scheduled to resume CAASPP testing in the Spring of 2022 and at that time baselines will be determined and desired outcomes will be set for future years.	May 2022- CAASPP testing window-scores will be added in the Fall when they are available Participation: ELA CAT 5th gr- 100% ELA CAT 6th gr- 98.4% ELA PT 5th gr- 100% ELA PT 6th gr- 98.41%			The average score for all students including subgroups will be at or above grade level standards.
CAASPP Math	CAASPP Data has not been collected for the last three consecutive years due to local wildfires and the pandemic. SRACS students are scheduled to resume CAASPP testing in the Spring of 2022 and at that time baselines will be determined and desired outcomes will be set for future years.	May 2022- CAASPP testing window-scores will be added in the Fall when they are available Participation: MATH CAT 5th gr- 100% MATH CAT 6th gr- 100% MATH PT 5th gr- 100% MATH PT 6th gr- 98.41%			The average score for all students including subgroups will be at or above grade level standards.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP Science Grade 5	CAASPP Data has not been collected for the last three consecutive years due to local wildfires and the pandemic. SRACS students are scheduled to resume CAASPP testing in the Spring of 2022 and at that time baselines will be determined and desired outcomes will be set for future years.	May 2022- CAASPP testing window-scores will be added in the Fall when they are available Participation CAST 5th gr- 100%			The average score for all students including subgroups will be at or above grade level standards.
Let's Go Learn Language Arts	Spring 2021 92.5% at or above Grade Level Average Scores: 5th grade 7.66 6th grade 9.82	Spring 2022 93.4% at or above Grade Level Average Scores: 5th grade 8.98 6th grade 9.55			The average score for all students including subgroups will be at or above grade level standards.
Let's Go Learn Math	Spring 2021 76% at or above Grade Level Average Scores: 5th grade 5.47 6th grade 6.31	Spring 2022 80.85% at or above Grade Level Average Scores 5th gr 5.80 6th gr 5.99			The average score for all students including subgroups will be at or above grade level standards.
Renaissance Language	spring scores-				The average score for all students including subgroups will be at or above grade level standards.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementation of Robust Curriculum	• Students will experience tiered activities to provide challenge at their individual level, including both advanced and at risk groups. • The curriculum of depth, complexity, and novelty will be present in all classrooms. • Students will be engaged in critical thinking, creative and complex tasks. • Students will have textbooks, curriculum, supplies and materials necessary to engage in the SRACS program.	$68,247.83	Yes
1.2	Technology	• Students will have a personal Chromebook. • Students will have a personal email account, and access to assignments and resources. • Students will have access to online learning programs to support individualized progress on content standards. Membean- $1025 IXL- $1500 Newsela- $1760	$4,285.00	Yes
1.3	“Real World Experiences”			Yes

Action #	Title	Description	Total Funds	Contributing
		• Students will participate in field trips and excursions in the community and surrounding areas • 6th graders will attend Science Camp • Guest Speakers will be invited to present to the students on areas of expertise and experiences Science Camp Field Trips		
1.4	Assessments	• Teachers will use multiple assessment tools to gauge student progress and to drive instruction. Renaissance Assessment	$1,402.80	Yes
1.5	Student Academic Support and Enrichment	• Academic help will be provided for struggling students. • Enrichment opportunities will be provided Homework Help Lego Robotics		Yes
1.6	Professional Development	• Provide robust professional development to support every staff member in CC, GATE, and NGSS. • Teachers will attend Professional Conferences (CAG)and trainings during the school year		Yes

Action #	Title	Description	Total Funds	Contributing
		• Teachers will engage in ongoing professional development over the summer Teacher Professional Development Travel and Conferences		
1.7	Collaboration time	• Weekly collaboration time built into the SRACS bell schedule.- • Teachers will work in grade level and content area teams to create a coherent SRACS program.		Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1- Implementation of Robust Curriculum - Due to COVID Restrictions, changes in the SRACS program were made. Materials were supplied to reduce sharing of items and less contact. As much as possible teachers engaged in outdoor activities. Students engaged in higher level complex tasks, but with some reduction in group work in order to promote social distancing and low contact.

Action 2- Technology - Technology has changed dramatically in the Pandemic Era. During Distance Learning, students had a 1:1 Chromebook and access to the internet in a way that had never been experienced before. Students had personal emails and a great deal of time was spent on their devices. This year, SRACS staff had to focus not only on how to use their Chromebooks and on line resources, but it was necessary to add a focus on Digital Citizenship and responsible internet usage.

Action 3- “Real World Experiences” - Due to COVID Restrictions- The usual excursions and guest speakers were severely limited. SRACS teachers engaged in Virtual experiences as much as possible. At the end of the year, teachers were able to implement 1 excursion in each grade.

Action 4- Assessments No substantive differences- Students were able to engage in all planned assessments.

Action 5- Student Academic Support and Enrichment- This action increased as the year progressed and COVID restrictions were slowly lifted. By the end of the year, SRACS offered numerous after school enrichment and support programs.

Action 6- Professional Development- Due to COVID Restrictions, attendance at Conferences was limited. Staff was scheduled to attend the California Association for the Gifted (CAG) conference in February- but it was cancelled. One staff member attended a Virtual Conference by Carol Ann Tomlinson. Her latest book was purchased for all staff members. Staff members took advantage of local PD opportunities- both virtual and in person.

Action 7- Collaboration time- No substantive differences

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1- Implementation of Robust Curriculum- Despite the changes made due to COVID, SRACS teachers were able to design and deliver high level curriculum utilizing depth, complexity, novelty and acceleration.

Action 2- Technology- Technology was utilized throughout the curriculum to support learning and home to school communication

Action 3- “Real World Experiences” The Excursions the students were able to engage in were invaluable.

Action 4- Assessments - students showed growth in all academic areas.

Action 5- Student Academic Support and Enrichment- After school support and enrichment programs were offered- Homework Help, Math Counts, Music Karate, Chess Club, Odyssey of the Mind, Lego Robotics and Basketball were offered throughout the year to engage in higher level thinking, support academic progress and provide opportunities for physical health.

Action 6- Professional Development- Teachers did not have as many opportunities for Professional Development this year. Increasing PD opportunities is a goal for next year.

Action 7- Collaboration time is built into the schedule and continued as usual to provide teachers with Collaboration time.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were changes to the goals to reflect the return to in-person learning.

Goals #1 in 20/21 LCAP Provide a coherent, rigorous and relevant teaching and learning program to graduate college and career ready students.

Goal #1 Revisions for 21/22 LCAP Update: Students at Santa Rosa Accelerated Charter School (SRACS) will be provided with a coherent, rigorous learning program and will advance to the next grade level prepared to attain mastery in the next grade level standards. Teachers will engage in ongoing Professional Development and Collaboration to support innovative teaching and pedagogical leadership.

Metrics were added to the LCAP
Metrics 20/21 "Teacher evaluated and assessments"

Metrics added 21/22. CAASPP Data for ELA CAT, ELA PT, MATH CAT, MATH PT AND CAST SCIENCE, Lets Go Learn Data for MATH and ELA, Renaissance Data for Reading.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	Santa Rosa Accelerated Charter School will provide a safe, welcoming and inclusive climate for all students and their families. This goal meets the following priorities: 3- Parental Involvement- Efforts to seek parent input in decision making, promotion of parent participation 5 - Pupil Engagement -School attendance rates, chronic absenteeism rates, 6- School Climate Engagement -Pupil suspension rates, pupil expulsion rates, 7 - Equity and Course Access 8 - Other pupil outcomes

An explanation of why the LEA has developed this goal.

Student well being: The SRACS Community has endured many traumatic events in the past few years, including multiple fires, Distance and Hybrid Learning due to COVID. The social and emotional well being of students is a primary focus. Student SEL will be monitored and addressed as needed. Family engagement: SRACS will provide frequent communication regarding involvement opportunities and current news with families and the community. SRACS will reach out to the community at large to promote the program to all students.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Attendance Data	During the 20-21 school year- From August-March we were in Distance	During the 21-22 School Year, SRACS had a 94.6% daily attendance rate. Our goal for the 22-23			98% ADA

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Learning and had 98%-99% ADA In March when we returned for Hybrid we at 84% ADA	school is a 2% improvement goal to 96% ADA			
Incidents of Discipline	20-21 School Year- 0 suspensions In the 2020-2021 School year, students were at home in Distance Learning from August to March. There were minor incidents of students needing to learn zoom etiquette and appropriate postings in Google classroom. In the final trimester, students returned to school in a Hybrid model. During this time there were very few discipline problems. This was not typical of our discipline incidents during a normal school year- so our "baseline" will need to be set in the 21-22 school year.	21-22 School Year 1 in house suspension 1 at home suspension (same student) Goal for 22-23 is 0 suspensions Goal is for Restorative Processes to address all disciplinary needs resulting in zero suspensions.			0 suspensions- The goal is for Restorative Processes to address all disciplinary needs resulting in zero suspensions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Parent Participation Data	Due to COVID, parent participation was extremely limited in the 20-21 school year. In the Fall of 2020, SRCS engaged in a Needs Assessment Survey to determine family welfare in terms of food/ housing, emotional support, and technology needs- SRACS had a 98% participation in the survey. Number of Volunteers: There are over 100 volunteer positions posted on the website. We utilized very few volunteers this year. Parent Organization Officers: all filled	The goal for the 22-23 school year is to track membership in the SFPO and encourage all families to participate.			100% membership in our Parent Organization.
Youth Truth Survey Data	January 2021 Engagement Student 72% Family 62% Staff 85% Relationships	January 2022 Engagement Student 46% Family 98% Staff 14% Relationships			Engagement At or above 80% for Student, Family, and Staff Relationships

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Student 93% Family 72% Staff 85% Culture Student 100% Family 72% Staff 33% Academic Challenge Student 28% Belonging Student 79% Instructional Methods Student 82% Communication Feedback Family 1% Resources Family 83% School Safety Family 87%	Student 47% Family 95% Staff 17% Culture Student 33% Family 99% Staff 5% Academic Challenge Student 44% Belonging Student 63% Instructional Methods Student 54% Communication Feedback Family 26% Resources Family 99% School Safety Family 86%			At or above 80% for Student, Family, and Staff Culture At or above 80% for Student, Family, and Staff Academic Challenge Student increase to 70%or above Belonging Student increase to 70% or above Instructional Methods Student increase to 70% or above Communication Feedback Family increase to 50% or above Resources Family 99% maintain School Safety

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Staff 49% Professional Development Staff 57%	Staff 4% Professional Development Staff 4%			Family 86% maintain Staff increase to 80% Professional Development Staff increase to 50% or above
Panorama Survey Data	The Panorama Survey was added as a metric for the 21/22 school year. Baselines established in year one of the LCAP	Fall 21/22 responses: Overview: 89% of SRACS students are "on track" for SEL 93% of 5th grade. 84% of 6th grade. Breakdown 83% of students responded favorably about Supportive Relationships (3% lower than the SRCS average) 80% of students responded favorably about Classroom Effort (8% higher than the SRCS average) 68% of students responded favorably			Continue to provide Social Emotional Education and support programs to address student concerns and "red flags" addressed in the Panorama Survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		about Challenging Feelings (13% higher than the SRCS average) 64% of students responded favorably about Positive Feelings (35% higher than the SRCS average) 60% of students responded favorably about Efficacy (10% higher than the SRCS average)			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Personnel to support SEL of students	• SRACS will contract with RVMS to supply counseling support. • SRACS will contract with other counseling services as needed. • SRACS will contract with RVMS for a case manager for students w/ IEPs & 504s • A lead teacher will be designated Staffing: Counselor ~$6000	$6,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Staffing: Sp. Ed Lead Teacher- stipend		
2.2	Programs to support SEL of students	• SRACS will use programs such as Toolbox, The BEST Program and Restorative Justice to promote school wide positive behavior. • Teachers will continually work to create school-wide activities that foster teamwork, friendship and the understanding of others. • Staff will work in a proactive manner to ensure every student feels welcome and safe. • Classroom activities will support a safe school climate. Purchase of SEL programs Training for staff in SEL programs Assemblies		Yes
2.3	Communication to encourage Family Engagement and Community Involvement	School wide: SRACS will engage in regular communication with all stakeholders including • Weekly update of school website • Weekly Parent Newsletter • Weekly update of Staff Bulletin • Monthly meetings with SFPO, AC, and staff. Classroom: Teachers will keep parents informed of important events and updates as needed.		Yes

Action #	Title	Description	Total Funds	Contributing
2.4	Increase diversity and inclusivity at SRACS	-Explore community resources to engage more socio economic diversity		Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1- Personnel to support SEL of students- no substantive differences

Action 2- Programs to support SEL of students- Due to the stress of current circumstances, there was an increased need for SEL services this year. In addition to the usual Social Emotional resources, teachers engaged in developing Digital Citizenship lessons and software was purchased (Go Guardian) to monitor student device usage in class.

Action 3- Communication to encourage Family Engagement and Community involvement- This increased as the year progressed.

Action 4- Increase diversity and inclusivity at SRACS- SRACS is looking at expanding our student body and is exploring ways to increase accessibility to the program. This action was added in response to Stakeholder suggestion and is in the process of being explored and developed.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1- Personnel to support SEL of students- SRACS fully utilized our Restorative Justice Facilitator, Counselor and RSP teacher this year.

Action 2- Programs to support SEL of students- SRACS utilized the many SEL resources already in place including restorative programs, Toolbox, as well as resources on Digital Citizenship and Responsible Cyber Usage.

Action 3- Communication to encourage Family Engagement and Community involvement-

Action 4- Increase diversity and inclusivity at SRACS- An identified obstacle to attending SRACS is the lack of daycare. In order to increase diversity and inclusivity at SRACS, we are exploring ways to add after school care. This will be a goal for the 22-23 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were changes to the goals to reflect the return to in-person learning and stakeholder feedback.

Goals #2 in 20/21 LCAP "Increase student wellness and family engagement through the full service community model"

Goal #2 Revisions for 21/22 LCAP Update- Santa Rosa Accelerated Charter School will provide a safe, welcoming and inclusive climate for all students and their families.

Metrics were added to the LCAP
Metrics 20/21- no metrics were included

Metrics added 21/22- Attendance Data, Discipline Incident data, Parent participation data, Youth Truth survey data, Panorama survey data

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	The facilities of the SRACS campus will be supported by the hiring of Highly Qualified teachers and staff who have access to current tools and resources. The physical environment of the school will be clean, safe, and provide a flexible environment conducive to teaching and learning. This goal meets the following priorities: State Priorities Need to select 1- Basic Conditions of Learning- High quality teachers, access to materials, facilities in good repair 2 - State Standards Conditions of Learning - Implementation of academic content and performance standards adopted by the state board for all pupils, including English learners 7 - Equity and Course Access 8 - Other pupil outcomes

An explanation of why the LEA has developed this goal.

SRACS is a small school located on a larger school's campus. Due to the small size it is necessary to share teachers and facilities. Specialized Instructors and resources are necessary to support SRACS academic goals and programs as outlined in the charter.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Number of Vacancies with the goal to be fully staffed	During the 20-21 school year- SRACS was fully staffed with no vacancies. During the 21-22 school year, SRACS has vacancies for a	During the 21-22 school year SRACS filled the instructional aide position with a temporary sub. The .20 math/ sci position was eliminated. The goal for the 22-23			All positions fully staffed with no vacancies

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	.75 Instructional Assistant and a .20 Math/Sci 6th grade teacher.	school year is to be fully staffed with no vacancies.			
Fully Furnished Classrooms	All four "homeroom" classrooms are currently furnished with student desks and chairs Teacher desk and chair white boards storage space	All four homeroom classrooms are fully furnished. The goal for the 22-23 school year is to replace the furniture in Room 1 and furnish the art/ music room.			Replace aging furniture on a rotating schedule
FIT Report	Baseline Data from 20/21 was not available	21/22 Overall Rating was 94.1% School Rating was Good			To Maintain a 90% or above in all categories
Technology	1:1 devices for students desktop laptop printer	All students have a personal Chromebook. All teachers have a new laptop and desktop computer.			Maintain the 1:1 program with fully functioning student devices

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staffing of teachers and support staff	• Recruit and retain quality staff. • Instructional aide that supports all four classrooms. • Art Teacher ~$8400 • Music Teacher ~$6000	$14,400.00	Yes
3.2	Classroom Technology	• Each classroom is equipped with an ELMO, LCD projector, teacher computer, large screen monitor, wi-fi access, and a printer. • Lessons often incorporate the use of a wide range of technology, including probe-ware, software, and AV equipment.		Yes
3.3	Classroom Materials and Resources	• Teachers will have access to required resources and materials needed to deliver instruction. $2500 Office Depot Instructional Resources Furniture & Equipment	$2,500.00	Yes
3.4	Flexible environment conducive to teaching and learning	• All teachers will have access to classroom spaces to store equipment and conduct lessons. • SRACS students and teachers will utilize outdoor spaces such as fields and lunch areas		Yes

Action #	Title	Description	Total Funds	Contributing
		Furniture & Equipment Outdoor tables		
3.5	SRACS office	Office supplies 1000 Docutrax 250	$1,250.00	Yes
3.6	Safety Equipment	walkie talkies 300 each		Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 1-Staffing of teachers and support staff- SRACS did have some vacancies this year. Due to staffing changes district wide at the start of the year, our .20FTE teacher moved to a full time position at another school. Instead of compromising the program, our Math/ Sci teacher gave up the .20 TOSA position and returned to a Full time teaching position at SRACS.

Action 2- Classroom Technology- no substantive differences

Action 3- Classroom Materials and Resources- All classrooms were fully furnished supplied this year.

Action 4- Flexible Environment conducive to teaching and learning- SRACS was able to utilize an additional room this year for music and art. The outdoor learning spaces were increased by the addition of outdoor tables were students could socially distance and learn outside. Physical Education and movement spaces were also increased this year, as a plan to install a playground for the SRACS students was approved.

Action 5- SRACS Office-no substantive differences

Action 6- Safety Equipment- improvements were made this year to the classroom safety equipment. New Walkie Talkies were purchased for each classroom.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

Action 1-Staffing of teachers and support staff- The Instructional Assistant position remained unfilled all year, but we were able to hire a yard duty- familiar with the program to fill in, so our students received the support, even though the position was "unfilled". The goal for 22-23 is to fill this position.

Action 2- Classroom Technology

Action 3- Classroom Materials and Resources- Replacing classroom furniture is an ongoing process. SRACS is looking at improvements for next year to replace old broken desks and chairs.

Action 4- Flexible Environment conducive to teaching and learning- The designation of a SRACS art/ music room had a significant positive impact on the program. Art and music were able to share a bungalow that was also utilized by after school programs such as Odyssey of the Mind. Having a dedicated space where the teachers could set up, store materials cut down on transportation and clean up time and increased instructional minutes with the students. The goal is to continue this in the 22-23 school year.

Action 5- SRACS Office- The SRACS office will be moving in the coming year to provide a more cohesive office space with a separate entrance for SRACS families. The ESOM/ Admin offices will be adjoined and more convenient. SRACS teachers will have easier access to stored materials as everything will be located in one central space. The goal of this move is to consolidate and make the SRACS office more efficient and convenient.

Action 6- Safety Equipment- SRACS will continue to provide updates for all classroom and school safety equipment- including field trip first aide kits, classroom emergency bags, and all COVID related PPE.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

There were changes to the goals to reflect the return to in-person learning and stakeholder feedback.

Goals #3 in 20/21 LCAP "To providing educators with current tools and training to support pedagogical leadership and innovation, providing educators with time to create communities of practice, providing safe and clean schools and providing flexible learning environments conducive to teaching and learning."

Goal #3 Revisions for 21/22 LCAP Update- The facilities of the SRACS campus will be supported by the hiring of Highly Qualified teachers and staff who have access to current tools and resources. The physical environment of the school will be clean, safe, and provide a flexible environment conducive to teaching and learning.

Metrics were added to the LCAP
Metrics 20/21 "We will use youth truth data as well as grade reports "

Metrics added 21/22- Staffing Data, Facilities data, FIT Report, Technology data

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
27,247	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.45%	0.00%	$0.00	2.45%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

We have used LCAP funding to continue funding our Counseling consultant. We continue to improve upon school wide implementation of social emotional/Character education program. Providing students with emotional well being academic supports and counseling. In order to address the emotional and academic needs of foster youth, English learners and Low income students, it is necessary to maintain this position
We have used LCAP funding to continue funding our Classified instructional assistant. She helps support and scaffold the instruction for our students and provides support in the classroom.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

N/A

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$18,167.80	$73,219.83		$6,698.00	$98,085.63	$47,722.83	$50,362.80

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Implementation of Robust Curriculum	English Learners Low Income	$9,755.00	$51,794.83		$6,698.00	$68,247.83
1	1.2	Technology	English Learners Foster Youth Low Income	$3,260.00	$1,025.00			$4,285.00
1	1.3	“Real World Experiences”	English Learners Foster Youth Low Income					
1	1.4	Assessments	English Learners Foster Youth Low Income	$1,402.80				$1,402.80
1	1.5	Student Academic Support and Enrichment	English Learners Foster Youth Low Income					
1	1.6	Professional Development	English Learners Foster Youth Low Income					
1	1.7	Collaboration time	English Learners Foster Youth Low Income					
2	2.1	Personnel to support SEL of students	English Learners Foster Youth Low Income		$6,000.00			$6,000.00
2	2.2	Programs to support SEL of students	English Learners Foster Youth Low Income					

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
2	2.3	Communication to encourage Family Engagement and Community Involvement	English Learners Foster Youth Low Income					
2	2.4	Increase diversity and inclusivity at SRACS	English Learners Foster Youth Low Income					
3	3.1	Staffing of teachers and support staff	English Learners Foster Youth Low Income		$14,400.00			$14,400.00
3	3.2	Classroom Technology	English Learners Foster Youth Low Income					
3	3.3	Classroom Materials and Resources	English Learners Foster Youth Low Income	$2,500.00				$2,500.00
3	3.4	Flexible environment conducive to teaching and learning	English Learners Foster Youth Low Income					
3	3.5	SRACS office	English Learners Foster Youth Low Income	$1,250.00				$1,250.00
3	3.6	Safety Equipment	English Learners Foster Youth Low Income					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
1,110,313	27,247	2.45%	0.00%	2.45%	$18,167.80	0.00%	1.64 %	**Total:**	$18,167.80
								LEA-wide Total:	$8,412.80
								Limited Total:	$0.00
								Schoolwide Total:	$9,755.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Implementation of Robust Curriculum	Yes	Schoolwide	English Learners Low Income	Specific Schools: Santa Rosa Accelerated Charter School	$9,755.00	
1	**1.2**	Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$3,260.00	
1	**1.3**	“Real World Experiences”	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.4**	Assessments	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,402.80	
1	**1.5**	Student Academic Support and Enrichment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	**1.6**	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.7	Collaboration time	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Personnel to support SEL of students	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	2.2	Programs to support SEL of students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.3	Communication to encourage Family Engagement and Community Involvement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.4	Increase diversity and inclusivity at SRACS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.1	Staffing of teachers and support staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.2	Classroom Technology	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.3	Classroom Materials and Resources	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,500.00	
3	3.4	Flexible environment conducive to teaching and learning	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
3	3.5	SRACS office	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,250.00	
3	3.6	Safety Equipment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$98,085.63	$98,085.63

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Implementation of Robust Curriculum	No Yes	$68,247.83	$68,247.83
1	**1.2**	Technology	No Yes	$4,285.00	$4,285.00
1	**1.3**	“Real World Experiences”	No		
1	**1.4**	Assessments	No Yes	$1,402.80	$1,402.80
1	**1.5**	Student Academic Support and Enrichment			
1	**1.6**	Professional Development	No		
1	**1.7**	Collaboration time			
2	**2.1**	Personnel to support SEL of students	No Yes	$6,000.00	$6,000.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	**2.2**	Programs to support SEL of students	No		
2	**2.3**	Communication to encourage Family Engagement and Community Involvement	No		
2	**2.4**	Increase diversity and inclusivity at SRACS			
3	**3.1**	Staffing of teachers and support staff	No	$14,400.00	$14,400.00
3	**3.2**	Classroom Technology			
3	**3.3**	Classroom Materials and Resources	Yes	$2,500.00	$2,500.00
3	**3.4**	Flexible environment conducive to teaching and learning			
3	**3.5**	SRACS office	Yes	$1,250.00	$1,250.00
3	**3.6**	Safety Equipment			

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
18,167.8	$18,167.80	$18,167.80	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Implementation of Robust Curriculum	Yes	$9,755.00	$9,755.00		
1	1.2	Technology	Yes	$3,260.00	$3,260.00		
1	1.4	Assessments	Yes	$1,402.80	$1,402.80		
2	2.1	Personnel to support SEL of students	Yes				
3	3.3	Classroom Materials and Resources	Yes	$2,500.00	$2,500.00		
3	3.5	SRACS office	Yes	$1,250.00	$1,250.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
995,412	18,167.8	0	1.83%	$18,167.80	0.00%	1.83%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

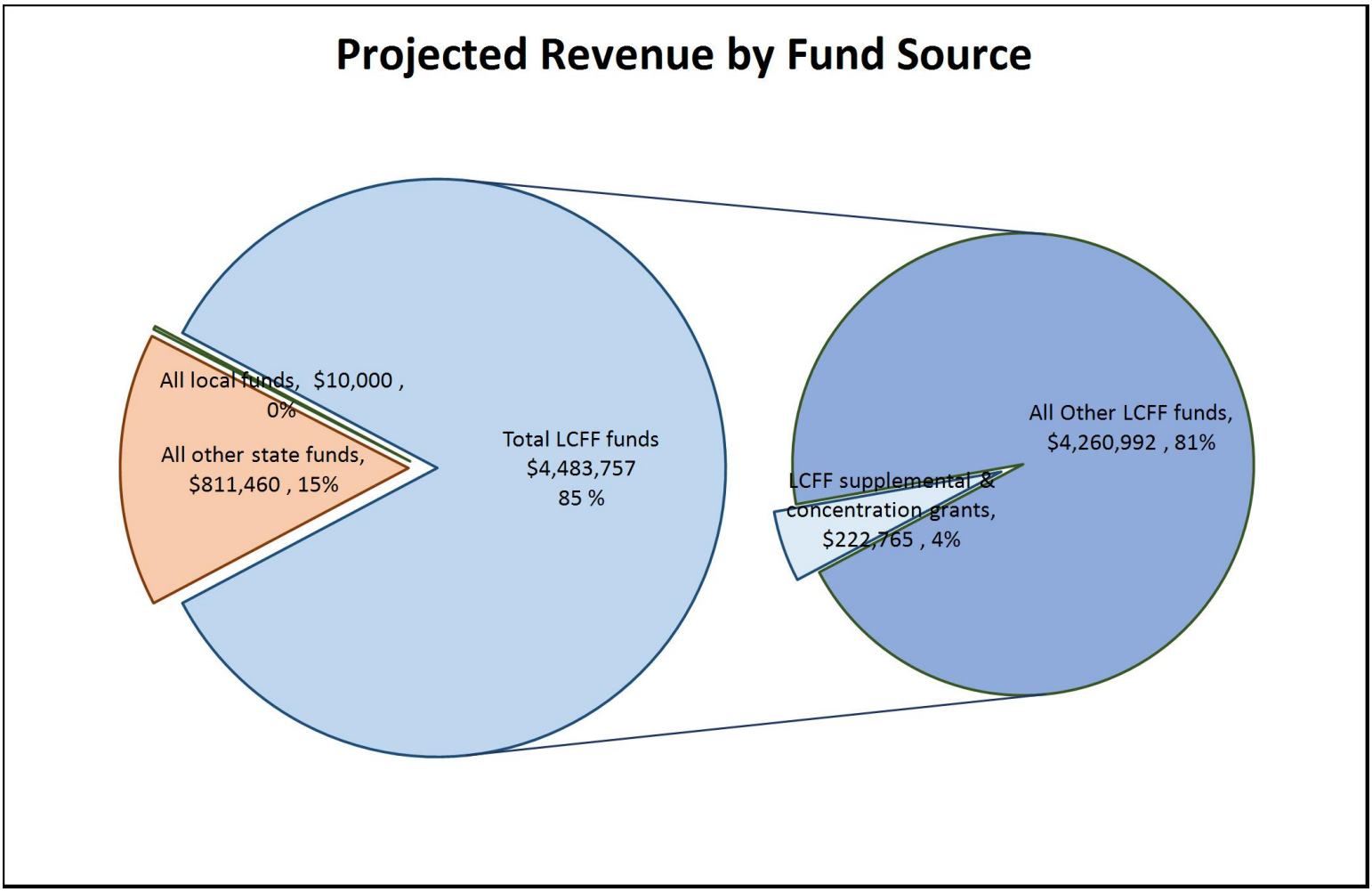
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa French-American Charter School (SRFACS)
CDS Code: 49 709120125831
School Year: 2022-23
LEA contact information:
Evelyn Anderson
Principal

(707) 890-3930

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year



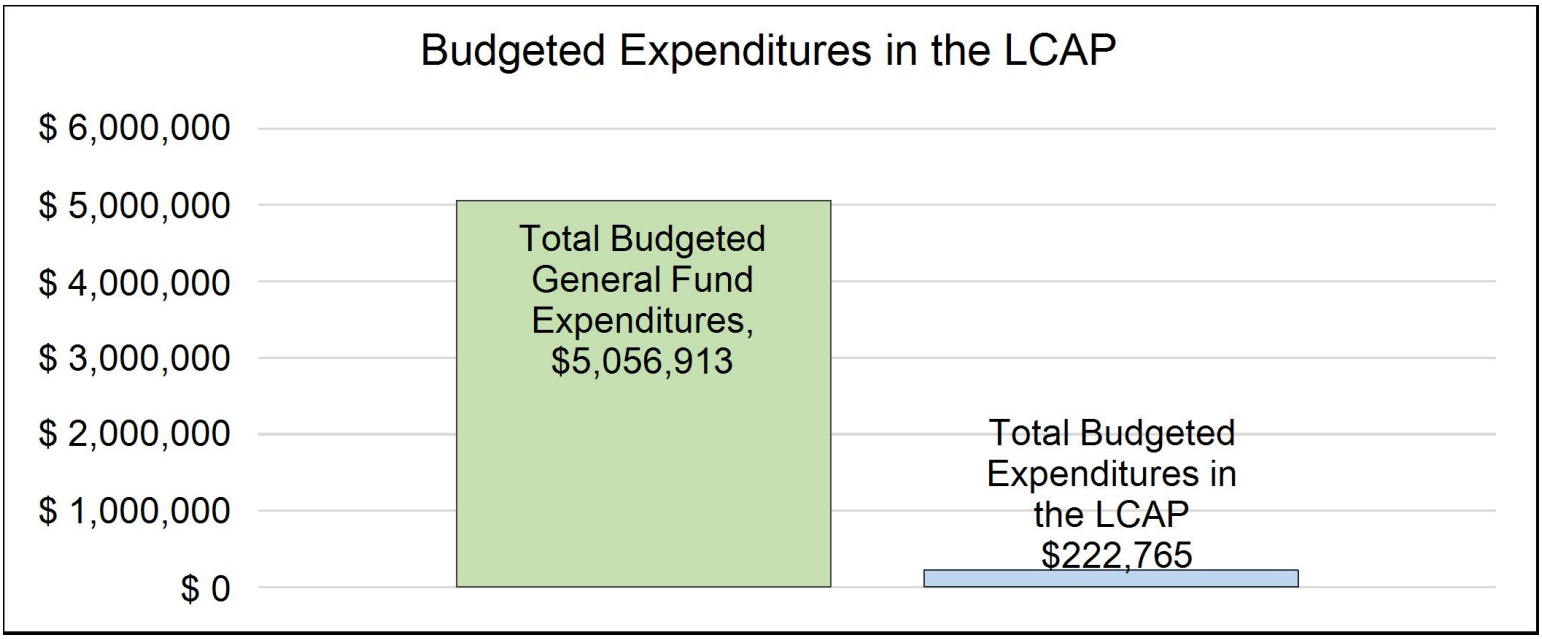
This chart shows the total general purpose revenue Santa Rosa French-American Charter School (SRFACS) expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa French-American Charter School (SRFACS) is $5,305,217, of which $4,483,757 is Local Control Funding Formula

(LCFF), $811,460 is other state funds, $10,000 is local funds, and $0 is federal funds. Of the $4,483,757 in LCFF Funds, $222,765 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Santa Rosa French-American Charter School (SRFACS) plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Rosa French-American Charter School (SRFACS) plans to spend $5,056,913 for the 2022-23 school year. Of that amount, $222,765 is tied to actions/services in the LCAP and $4,834,148 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base instructional services, restricted categorical programs and services, special education services, administration, maintenance and operations.

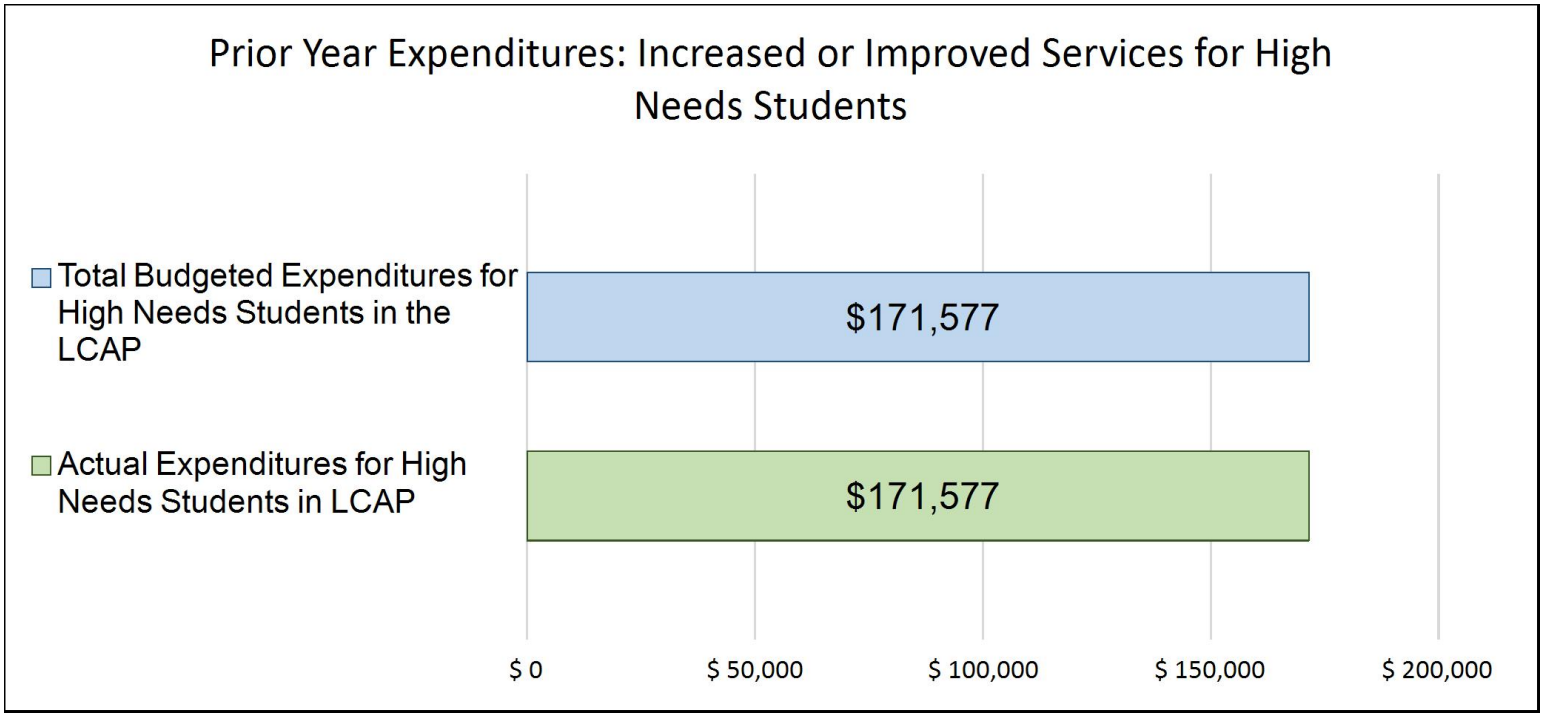
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, Santa Rosa French-American Charter School (SRFACS) is projecting it will receive $222,765 based on the enrollment of foster youth, English learner, and low-income students. Santa Rosa French-American Charter School (SRFACS) must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rosa French-American Charter School (SRFACS) plans to spend $222,765 towards meeting this requirement, as described in the LCAP.

Actions and/or Services that are principally directed towards Foster Youth (FY), English Learners (EL), and Low-income (LI) Students to increase or improve services and provide prevention, intervention, and support services that eliminate barriers and provide supports to increase academic achievement. These are the actions in the LCAP that are identified as contributing to these high needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what Santa Rosa French-American Charter School (SRFACS) budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Rosa French-American Charter School (SRFACS) estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, Santa Rosa French-American Charter School (SRFACS)'s LCAP budgeted $171,577 for planned actions to increase or improve services for high needs students. Santa Rosa French-American Charter School (SRFACS) actually spent $171,577 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $0 had the following impact on Santa Rosa French-American Charter School (SRFACS)’s ability to increase or improve services for high needs students:

Providing services to improve the academic achievement of these students.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa French-American Charter School (SRFACS)		

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.
The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa French-American Charter School (SRFACS)	Evelyn Anderson Principal	eanderson@srcs.k12.ca.us (707) 890-3930

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

The guiding philosophy of the Santa Rosa French-American Charter School (SRFACS) is to provide a standards-based education program taught primarily in the French language and secondarily in American English for students in grades TK through 8th grade. Under charter school law, the school is open to all TK-8th grade students who live in California. The school primarily serves students who live in the Bay Area with the explicit goal of attracting those who have an interest in the French language and culture. In addition, SRFACS builds a community of families who are interested in cultivating global and multi-ethnic perspectives. SRFACS is the first public school to provide this unique education because it proudly offers equitable access to all students.

SRFACS is a free and public educational French Immersion school and it is the only accredited public school of its kind in the Western United States. Our accreditation is through L'Agence pour l'Enseignement Français à l'Étranger/Agency for French Education Abroad (AEFE). This accreditation enables students to access any French educational system worldwide. SRFACS is certified to administer the Diplôme d'Études en Langue Française (DELF). Attaining this language diploma allows students to apply for the French citizenship and access to French universities. The DELF is a universal measurement of language aptitude. SRFACS aspires to have all students pass the DELF with a B1 level.

Students at SRFACS excel through a harmonization between the French Ministry of Educational Standards and the California Common Core State Standards. Mastery of the French and English language will give students the cultural confidence needed to become global citizens. Our teachers bring their culture, language, and expertise along with their French teaching credential. Our students' cultural confidence is infused by our many native French-speaking teachers and through various subject content. The arts, physical education, and nutrition are critical elements of French culture.

In order for our students to excel we need a stable team of high caliber teachers. An appropriate team needs to meet the criteria of a French teaching credential and have expertise in French immersion instruction. French standards are structured in 3-year project cycles. Teachers need to participate fully from the inception to the completion of the school-wide project. This 3-year project aligns with the 3-year LCAP.

Instructional minutes guiding the charter school operation are in line with those required of other California schools. A minimum of 42,000 for TK and Kindergarten, 50,400 minutes per year for 1 - 3rd grade and a minimum of 54,000 minutes for 4th - 6th grade. As with other schools within Santa Rosa City Schools, the academic calendar is determined by agreement between Santa Rosa City Schools and Santa Rosa Teachers Association. SRFACS' bell schedule starts at 8:30 and ends at 3:00 with a 55 minute lunch in order to adhere with the French cultural structure.

In the primary years we need to have our students receive a higher percentage of French language instruction in order to compensate for the two missing years of kindergarten provided in French schools throughout the world. In the upper-grade years our students will progressively receive more English language instruction until they reach 6th grade. In 6th and 7th grade instruction is equally divided between French and English language. This facilitates students transitioning through the American instructional system in middle school. The fundamental objective of this school is to prepare students for an increasingly competitive and global world by providing skills that accompany the learning of a second language. These skills are developed with French as a Second Language support (FSL), our Math as a Second Language support (MSL), and our English Language Learners with Designated English Language curriculum (D-ELD). As a result, SRFACS has a highly diverse student body who are ultimately bilingual and trilingual. The LEA challenge is to meet the needs of all students equitably including our 11% English Learners, 22% Socioeconomically Disadvantaged students, and Homeless students.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The usual sources of data are not available due to pandemic-imposed school closures, but available data shows successes of the program The California School Dashboard data demonstrates SRFACS' success in engaging students given the green indicator for Chronic Absenteeism. SRFACS chronic absenteeism declined 3% in 2019, the last available year of data. Among the school's 44 EL students, based on the previous year's scores, 82% demonstrated progress toward English language proficiency. Students who complete the program, including all subgroups, demonstrate French proficiency by passing the DELF exam. All current 6th grade students passed the DELF exam that was administered in the Spring of 2022.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Although general indicators show student subgroups have better results than district or State averages, there remains a gap between the subgroups and the general school population. The school project plans for more math support to help make gains in the SBAC math scores in the EL, SED and general student population as well as continued math harmonization with more opportunities for collaboration among the French and English math teachers. Focus on Oral Language Development in both English and French programs will reinforce student language skills. Increased effort in Student Wellness through Tool Box teacher training and implementing a multi-tiered system of support program will continue to build a positive school climate. Increased counseling hours are needed to have coverage at least two and ideally five days a week by a school counselor.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Conditions for Success

- Grade Level Team Teacher Collaboration and support to analyze student assessment data and curriculum development.
- Continue funding of a full-time Teacher on Special Assignment (TOSA) to help implement the harmonization of the French and Common Core standards as well as coordinating English Language and French Language as a second language pull out and push in instruction. The TOSA is responsible for the organization and administration of the DELF. The TOSA acts as the liaison to maintain the school accreditation with the AEFE, especially in guiding the inspection process for re-accreditation.
- Maintain funding for two .75 instructional assistants to work with English Language Learners.
- Create teacher schedules that program in one to two periods for French Language Learners and English Language Learners.
- Data-Driven Decision Making by using Let's Go Learn, Benchmark exams, MAP, and writing assessment results.
- Continue support for Teacher's Professional Development and Resource acquisition to enhance teaching strategies to meet the needs of our English Language Learners.
- An Oral Language focus where students will effectively work in pairs or groups in a clearly defined task that requires:
- Accountability for roles, responsibilities, and completion of task steps/process.
- Structured academic discourse to critique and justify using evidence in both English and French.

- Provided 1:1 ratio for Chromebooks for in-class and remote learning
- Collaboration time between teachers to support harmonized planning and evaluations.

Student Performance

- Provide a two-week Summer Jump Start program for Primary and Upper Elementary students including English Language Learners and SED students.
- With the focus on oral language development, implement the following assessments:
- Harmonization of French and English lessons to support building vocabulary
- Development of focus vocabulary words
- Formative/in-class assessments by grade level span i.e., K-1, 2-3, 4-7
- Audio samples in other subject areas through video/audio recording

School Climate

- Provide more opportunities to address student wellness such as the development of the Tool Box Program and school-wide norms of behavior and citizenship
- Provide School Counselor to improve SEL
- Improve communication with all stakeholders to ensure equal access to information and opportunities to provide feedback. (ELAC, PAF, and SAB and faculty)
- Enhance community involvement through various events that promote Parent Education and communication of the SRFACS Mission and Vision. Create more opportunities for new student/family orientation that aims at explaining our dual immersion program.

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

Santa Rosa French-American Charter School

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

Complete focus on SRFACS as the school and LEA

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

Ongoing review and analysis of student-driven data, assessment results, faculty discussions regarding behavior and school climate, open forums for parent and guardian feedback.

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

SRFACS stakeholder inputs are essential to the development and successful implementation of the LEA's LCAP. Working meetings between educators and parent groups were key to determining the LCAP. Discussions included meetings of the School Leadership Team, School Project collaborative meetings, Parent Association Foundation meetings, English Learner Advisory Committee, and the School Advisory Board. The draft LCAP will be posted on the school website for additional feedback.

A summary of the feedback provided by specific educational partners.

SRFACS benefited from significant and purposeful engagement of stakeholders, including those representing the student groups identified by LCFF. The ELAC meeting of April 22, 2022, Parent Association Foundation meeting on May 4, 2022, School Advisory Board meeting on May 16, 2022, and the Staff meeting on May 19, 2021 all discussed and approved the goals of the revised LCAP and proposed uses of funds. A system of social and emotional support needs to be bolstered as the budget allows. Tutoring for English language learners and struggling students needs to be provided to the extent possible if and when the budget allows.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

The ELAC, staff and School Advisory Board advocated for maintaining the program's successes through support of the academic program and supports of EL students, specifically, the French TOSA, Instructional Assistants, Library technician, Instructional Material Technician, and Family Engagement Facilitator. Social-Emotional supports are critical to student success, especially EL and low-income students. While these supports were considered priorities, there was much concern that LCAP funding was no longer sufficient to provide tutoring for SED students. It was agreed that if available funding became available, tutoring SED students would be a priority.

Goals and Actions

Goal

Goal #	Description
1	Goal 1: SRCS educators will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math. Focus Goal: Pupil Achievement: Remove barriers and provide opportunities to further personal and academic success. Increase the number of students meeting/exceeding proficiency on standardized assessments by 2% annually. (CAASP Math, ELA and CELDT/ELPAC)

An explanation of why the LEA has developed this goal.

The goal is aligned with the district's mission, vision and priorities based on district-wide data. Students will meet or exceed proficiency on standardized assessments as a measure of academic growth, development of an inquiring mind and increased critical thinking in student subgroups. Previous assessments showed an achievement gap between SED students and the general school population. A weak area for all students was communicating reasoning, thus an emphasis will be placed on student ability to explain his/her answer, especially in Science and Math.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
CAASPP - Mathematics	Most recent available results (2019) showed 31% of SED 5th graders did not meet standards compared with 14% of non-SED students.	2022 is the first year since 2019 that the CAASPP has been administered. Testing is currently in process and results are not available.			Reduce percentage of SED 5th grade students who do not meet standard to 25%
CAASPP - ELA	Most recently available data showed 19% of SED grade 3 students did not meet standard compared	2022 is the first year since 2019 that the CAASPP has been administered. Testing is currently in process			Reduce the percentage of SED 3rd grade students who do not meet standard to 12%

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	with 7% of non-SED students	and results are not yet available.			

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Increase programs and services that improve student outcomes	1A: Increase programs and services that increase student learning and agency 1B: Foster literacy, inquiry, investigation, collaboration, creativity, communication, problem-solving, critical thinking, empathy, civic participation, and cultural consciousness 1C: Support Multilingual Learners and Differently-Abled Learners 1D: Provide resources and educational opportunities to families equitably 1E: Continue to focus on language acquisition as the core of the school's program. 1F: Continue use of adopted on-line resources such as; Math IXL, Raz-Kids and Lexia. 1G: Continue to support continuous improvement through data analysis to support data-driven decision making. 1H: Continue a grade-level appropriate, school-wide evidence-based writing assessment in grades 3-6 that will be administered three times during the school year in English and French classes. Teachers will collaborate on selecting grade-level appropriate writing prompts to measure student outcomes in two genres. Assessment data will be compared with a goal of at least 50% of the students reaching proficiency by the 3rd writing sample. The writing assessment will be		Yes

Action #	Title	Description	Total Funds	Contributing
		used to prepare the students for the SBA ELA exams; especially our EL learners. 1I: Provide collaboration opportunities to develop and implement units and projects for each grade level that will link Common Core and French Ministry of Education standards in grades K-6.		
1.2	Provide academic support of EL, SED and homeless students	2A: Continue Summer Jump Start program focused on English Learners, Low Income, and struggling students for two weeks. 2B: Continue funding two instructional assistants (.75 FTE) to work with the English Language Learners and SED students across grade levels. 2C: Continue funding additional library technician hours to support literacy for English Language Learners and SED students school-wide. 2D: Increase interventions for struggling readers	$75,167.00	Yes

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Following distance learning due to the Covid pandemic, teachers and other staff took time to introduce or reconnect students with the school norms. Teachers supported students in relearning how to be a student. Dual-language materials and chromebooks were provided for all students. Counseling hours were optimized by establishing lunch bunches and other small groups to work on social-emotional learning.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Each year the SRFACS LCAP budget decreases. Due to the State providing free lunches to all students, families did not complete a meal application which is the district's tool for identifying low-income students. The low-income student population was our largest subgroup in previous LCAP budgets. Due to the smaller budget, SRFACS was not able to provide tutoring or extra-duty pay to teachers through LCAP funding.

An explanation of how effective the specific actions were in making progress toward the goal.

The school community feels strongly that the focus on SEL, especially at the beginning of the school year set a healthy, whole-child foundation that has supported student academic success.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

SRFACS will continue to focus on SEL and whole-child well-being as fundamental to students achievement. We will work to encourage families to complete the meal application in order to increase our LCAP funding.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	SRCS commits to providing high quality, relevant staff development that promotes professional growth and collaboration to increase student achievement. Broad Goal: Conditions of Learning: SRFACS values and supports growth-minded professionals and positive learning environments by: • providing educators with current tools and training to support pedagogical leadership and innovation • providing educators with time to create communities of practice • providing safe and clean schools • providing flexible learning environments conducive to teaching and learning

An explanation of why the LEA has developed this goal.

District-wide concern with retention of personnel and declining enrollment. The January 2021 YouthTruth survey demonstrated a need to significantly improve school culture for the Staff's well-being and professional growth.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
YouthTruth survey data from staff survey response to "My school creates a positive work environment."	Score of 3.68 in January 2021	Improved outcome to this question with a score of 3.74.			Increase YouthTruth survey score to a score of 4 or better.
January 2021 YouthTruth survey data in response to "My school is cooperative and team-oriented."	Score of 3.86 in January 2021	Results showed a small improvement to a score of 3.90			Increase YouthTruth survey score to a score of 4 or better.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Support teachers in their professional development	2A: Train all new teachers for the implementation of standardized assessments (SBAC and MAP) and obtain necessary materials for administration of tests as assessments change. 2B: Continue to provide the opportunity for teachers to collaborate regarding testing data and create data-considered instruction. Create collaborative opportunities for data analysis and differentiated instruction planning. 2C: Enable professional development opportunities for teachers in Common Core State Standards. 2D: Continue to provide opportunities for both French and English teachers to participate in the District's FOSS science training to help implement the use of modules K-6. 2E: Continue to provide professional development opportunities for teachers such as visits to other Dual Immersion schools in the county and statewide as well as in-house training and workshops off campus. The school leadership team will provide training in analyzing the evidence of student learning through monthly meetings and during two professional development days held at SRFACS. 2F: Collaborative conversations • Understanding ELD Standards. • Accountability and Data Analysis of student progress. • Shared data with staff and parents. • Learning rounds to monitor teaching practices.		Yes

Action #	Title	Description	Total Funds	Contributing
		• Parent information nights to showcase oral language methodology. • Brochure of the program for Back to School Night • Staff P.D. Collaboration (AEFE Oral Training) and planning time • Two full-day site-based PD days organized by our school. • Purchase instructional resources to support oral language instruction.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

In general, the school community felt stressed by the task of re-establishing full-time, in-person school. The teaching team was extremely concerned with the loss of learning during distance learning. Staff meeting focused on relationships and team building.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There were no material differences between budgeted expenditures and estimated actual expenditures.

An explanation of how effective the specific actions were in making progress toward the goal.

Staff meetings focused on meeting students where they were and provided opportunities for team work and collaboration. Staff Meeting time was given whenever possible to yoga, meditation and breathing. Staff was encouraged to take care of themselves and each other.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Staff meetings will continue to be a space for building team relationships and staff self-care.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families and staff. SRCS commits to developing culturally relevant, humanizing programs and relationships that help ensure each person is safe, engaged, supported, and challenged. Broad Goal: Engagement and School Climate: Develop and care for the mental, emotional, and physical health of our students and whole school community. Create a strong foundation and adherence to charter document by building social-emotional well-being, global mindset, and personal responsibility.

An explanation of why the LEA has developed this goal.

SRCS in general, and SRFACS students and staff specifically, have been significantly impacted by the local wildfires and global pandemic, making SEL a critical broad goal. Providing students with a sense of belonging and safety is fundamental to supporting their academic success. A school-wide community focus on mental and emotional well-being will help students, parents and educators recover and build resiliency. Developing a strong community will support student well-being. Student understanding of their community, the environment and other cultures of the world builds a connection that makes education relevant to the student. In the YouthTruth survey of January 2021, a lower percentile of SRFACS students reported feeling content about life than students district-wide.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Reduce student and parent urgent calls with School Counselor	631 contacts in 2020-2021 SY to 5/5/21	Urgent calls reduced to less than 50.			Reduction in urgent contacts so that the Counselor spends 50% of her/his time giving SEL lessons.
Increase students reporting contentment with their life	January 2021 YouthTruth survey found SRFACS students were below SRCS level and below	January 2022 YouthTruth survey found dramatic improvement in the percentile of students			Greater than 50% of students report contentment with their life.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	25th percentile in self-reported contentment.	self-reporting contentment, reaching the 77th percentile.			
Increase attendance at ELAC meetings	Three consistent members	ELAC meeting of April 22 had two members in-person and two members joining on zoom.			Ten consistent members at monthly meetings.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Build student well-being through school-wide connections	3A: Provide Jump Start program in late July to build connection between students and school and teach/reinforce school norms and rules. 3B:Consider findings of YouthTruth annual surveys and maintain programs with positive impact and make improvements as needed. 3C Have School Counselor available to students at least two days each week. 3D:Support the development of students' social-emotional skills by providing TOOLBOX training for all staff members. TOSA and French lead teachers will provide translation and follow-up training. 3E: Continue funding Family Engagement Facilitator to engage Spanish-speaking families and build connection with EL community 3F: Continue to adhere to charter document and parent involvement provision. Gather data on total volunteer hours per year to measure growth.	$76,372.00	Yes

Action #	Title	Description	Total Funds	Contributing
		3G: Create educational opportunities for parents – including before school year to share information about dual language schools. In August, hold an orientation for new and returning families, students, and staff. 3H: Create and maintain school website with links to the SRFACS parent website. Continue parent link messages and monthly parent newsletter to establish stronger communication. Update school brochures and handouts for prospective families. Update student/parent handbook to address new procedures and rules.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The Summer School and Jump Start programs in the summer of 2021 make a substantial impact on the school climate and student well-being. The primary focus of both programs was building community, making connections with school. SRFACS planned and implemented several activities that focused on community. The activities established a foundation for same or similar activities at the beginning of the school year. The school-wide focus for the first three weeks of school was also building community.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

There was no material difference between Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services

An explanation of how effective the specific actions were in making progress toward the goal.

Our efforts to develop and care for the mental, emotional, and physical health of our students and whole school community created an effective, positive learning environment. The actions created a strong foundation and adherence to charter document by building social-emotional well-being, global mindset, and personal responsibility that supported student academic achievement.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Due to staff need for a vacation, we will not have both Summer School and Jump Start in the 2022 summer. We will maintain Jump Start as an opportunity to re-engage students, especially unduplicated students, and prepare for similar desired outcomes.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
4	Maintenance Goal: Pupil Outcomes: Creation of strong scope and sequence curricular model for all grades that adheres to the model for dual immersion K-6 which aligns with California Common Core State Standards as well French Ministry of Education Standards to support the mastery of language.

An explanation of why the LEA has developed this goal.

This maintenance goal supports the school's theory of action to provide rigorous, enriching education through the mastery of English and French languages. The program has historically demonstrated positive results that should be continued and build upon. While 4.4% of EL students have been reclassified in the 2020-2021 school year, past years' results were higher and should improve with in-person learning.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Maintain reclassification rate	At least 4% of EL students reclassified annually	9.3% of EL students were reclassified during the 2021-22 school year.			15% of EL students are reclassified
DELF	90% of 6th grade student pass the DELF	100% of current 6th grade students passed the A2 level of the DELF. Students will be offered the opportunity to pass a higher level exam in the future.			100% of 6th grade students pass the DELF

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Implement evidence-based instruction to achieve measurable outcomes in language acquisition.	1A: Continue to focus on language acquisition as the core of the school's program. 1B: Expand co-teaching opportunities. • Continue to provide professional development opportunities for teachers such as visits to other Dual Immersion schools in the county and statewide as well as in-house training and workshops off campus. The school leadership team will provide training in analyzing the evidence of student learning through monthly meetings and during two professional development days held at SRFACS. • Continue to support continuous improvement through data analysis to support data-driven decision making. • Continue a grade-level appropriate, school-wide evidence-based writing assessment in grades 3-6 that will be administered three times during the school year in English and French classes. Teachers will collaborate on selecting grade-level appropriate writing prompts to measure student outcomes in two genres. Assessment data will be compared with a goal of at least 50% of the students reaching proficiency by the 3rd writing sample. The writing assessment will be used to prepare the students for the SBA ELA exams; especially our EL learners. 1C: Continue the TOSA position (1.0 FTE) to coordinate parent outreach/communication, harmonization of the French Ministry of Education, and CA Common Core standards, and after-school academic support. 1D: Maintain IMT hours of 4.0/day to assist in better curriculum management of our dual English and French programs. 1E: Provide collaboration opportunities to develop and implement units and projects for each grade level that will link Common Core and	$71,226.00	Yes

Action #	Title	Description	Total Funds	Contributing
		French Ministry of Education standards in grades K-6.		

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Increased faculty understanding of the need for dual language development through staff professional development at staff meetings.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

No material differences

An explanation of how effective the specific actions were in making progress toward the goal.

The TOSA worked with all teaching staff to develop action plans to focus on dual-language development in reading, writing and speaking. The TOSA used staff meetings to work with teachers on pedagogy to support the goal. Hiring a bilingual IMT improved providing dual language materials to all teachers.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

Students will be offered the opportunity to pass a higher level DELF exam in the future given the evidence that they have the skill level.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
$222,765	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.23%	0.00%	$0.00	5.23%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

Instructional assistants and additional library technician hours will provide supports to unduplicated students with a priority of increasing their academic outcomes as evidenced by CAASP and LGL scores.
Teacher professional development will include training to consider student survey and test score results to guide their instruction with an understanding that addressing the needs of unduplicated students benefits the whole school.
School-wide community building through SEL and Spanish language outreach creates an inclusive school environment for English learners, Foster youth and low-income students.
Evidence-based instruction will support continuous focus on those students most in need of support and reinforcement while pursuing a rigorous, globally-minded curriculum.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

SRFACS will provide EL and low-income students with more focused supports in order to::

- reduce gaps in measured performance outcomes

- reduce the need for urgent social and emotional supports; and
- improve student response scores in our annual survey

The SRFACS LCAP goals will provide a more positive learning environment for unduplicated students. Educators will gain professional growth in serving struggling students who may not have equitable supports at home or prior to coming to our school. We will develop stronger systems for identifying and addressing social-emotional needs of low-income and English learner students. Our school has extremely broad social-economic demographics. Students vary vastly in out-of-school supports such as tutoring or parental assistance with homework. We need to implement actions within the school day that reduce those discrepancies. SRFACS will build systems for gathering and analyzing data to inform instructional practices and social-emotional learning opportunities. Deeper analysis of academic measures along with needs for counseling and student survey responses will help refine our actions in order to improve services for low-income students, English learners and foster youth.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	5:350	
Staff-to-student ratio of certificated staff providing direct services to students	28:350	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$222,765.00				$222,765.00	$222,765.00	

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Increase programs and services that improve student outcomes	English Learners Foster Youth Low Income					
1	1.2	Provide academic support of EL, SED and homeless students	English Learners Foster Youth Low Income	$75,167.00				$75,167.00
2	2.1	Support teachers in their professional development	English Learners Foster Youth Low Income					
3	3.1	Build student well-being through school-wide connections	English Learners Foster Youth Low Income	$76,372.00				$76,372.00
4	4.1	Implement evidence-based instruction to achieve measurable outcomes in language acquisition.	English Learners Foster Youth Low Income	$71,226.00				$71,226.00

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$4,260,992	$222,765	5.23%	0.00%	5.23%	$222,765.00	0.00%	5.23 %	**Total:**	$222,765.00
								LEA-wide Total:	$146,393.00
								Limited Total:	$76,372.00
								Schoolwide Total:	$222,765.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.1**	Increase programs and services that improve student outcomes	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SRFACS		
1	**1.2**	Provide academic support of EL, SED and homeless students	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SRFACS	$75,167.00	
2	**2.1**	Support teachers in their professional development	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SRFACS		
3	**3.1**	Build student well-being through school-wide connections	Yes	Schoolwide Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: SRFACS	$76,372.00	
4	**4.1**	Implement evidence-based instruction to achieve measurable outcomes in language acquisition.	Yes	LEA-wide Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SRFACS	$71,226.00	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$171,577.00	$171,577.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Increase programs and services that improve student outcomes	Yes		
1	**1.2**	Provide academic support of EL, SED and homeless students	Yes	$45,167.00	$45,167.00
2	**2.1**	Support teachers in their professional development	Yes		
3	**3.1**	Build student well-being through school-wide connections	Yes	$76,372.00	$76,372.00
4	**4.1**	Implement evidence-based instruction to achieve measurable outcomes in language acquisition.	Yes	$50,038.00	$50,038.00

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$171,577	$171,577.00	$171,577.00	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Increase programs and services that improve student outcomes	Yes				
1	1.2	Provide academic support of EL, SED and homeless students	Yes	$45,167.00	$45,167.00		
2	2.1	Support teachers in their professional development	Yes				
3	3.1	Build student well-being through school-wide connections	Yes	$76,372.00	$76,372.00		
4	4.1	Implement evidence-based instruction to achieve measurable outcomes in language acquisition.	Yes	$50,038.00	$50,038.00		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
$3,224,454	$171,577	0	5.32%	$171,577.00	0.00%	5.32%	$0.00	0.00%

Instructions

Plan Summary

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For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

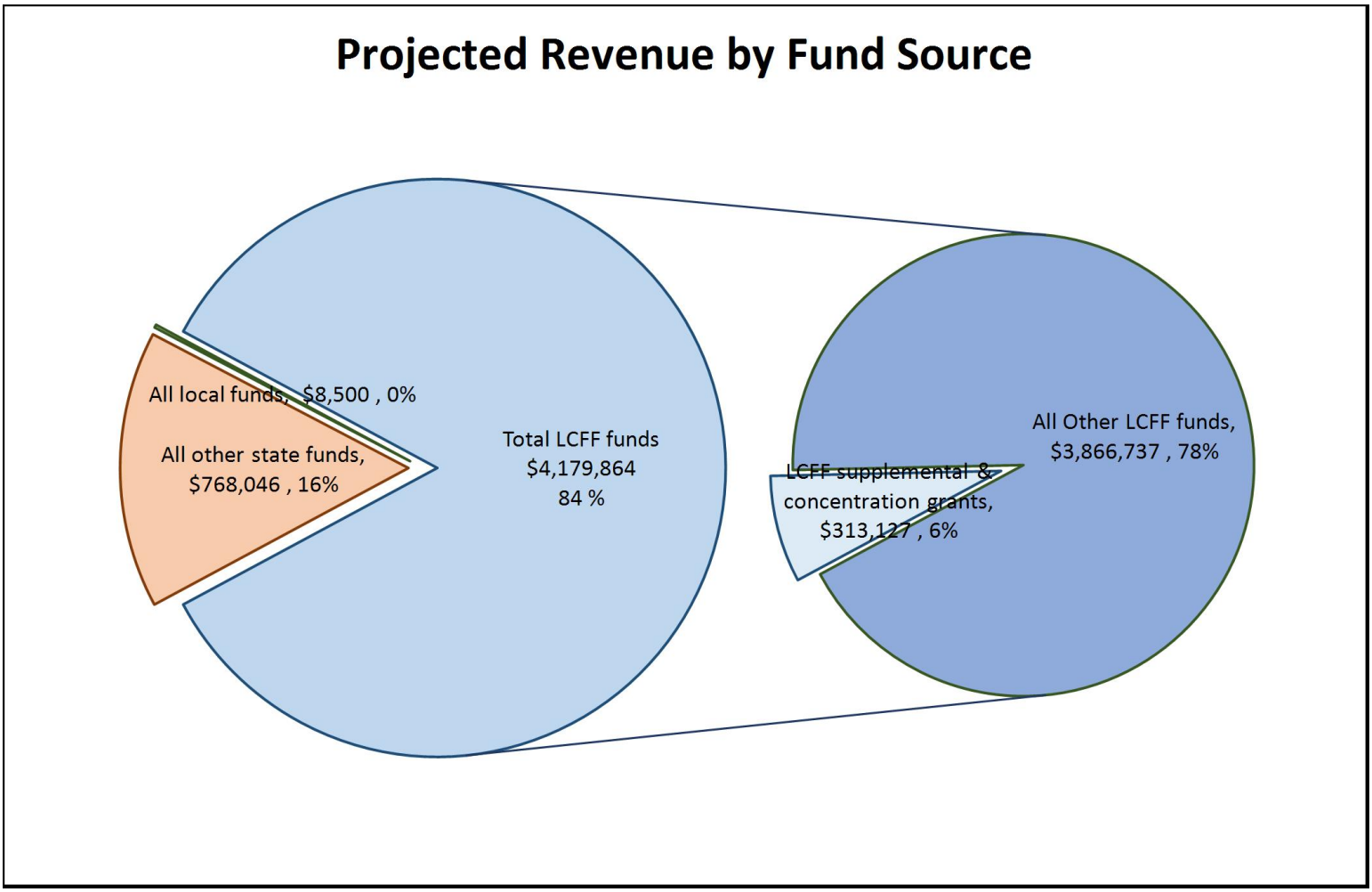
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SR Charter School for the Arts
CDS Code: 49 70912 0113530
School Year: 2022-23
LEA contact information:
Kristen Vogel
Principal

707-890-3920

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (foster youth, English learners, and low-income students).

Budget Overview for the 2022-23 School Year



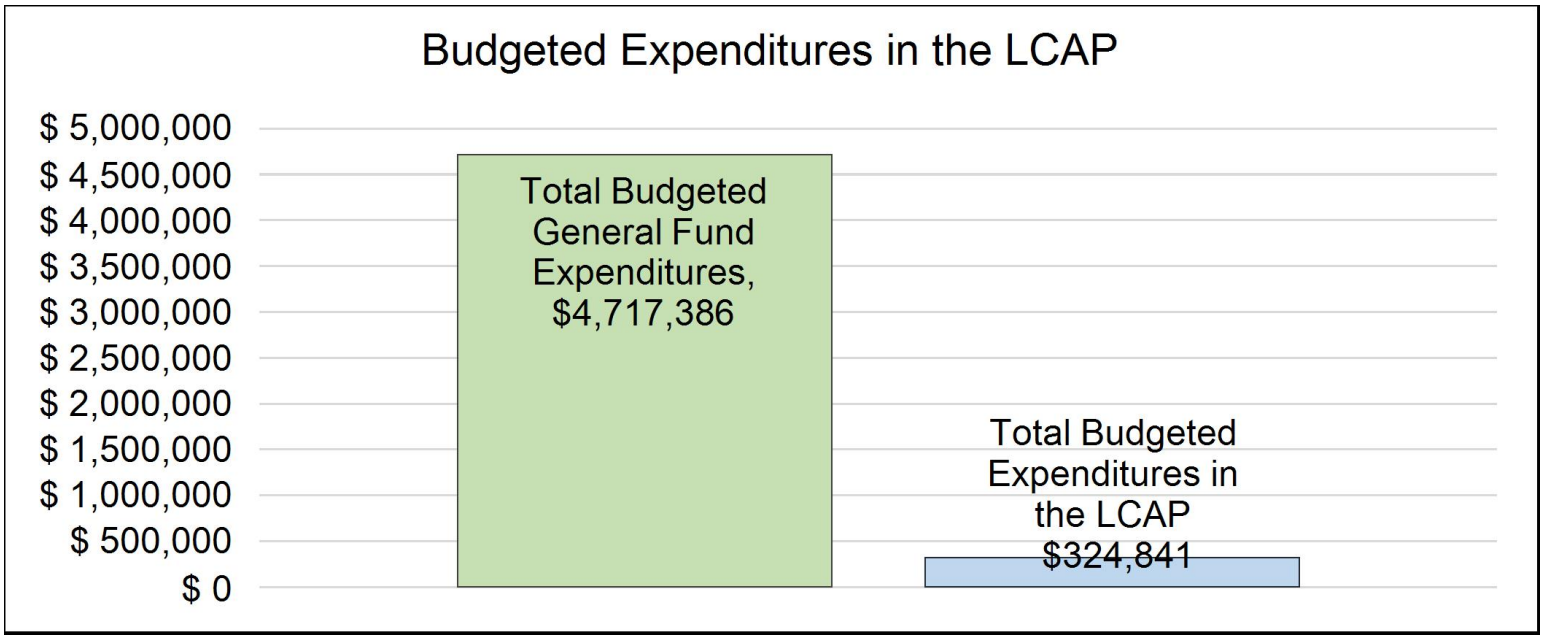
This chart shows the total general purpose revenue SR Charter School for the Arts expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for SR Charter School for the Arts is $4,956,410, of which $4,179,864 is Local Control Funding Formula (LCFF), $768,046 is other state funds,

$8,500 is local funds, and $0 is federal funds. Of the $4,179,864 in LCFF Funds, $313,127 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much SR Charter School for the Arts plans to spend for 2022-23. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: SR Charter School for the Arts plans to spend $4,717,386 for the 2022-23 school year. Of that amount, $324,841 is tied to actions/services in the LCAP and $4,392,545 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base instructional services, restricted categorical programs and services, special education services, administration, maintenance and operations.

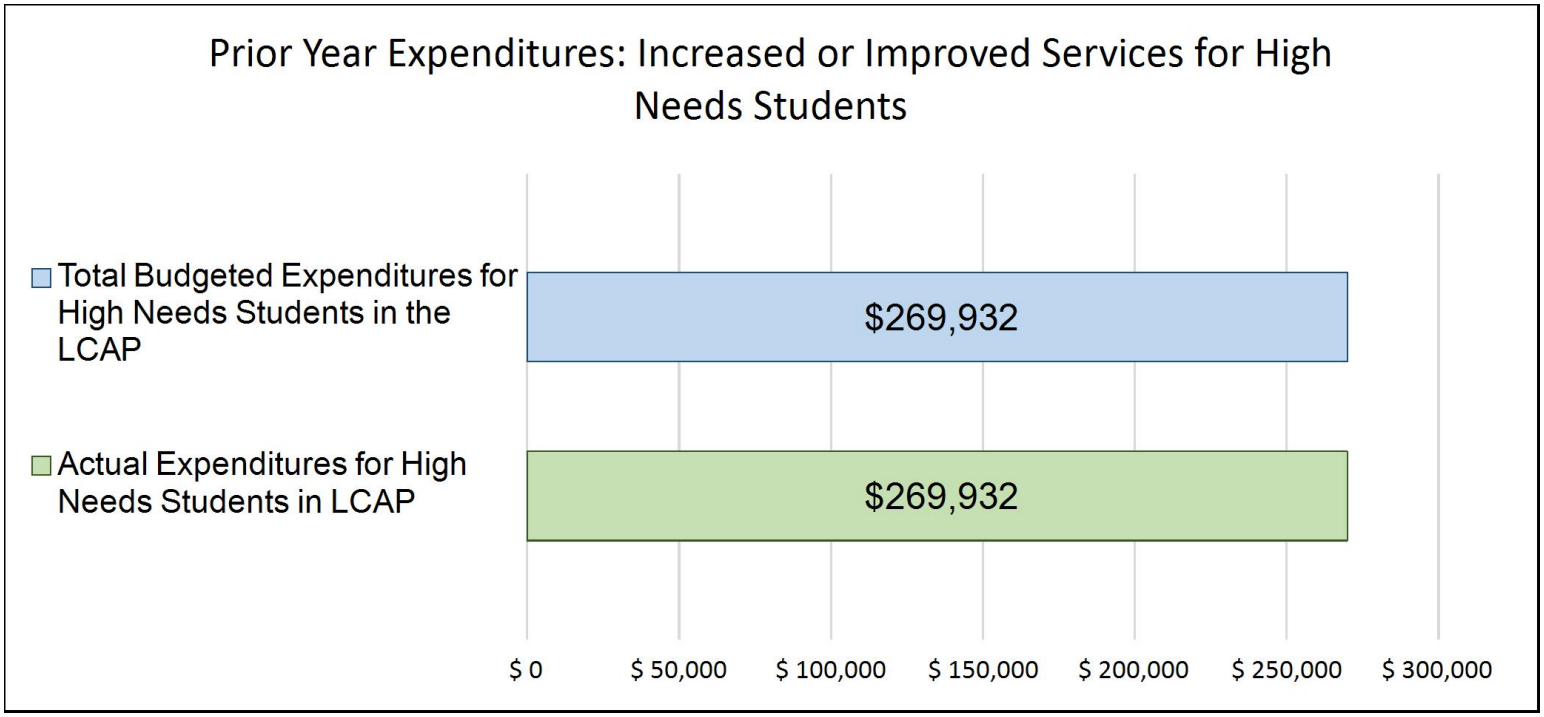
Increased or Improved Services for High Needs Students in the LCAP for the 2022-23 School Year

In 2022-23, SR Charter School for the Arts is projecting it will receive $313,127 based on the enrollment of foster youth, English learner, and low-income students. SR Charter School for the Arts must describe how it intends to increase or improve services for high needs students in the LCAP. SR Charter School for the Arts plans to spend $324,841 towards meeting this requirement, as described in the LCAP.

Actions and/or Services that are principally directed towards Foster Youth (FY), English Learners (EL), and Low-income (LI) Students to increase or improve services and provide prevention, intervention, and support services that eliminate barriers and provide supports to increase academic achievement. These are the actions in the LCAP that are identified as contributing to these high needs students.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2021-22



This chart compares what SR Charter School for the Arts budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what SR Charter School for the Arts estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2021-22, SR Charter School for the Arts's LCAP budgeted $269,932 for planned actions to increase or improve services for high needs students. SR Charter School for the Arts actually spent $269,932 for actions to increase or improve services for high needs students in 2021-22.

The difference between the budgeted and actual expenditures of $0 had the following impact on SR Charter School for the Arts’s ability to increase or improve services for high needs students:

Providing services to improve the academic achievement of these students.

Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
SR Charter School for the Arts	Kristen Vogel, Principal	kvogel@srcs.k12.ca.us, 707-890-3920

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. The following is a one-time mid-year report to the local governing board or body and educational partners related to engagement on, and implementation of, these Acts.

A description of how and when the LEA engaged, or plans to engage, its educational partners on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).

A description of how the LEA used, or plans to use, the additional concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.

A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.

A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation.

A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update.

Instructions for the Supplement to the Annual Update for the 2021–22 Local Control and Accountability Plan Year

For additional questions or technical assistance related to the completion of the Supplement to the Annual Update to the 2021–22 Local Control and Accountability Plan (LCAP), please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction

California's 2021–22 Budget Act, the federal American Rescue Plan Act of 2021, and other state and federal relief acts have provided local educational agencies (LEAs) with a significant increase in funding to support students, teachers, staff, and their communities in recovering from the COVID-19 pandemic and to address the impacts of distance learning on students. Section 124(e) of Assembly Bill 130 requires LEAs to present an update on the Annual Update to the 2021–22 LCAP and Budget Overview for Parents on or before February 28, 2022, at a regularly scheduled meeting of the governing board or body of the LEA. At this meeting, the LEA must include all of the following:

- The Supplement to the Annual Update for the 2021–22 LCAP (2021–22 Supplement);
- All available mid-year outcome data related to metrics identified in the 2021–22 LCAP; and
- Mid-year expenditure and implementation data on all actions identified in the 2021–22 LCAP.

When reporting available mid-year outcome, expenditure, and implementation data, LEAs have flexibility to provide this information as best suits the local context, provided that it is succinct and contains a level of detail that is meaningful and accessible for the LEA's educational partners.
The 2021–22 Supplement is considered part of the 2022–23 LCAP for the purposes of adoption, review, and approval, and must be included with the LCAP as follows:

- The 2022–23 Budget Overview for Parents
- The 2021–22 Supplement
- The 2022–23 LCAP
- The Action Tables for the 2022–23 LCAP
- The Instructions for the LCAP Template

As such, the 2021–22 Supplement will be submitted for review and approval as part of the LEA's 2022–23 LCAP.

Instructions

Respond to the following prompts, as required. In responding to these prompts, LEAs must, to the greatest extent practicable, provide succinct responses that contain a level of detail that will be meaningful and accessible for the LEA's educational partners and the broader public and must, to the greatest extent practicable, use language that is understandable and accessible to parents.

In responding to these prompts, the LEA has flexibility to reference information provided in other planning documents. An LEA that chooses to reference information provided in other planning documents must identify the plan(s) being referenced, where the plan(s) are located (such as a link to a web page), and where in the plan the information being referenced may be found.

Prompt 1: "*A description of how and when the LEA engaged, or plans to engage, its* educational partners *on the use of funds provided through the Budget Act of 2021 that were not included in the 2020–21 Local Control and Accountability Plan (LCAP).*"

In general, LEAs have flexibility in deciding what funds are included in the LCAP and to what extent those funds are included. If the LEA received funding through the Budget Act of 2021 that it would have typically included within its LCAP, identify the funds provided in the Budget Act of 2021 that were not included in the LCAP and provide a description of how the LEA has engaged its educational partners on the use of funds. If an LEA included the applicable funds in its adopted 2021–22 LCAP, provide this explanation.

Prompt 2: "*A description of how LEA used, or plans to use, the concentration grant add-on funding it received to increase the number of staff who provide direct services to students on school campuses with an enrollment of students who are low-income, English learners, and/or foster youth that is greater than 55 percent.*"

If LEA does not receive a concentration grant or the concentration grant add-on, provide this explanation.

Describe how the LEA is using, or plans to use, the concentration grant add-on funds received consistent with California *Education Code*

Section 42238.02, as amended, to increase the number of certificated staff, classified staff, or both, including custodial staff, who provide direct services to students on school campuses with greater than 55 percent unduplicated pupil enrollment, as compared to schools with an enrollment of unduplicated students that is equal to or less than 55 percent.

In the event that the additional concentration grant add-on is not sufficient to increase the number of staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, describe how the LEA is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Prompt 3: "*A description of how and when the LEA engaged its educational partners on the use of one-time federal funds received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on pupils.*"

If the LEA did not receive one-time federal funding to support recovery from the COVID-19 pandemic and the impacts of distance learning on students, provide this explanation.

Describe how and when the LEA engaged its educational partners on the use of one-time federal funds it received that are intended to support recovery from the COVID-19 pandemic and the impacts of distance learning on students. See the COVID-19 Relief Funding Summary Sheet web page (https://www.cde.ca.gov/fg/cr/relieffunds.asp) for a listing of COVID-19 relief funding and the Federal Stimulus Funding web page (https://www.cde.ca.gov/fg/cr/) for additional information on these funds. The LEA is not required to describe engagement that has taken place related to state funds.

Prompt 4: "A description of how the LEA is implementing the federal American Rescue Plan Act and federal Elementary and Secondary School Emergency Relief expenditure plan, and the successes and challenges experienced during implementation."

If an LEA does not receive ESSER III funding, provide this explanation.

Describe the LEA's implementation of its efforts to maintain the health and safety of students, educators, and other staff and ensure the continuity of services, as required by the federal American Rescue Plan Act of 2021, and its implementation of the federal Elementary and Secondary School Emergency Relief (ESSER) expenditure plan to date, including successes and challenges.

Prompt 5: "A description of how the LEA is using its fiscal resources received for the 2021–22 school year in a manner that is consistent with the applicable plans and is aligned with the LEA's 2021–22 LCAP and Annual Update."

Summarize how the LEA is using its fiscal resources received for the 2021–22 school year to implement the requirements of applicable plans in a manner that is aligned with the LEA's 2021–22 LCAP. For purposes of responding to this prompt, "applicable plans" include the Safe Return to In-Person Instruction and Continuity of Services Plan and the ESSER III Expenditure Plan.

California Department of Education
November 2021

Local Control Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
SR Charter School for the Arts	Kristen Vogel Principal	kvogel@srcs.k12.ca.us 707-890-3920

Plan Summary [2022-23]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Santa Rosa Charter School for the Arts is a collaborative school community changing education by providing an academically rigorous program using an arts-integrated approach. All members cultivate creativity and empathy, while embracing challenges, to engage and develop the whole child in a safe environment.

As part of our commitment to the Common Core Standards along with the Next Generation Science Standards and California Social Studies Standards, SRCSA K-5 teachers have been developing and implementing the SRCS elementary Units of Study. In addition, 2016-2017 was the first year launching Lucy Calkins Writing Workshop in K-6 classrooms. K-5 teachers use the Everyday Math program. Next Generation Science FOSS is used for the K-5 Science curriculum.

In grades 6-8, the math curriculum is College Preparatory Math, or CPM. Sixth through 8th grade students are receiving instruction anchored in the Next Generation Science Standards. This allows students to learn Life Science, Physical Science, Earth Science, and Engineering Sciences.

In the last few years SRCSA has taken some exciting steps to grow our arts program; parent education nights focused on providing hands on experience with Arts Integrated lessons, strengthen our Music program by increasing the teaching position to full time, as well as added a Band elective for our Middle School students.

We continue to teach students emotional regulation skills through the social emotional learning program entitled Toolbox. In the 20/21 school year, our Counselor has begun to introduce Kimotchis for our younger students to help them learn about feelings and emotional well being. After school homework club is available for students of all ages to participate in. Social groups are available to provide additional social supports who would benefit. We continue to maintain our Full time counselor position.

We provide Designated English Language instruction for our English Language Learners through direct instruction provided by our ELD specialist. Students receive these services through our school wide intervention model referred to as W.I.N. (What I Need) and takes place 30 minutes per day, 5 days per week.

All students are provided many opportunities to engage in the Arts through speciality classes as well as core curriculum instruction provided through Arts Integration instructional methodologies.

We as a staff and a community have much to be thankful for, including a beautiful new campus with state of the art music room, art rooms, dance studio, and Black Box Theater.

Our students are provided social, emotional and academic support through our on campus Wellness Center. In 2018-19 we increased our counselor position from part time to full time. Our Instructional Aid position provides academic intervention to students who are struggling academically. Our Restorative Specialist provides conflict resolution services to students, benefiting our school climate. The Family Engagement Facilitator provides translation and interpretation services for our Spanish speaking families and the school. This position has been integral in connecting these students and their families to school life.

A valuable part of our school community is the School for the Arts Community Organization, or SACO. It is a non-profit parent organization that raises funds to support both academic and arts endeavors at SRCSA. They coordinate volunteers for school-wide events and individual classrooms.

Santa Rosa Charter School for the Arts will be adding a Transitional Kindergarten class in the 22/23 school year.

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

Recognizing the need for social emotional supports, especially coming out of the campus closures, our Wellness team along with the rest of our staff have worked thoughtfully and tirelessly to provide students with interventions, supports and engagement strategies in many various ways. This includes social emotional learning lessons, individual regular student check ins, meetings with families and students, social clubs and opportunities, as well as academic counseling.

Throughout the campus closures, our students who are learning English (ELL) continued to receive ELD instruction through a virtual, small group, format. Prior to campus reopening for Hybrid model, our EL students were invited to participate in in person, small group instruction, with our ELD specialist. This school year, ELL students received in person, small group Designated English Language instruction with our ELD specialist 5 days per week, 30 minutes per day. Over the course of the year 20% of our English Language learners reclassified.

Coming out of the challenging distance learning school year, our dedicated staff continued to be deeply committed to Arts Integration instruction aligned with Common Core State Standards. Our teaching staff continued to participate in professional development to learn new strategies for providing engaging and effective Arts Integrated lessons to students. In addition to continued Arts Integrated lessons for all students, our students have engaged in Arts specialty classes in which students can engage in various art forms for 'arts sake'.

This school year, the schedule for classes was adjusted to better support our vision for Arts Integrated instruction. We moved to a more collaborative model that runs the course of the school year, instead of scheduling 'sessions' for classes to participate in for a portion of the year. This shift has increased our students' ability to engage in authentic and ongoing Arts Integrated lessons in support of mastery of the common core state standards.

In reviewing local data, it is clear that Kindergarten through 8th grade are making steady gains toward proficiency, or above, in English Language Arts. it is clear that students in Kindergarten through 8th grade also making gains in all areas of Math.

We continue to provide school wide intervention and extended learning opportunities through our What I Need (WIN) initiative. This has enabled us to address learning loss that may have occurred as a result of the pandemic as well as provide extended learning opportunities for our students.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

Due to the Pandemic during the 2019/20 SY, all students in our school district did not take the Smarter Balance Assessment. Therefore, our dashboard data is static. CAASPP testing is currently in progress for the 21/22 school year.

As a result of 4 years of local fires, and now the Pandemic and subsequent campus closures, we continue to anticipate an increased need for social emotional supports for our staff and students moving into the 22/23 SY. In response, we will continue providing school based therapeutic services for students moving into the 22/23 school year.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Goal 1. Arts Integration Planning Collaboration K-8

- Retention of our Music and Drama teaching positions.

Goal 2. Student Performance
- Continue to maintain designated ELD instruction through services provided by our ELD specialist, in a small group setting.
- Maintain Instructional Aide position.

Goal 3. Parent Outreach/School Climate
- Maintain school counselor to full time to serve school wide student social emotional and academic needs.
- Maintain Restorative Specialist positon.
- Maintain Family Engagement Facilitator position

Comprehensive Support and Improvement

An LEA with a school or schools eligible for comprehensive support and improvement must respond to the following prompts.

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

N/A

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

N/A

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

N/A

Engaging Educational Partners

A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP.

Regular meetings are conducted with stakeholders throughout the school year. These meetings are important in informing stakeholders regarding school matters. In addition, these meetings create the opportunity for stakeholders to provide informed insight and recommendations in regard to the function and programs of the school.

Stakeholder groups include:
* Staff, Students and Parents complete the Youth truth survey annually which provides data regarding all areas of the school.
* Students in 4th-8th grades participated in the Panorama survey.
* Parent Advisory Board (PAB)- Meets monthly, Aug- June
* School of the Arts Community Organization (SACO)- Meets monthly, Aug- June
* Leadership/Article 6 committee meetings- Meets monthly, Aug- June
* Coffee with the Principal- Monthly meetings for Administration and Parents/Guardians. Principal offers school wide updates and solicits feedback from parents/guardians to inform school wide decisions.

In relation to the LCAP, stakeholders expressed strong support in maintaining the allocations in the LCAP.

A summary of the feedback provided by specific educational partners.

Coming out of distance learning year, the importance of an engaged community is critical.
Through the Youth Truth student survey, the majority of students report positive feelings about Adults on campus respecting people from different backgrounds, religious beliefs, LGBTQ, gender identity and various economic backgrounds.

Through our PAB meetings, the PAB board has expressed full support of using LCAP funds to maintain the positions identified in this LCAP that support both academic and social wellbeing of students.
Through the Coffee with the Principal meetings, parents/guardians have expressed the need for additional support services to help to address learning loss as a result of the pandemic.
Members of the Leadership/Article 6 team have also expressed full support in using LCAP funds to maintain the positions identified in this LCAP that support both academic and social wellbeing of students.

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Feedback from the community around the importance of ongoing academic and emotional support for students has been profound. As we move into the 22/23 SY, we are aware that there will continue to be many students in need of additional academic supports as well as social emotional learning and supports. This LCAP is focused on addressing these increased needs. We will be maintaining our full time Counselor position, Instruction aide, focused on providing academic intervention, Music and Drama teacher positions, ELD specialist, Restorative Specialist, as well as our Family Engagement Facilitator.

Goals and Actions

Goal

Goal #	Description
1	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.

An explanation of why the LEA has developed this goal.

As a dependent public 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.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Student Learning Round observational data.	0	Due to COVID safety measures and a shortage of substitutes, we were unable to engage in student learning rounds this school year.			Student Learning Rounds will be a regular practice that is part of our data driven/evidence based school culture.
Arts performance event participation	0	Due to COVID safety measures, students were able to participate in minimal Arts Performances this school year. Students were able to perform at Open House as well as the school talent show this school year.			SRCSA will continue holding regular Arts performances though out each school year. These performances will include Music, Dance, Drama and Visual Fine Arts Showcases.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Students served through Music programming	Kindergarten - 8th grades	All students engaged in Music classes.			All students who attend SRCSA will continue to engage in music classes.
Students served through Drama programming	6th - 8th grades 4x per/week, 30 min,year long	Middle school students had the opportunity to enroll, and participate in Drama elective courses.			5th- grade students will engage in Drama once per week, in 40 minute sessions as well as engage in Arts Integrated core academic lessons. 6th - 8th grade students will engage in Drama 4 times per week, 50 minutes per day as well as engage in Arts Integrated core academic lessons.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Student Learning Rounds	Continue to improve rigorous standards-based lessons as monitored through on going student learning rounds.		No
1.2	Music Teacher	Continue Arts programming in Music education including Arts Integrated core instruction.	$66,754.91	No
1.3	Drama Teacher	Continue Arts programming in Drama education including Arts Integrated core instruction.	$32,507.37	No

Action #	Title	Description	Total Funds	Contributing
1.4	ELD Specialist	Serves ELL students with small group daily ELD instruction.	$32,507.37	Yes
1.5				No
1.6				No
1.7				No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

All students were provided the opportunity to engage in Music classes. Due to COVID safety measures as well as staffing absences as a result of COVID, we were unable to engage in student learning rounds in the 21/22 school year.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
2	All students will increase in their academic achievement levels on state, local and observational measures.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SBA Math	Using 2018/19 data for baseline due to the Pandemic: Overall: 42.63% met or exceeded standards * Due past fires and the pandemic our baseline data may be unreliable. Three student groups showed performance level at Orange; Hispanic SED White Other students showed no performance color: African American American Indian	Due to distance learning and the pandemic, students did not take the CAASPP assessment. Because students did not engage in the CAASPP assessments in the 20/21 school year, the dashboard for SRCSA does not reflect any data.			All student subgroups show growth on the dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Asian EL Foster Youth 2 or more races Pacific Islander Students with disabilities				
SBA ELA	Using 2018/19 data for baseline due to the Pandemic: Overall: 52.59% met or exceeded standards * Due past fires and the pandemic our baseline data may be unreliable. Three student groups showed performance level at Orange; Hispanic SED White Other students showed no performance color: African American American Indian Asian EL Foster Youth 2 or more races Pacific Islander	Due to distance learning and the pandemic, students did not take the CAASPP assessment. Based on the 20/21 data available: Overall: 52.2% of students met or exceeded standards in English Language Arts as measured by the LGL DORA assessment. 29.9% of students met or exceeded standards in Math as measured by the LGL ADAM assessment. Because students did not engage in the CAASPP assessments in the 20/21 school year, the dashboard for SRCSA			All student subgroups show growth on the dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Students with disabilities	does not reflect any data.			
LGL Math	Kindergarten: 1.29 First grade: 1.98 Second grade: 2.67 third grade: 3.29 Fourth grade: 3.62 Fifth grade: 4.67 Sixth grade: 5.13	Kindergarten: .76 First grade: 1.56 Second grade: 2.52 third grade: 3.48 Fourth grade: 3.86 Fifth grade: 4.31 Sixth grade: 4.97			All students show at least one year growth each school year.
LGL ELA	Kindergarten: .99 First grade: 1.96 Second grade: 3.09 third grade: 4.63 Fourth grade: 5.63 Fifth grade: 7.62 Sixth grade: 8.37 Seventh grade: 7.26	Kindergarten: .58 First grade: 1.60 Second grade: 2.54 third grade: 4.45 Fourth grade: 5.71 Fifth grade: 6.85 Sixth grade: 8.81			All students show at least one year growth each school year.
ELPAC	40% Increased performance/met criteria. 53% maintained performance 7% decreased performance 2 students reclassified	Due to COVID, in the 21/22 school year, 3 of the 14 ELL students have baseline data. ELPAC scores for the 21/22 SY are not yet available.			All EL students show growth toward mastery toward each of the language domains. Our goal is to redesignate all EL students by the end of 6th grade.
Lexia	This our baseline year using LEXIA. Students began using the program in	We are in our second year of collection data through LEXIA. Word Study:			All students are reading at grade level or above in each of the categories: Word study

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	November of this year. Word Study: 6th grade: 2% moved from Foundational to Intermediate. 7th grade: 3% moved from Intermediate to Advance 8th grade: No movement Comprehension: 6th grade: no movement 7th grade: 3% moved from Foundational to Intermediate. 3% moved from Intermediate to Advance. 8th grade: no movement Grammar: No movement in all grades.	6th grade: no movement 7th grade: 17% moved from Intermediate to Advance 8th grade: 18% moved from intermediate to advance Comprehension: 6th grade: 2% moved from Intermediate to Advance 7th grade: 7% moved from Intermediate to Advance. 8th grade: 10% moved from Intermediate to Advance Grammar: 6th grade: No movement 7th grade: 11% % moved from Intermediate to Advance 8th grade:			Comprehension Grammar

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		13% moved from Intermediate to Advance			

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	English Language Development specialist	Continue funding the ELD specialist position to provide direct instruction for ELL students in a small group setting for students K-8th grade.	$32,507.37	No Yes
2.2	Instructional Aide	Continue funding the Instructional Aide position to provide targeted, small group, intervention services to students K-8th grades.	$27,116.43	No

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Goals and Actions

Goal

Goal #	Description
3	Involvement of all stakeholders, improving school climate and support of student well being will strengthen and improve through our adherence to the Santa Rosa Charter School for the Arts Charter.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Youth truth survey	The Staff data from the survey show significant gains in the areas of Relationships, Engagement, Culture, Professional Development and Safety. The student data from the survey show growth in the areas of Relationships, Culture, Academic Challenge, Relationships and Instructional Methods. We maintained a highly positive survey response for Engagement at 89%.	The staff data from the survey show: a decrease of 6% points in engagement from baseline a decrease of 2% points in relationships from baseline a 15% point decrease in culture from baseline The student data show: a gain of 1% point in engagement from baseline			To continue to show growth in all areas of the Youth Truth survey.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		a decrease of 12% points in relationships from baseline a decrease of 22% points in culture from baseline 44% of students report positively in relationships (this is a baseline year for this catagory) Family data show: a decrease of 8% points in engagement from baseline a decrease of 2% points in relationships from baseline an increase of 4% points in culture from baseline.			
Intervention Support Data	SEL Lessons: 17 classes SST meetings: 25 Universal Screener of 21 classes 504 meetings: 12 Parent support meetings:25	SST meetings: 25 Classroom SST: 21 504 meetings: 12 social club meetings: 35 Attendance: 280 students Check in/out: 23 students			Maintain the current interventions provided to staff, students and families as well as strengthen our tier 1 and tier 2 interventions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Staff support meetings: 50	Attendance: 200 total check ins Progress Reports: 3 students Attendance: 60 teacher responses SEL Lessons: Wellness Center info: 17 classes Attendance: approx. 425 students Diversity: 11 Attendance: approx. 55 students Tools for life: 14 Attendance: approx. 85 students Academic: Whole Class H.S. 8 Attendance (8th graders) H.S. ind: 7 Parent Meetings: 25 Staff Support meetings: 50			
ELAC Meeting participation	One parent participated in one ELAC meeting this school year.	Our ELAC committee was on hold for the 21/22 school year due to low numbers of EL			To significantly grow Parent participation in ELAC

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		students and staffing shortage.			
SACO meeting participation	Parent participation in SACO decreased this school year due to the pandemic.	SACO has held monthly meetings virtually in the 21/22 School year. SACO has had several board positions vacant this year. SACO is in the process of recruiting parent volunteers to fill board positions			SACO will have all board positions filled by Parents. There will be robust attendance at SACO meetings.
Coffee with the Principal meeting participation	Attendance was minimal in the 20/21 SY due to the family pressures as a result of the pandemic.	Due to staffing shortages 4 coffee with the principal meeting were canceled this year. Meetings were held virtually this school year. Approximately 4 parents/guardians attended each coffee with the principal meeting.			Attendance and participation to be strong across all grade levels and demographics.
PAB meeting participation	Attendance was minimal in the 20/21 SY due to the family pressures as a result of the pandemic.	PAB had one vacant parent position this school year. All other board positions were filled.			PAB will have all board positions filled and there will be non-board member participants at the meetings.
W.I.N. (What I Need) Intervention	Due to the pandemic and campus closures, W.I.N. was not provided.	W.I.N. Intervention and extended learning was re-instated this school year. Due to			W.I.N. intervention services will provided to all students based on their individual

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
		COVID safety, W.I.N. followed a grade level model (1 grade level working together) instead of a grade level band (2 grade levels working together).			needs. W.I.N. intervention time will take place within the instructional day, 5 days per week, at least 30 min per day. All students will participate in W.I.N. intervention time.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Counselor position	Continue to improve upon school wide implementation of social emotional/ character education program. Provide students with emotional wellbeing and academic supports and counseling.	$122,348.69	No
3.2		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.		No
3.3	Restorative Specialist	Supports students and staff with Restorative Justice conflict management. Supports the student -led restorative practices group by providing training and support in leading circles with younger students.	$11,098.58	No
3.4				No
3.5				No

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2021-22]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2022-23]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
	0.00%	$0.00	

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

We have used LCAP funding to maintain our full time counselor position. We continue to improve upon school wide implementation of social emotional/character education program. Providing students with emotional wellbeing and academic supports and counseling. Based on data from previous years, the need for a full time counselor was identified. In order to address the emotional and academic needs of Foster Youth, English Learners and Low income students it is necessary to maintain this position.
We have used LCAP funding to maintain our Restorative Specialist position one day per week. This position supports students and staff with Restorative Justice conflict management as well as supports the student -led restorative practices group by providing training and support in leading circles with younger students. Through the restorative process, Foster Youth, Low income students and English language learners are able to learn valuable problem solving skills as well as learn to understand the humanity in others.
We have used LCAP funding to maintain our Music Teacher position. Through this position, we are able to continue Arts programming in Music education including Arts Integrated core instruction. Arts Integration teaching methodologies have been shown to increase student engagement, wellbeing as well as increase English language acquisition for English language learners.
We have used LCAP funding to maintain our Drama Teacher position. Through this position, we are able to continue Arts programming in Drama education including Arts Integrated core instruction. Arts Integration teaching methodologies have been shown to increase student engagement, wellbeing as well as increase English language acquisition for English language learners.
We have used LCAP funding to maintain our ELD specialist position. Through this position, English language learners are able to receive

small group ELD instruction with our ELD specialist.
We have used LCAP funding to maintain our Instructional Aide position. Through this position, the Instructional Aide provides targeted, small group, intervention services to students K-8th grades.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

By increasing our school counselor position to full time, we are better able to identify and serve the needs of our foster youth, English language learners and low-income student's social emotional needs as well as provide targeted supports. Our ELD specialist is funded through our LCAP. This position focuses on providing small group ELD instruction to our students identified as EL to support them in acquiring English skills and can move toward reclassification.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

The EL population at Arts Charter is below 55%.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	2 to 398	
Staff-to-student ratio of certificated staff providing direct services to students	3 to 398	

2022-23 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$324,840.72				$324,840.72	$324,840.72	

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Student Learning Rounds	All					
1	1.2	Music Teacher	All	$66,754.91				$66,754.91
1	1.3	Drama Teacher	All	$32,507.37				$32,507.37
1	1.4	ELD Specialist	English Learners	$32,507.37				$32,507.37
1	1.5		All					
1	1.6		All					
1	1.7		All					
2	2.1	English Language Development specialist	English Language Learners English Learners	$32,507.37				$32,507.37
2	2.2	Instructional Aide	All	$27,116.43				$27,116.43
3	3.1	Counselor position	All	$122,348.69				$122,348.69
3	3.2		All					
3	3.3	Restorative Specialist	All	$11,098.58				$11,098.58
3	3.4		All					
3	3.5		All					

2022-23 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
			0.00%		$65,014.74	0.00%	0.00 %	**Total:**	$65,014.74
								LEA-wide Total:	$0.00
								Limited Total:	$32,507.37
								Schoolwide Total:	$32,507.37

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.4**	ELD Specialist	Yes	Limited to Unduplicated Student Group(s)	English Learners	Specific Schools: Santa Rosa Charter School for the Arts TK-8	$32,507.37	
2	**2.1**	English Language Development specialist	Yes	Schoolwide	English Learners	Specific Schools: Santa Rosa Charter School for the Arts k-8	$32,507.37	

2021-22 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$269,932.60	$269,932.60

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Student Learning Rounds	No		
1	**1.2**	Music Teacher	No	$61,824.76	$61,824.76
1	**1.3**	Drama Teacher	No	$29,358.21	$29,358.21
1	**1.4**	ELD Specialist	Yes	$29,358.21	$29,358.21
1	**1.6**		No		
1	**1.7**		No		
2	**2.1**	English Language Development specialist	No Yes	$29,358.21	$29,358.21
2	**2.2**	Instructional Aide	No Yes	$27,116.43	$27,116.43
3	**3.1**	Counselor position	No	$78,239.10	$78,239.10

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
			Yes		
3	**3.2**	Parent engagement	No		
3	**3.3**	Restorative Specialist	No Yes	$14,677.68	$14,677.68
3	**3.4**		No		
3	**3.5**		No		

2021-22 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
178,749.63	$178,749.63	$178,749.63	$0.00	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.4	ELD Specialist	Yes	$29,358.21	$29,358.21		
2	2.1	English Language Development specialist	Yes	$29,358.21	$29,358.21		
2	2.2	Instructional Aide	Yes	$27,116.43	$27,116.43		
3	3.1	Counselor position	Yes	$78,239.10	$78,239.10		
3	3.3	Restorative Specialist	Yes	$14,677.68	$14,677.68		

2021-22 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
3,093,673	178,749.63	0	5.78%	$178,749.63	0.00%	5.78%	$0.00	0.00%

Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at lcff@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning (California *Education Code* [*EC*] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (*EC* Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because aspects of the LCAP template require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (*EC* Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (*EC* sections 52064[b][1] and [2]).

    - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which should: (a) reflect comprehensive strategic planning (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in *EC* sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the California School Dashboard (Dashboard), how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions that the LEA believes, based on input gathered from educational partners, research, and experience, will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP, but may include information about effective practices when developing the LCAP and completing the LCAP itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA. For example, information about an LEA in terms of geography, enrollment, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student*"* performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

Comprehensive Support and Improvement – An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

- **Schools Identified**: Identify the schools within the LEA that have been identified for CSI.
- **Support for Identified Schools**: Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.
- **Monitoring and Evaluating Effectiveness**: Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, accountability, and improvement across the state priorities and locally identified priorities (*EC* Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals and actions.

Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA met its obligation to consult with all statutorily required educational partners as applicable to the type of LEA. A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are not necessarily limited to:

- Inclusion of a goal or decision to pursue a Focus Goal (as described below)
- Inclusion of metrics other than the statutorily required metrics
- Determination of the desired outcome on one or more metrics
- Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
- Inclusion of action(s) or a group of actions
- Elimination of action(s) or group of actions
- Changes to the level of proposed expenditures for one or more actions

- Inclusion of action(s) as contributing to increased or improved services for unduplicated services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal should be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs should consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard in determining whether and how to prioritize its goals within the LCAP.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.

- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.

- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal Description: The description provided for a Focus Goal must be specific, measurable, and time bound. An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach. The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA has chosen to prioritize this goal. An explanation must be based on Dashboard data or other locally collected data. LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners. LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Broad Goal
Goal Description: Describe what the LEA plans to achieve through the actions included in the goal. The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal. The goal description organizes the actions and expected outcomes in a cohesive and consistent manner. A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Explanation of why the LEA has developed this goal: Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal
Goal Description: Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP. Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP. The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

Measuring and Reporting Results:
For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes. LEAs are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (e.g., high school graduation rate).

Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.
- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.
- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.
- **Desired Outcome for 2023–24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

Timeline for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year as applicable to the type of LEA. To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase or improved services requirement as described in the Increased or Improved Services section using a "Y" for Yes or an "N" for No. (**Note:** for each such action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

Actions for English Learners: School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

Actions for Foster Youth: School districts, COEs, and charter schools that have a numerically significant Foster Youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to Foster Youth students.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal. When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Requirements and Instructions

Projected LCFF Supplemental and/or Concentration Grants: Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

***Projected Percentage to Increase or Improve Services for the Coming School Year*:** Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage: Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar: Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year: Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEAs percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;
- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and
- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated students.

Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient. Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])
>
> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])
>
> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of full time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA. The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA. The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Data Entry Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry Table, the word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)

- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Service for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.

- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.

- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).

    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column
- 5. Total Planned Percentage of Improved Services
    - This percentage is the total of the Planned Percentage of Improved Services column
- Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- 6. Estimated Actual LCFF Supplemental and Concentration Grants
    - This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on of the number and concentration of unduplicated students in the current school year.
- 4. Total Planned Contributing Expenditures (LCFF Funds)
    - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)

- 7. Total Estimated Actual Expenditures for Contributing Actions
    - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds)
- Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)
    - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4)
- 5. Total Planned Percentage of Improved Services (%)
    - This amount is the total of the Planned Percentage of Improved Services column
- 8. Total Estimated Actual Percentage of Improved Services (%)
    - This amount is the total of the Estimated Actual Percentage of Improved Services column
- Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)
    - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8)

LCFF Carryover Table

- 10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)
    - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- 11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)
    - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- 12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)
    - If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

      The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- 13. LCFF Carryover — Percentage (12 divided by 9)
    - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
January 2022

SRCS Reorganization Overview 2022/2023

Superintendent
Communications Coordinator/PIO

Assistant Superintendent Human Resources			**Associate Superintendent, Chief Business Official, Business Services**					**Assistant Superintendent, Technology & Information Services**		**Assistant Superintendent, Educational Services**			**Executive Director Special Education**
Director Risk Management & Safety	Director Classified	Director Certificated	Executive Director Fiscal Services	Director M & O	Director Facilities (Bond)	Director (CNS)	Director Purchasing	Executive Director Technology	Director of Information & Evaluation	Executive Director of TK-6 Education	Executive Director of 7-12 Education	Director Student & Family Engagement	Coordinator Special Education
							Warehouse	Network Infrastructure	Data Analyst	Director Elementary	Director Secondary	Director ELD	Clinical Supervision/School Psychs/Therapists
								Applications	Data Analyst	Director Childcare	MathTOSA	Coordinator State & Federal	Nurses
							Print Shop	Hardware	State Testing	VAPA TOSA	Secondary TOSA	Indian Education	
								IT Support	CALPADS	Elementary TOSAs	Director CTE		
										District Library Media Specialist	Coordinator MTSS		

Current Year		**22/23**	
Deputy Supt Bus./CBO	$202,234	Assoc. Supt Bus./CBO	$200,000
Assoc. Supt. Ed Serv.	$190,000	Assist. Supt. Ed. Serv.	$172,706
Assist. Supt. HR	$172,706	Assist. Supt. HR	$172,706
Assist. Supt. Tech & Info	$172,706	Assist. Supt. Tech & Info	$172,706
Executive Dir. SpEd	$157,277	Exec. Dir. SpEd	$157,277
Total	$894,923	Total	$875,395

6/22/22

RESOLUTION 2021/22-64
Santa Rosa City Schools Elementary and High School Districts

On motion by , seconded , the resolution set forth below was adopted by the following vote:
AYES: NOES: ABSENT:

SPECIFICATIONS OF THE ELECTION ORDER

RESOLVED, that pursuant to Education Code Sections 5304 and 5322 – the authority for the specifications of the election order – I hereby specify the following with respect to the governing board member election in the Santa Rosa City Schools Elementary and High School Districts.

Date of Election: November 8, 2022

Purpose of Election: To elect 3 member(s) to serve the 2022-2026 full term (term ending 2026)
0 member(s) to serve the 2022-2024 short term (term ending 2024)

	*Term of Office to be Filled (Check One)	
Name of *Current* Incumbent	**2-Year** (To complete the 2020-2024 term)	**4-Year** (2022-2026)
Stephanie Manieri	☐	X
Omar Medina	☐	X
Jill McCormick	☐	X

*Four-year terms on the governing board are staggered. The November 8, 2022 election will fill regular openings on the governing board for the 2022-2026 term as well as filling current 2020-2024 term vacancies, or those previously filled by appointment. If a vacancy has been filled during the first 2 years of a term, candidates must file for election to complete that term. If a vacancy has been filled during the last 2 years of a term, candidates will file for the new 4-year term.

IT IS HEREBY RESOLVED, that the Santa Rosa City Schools Elementary and High School Districts will hold an election on November 8, 2022 to elect 3 member(s) to the governing board as listed in the **Specifications of the Election Order.**

STATEMENT OF QUALIFICATIONS/TIE VOTE

THAT the *(☐ candidate ☒ district) is responsible for cost incurred in publishing a Statement of Qualifications if such a statement is desired. If payment is the responsibility of the candidate, each candidate will pay the cost of publication *(☐ before ☒ after) the statement is printed in the voter pamphlet portion of the sample ballot. Payments for statements are to be made **to the district**. Following the election, the district will be billed for all costs incurred in conducting the district's election. Statements shall not exceed *(☒ 200 ☐ 400) words, based on standard word count.

THAT any tie vote which results in said election will be resolved by *(☐ run off ☒ drawing lots).
* Select one option

CLERK'S CERTIFICATE

I hereby certify that the foregoing is a full, true and correct excerpt from the minutes of the governing board of said school district, pertaining to the adoption of the above resolution, at a meeting held on June 22, 2022.

Clerk, Governing Board
Santa Rosa City Schools Elementary and High School Districts