

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SR Charter School for the Arts

CDS Code: 49 70912 0113530

School Year: 2023-24

LEA contact information:

Sarah Cranke

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 2023-24 School Year

Projected Revenue by Fund Source

Total LCFF funds

\$0

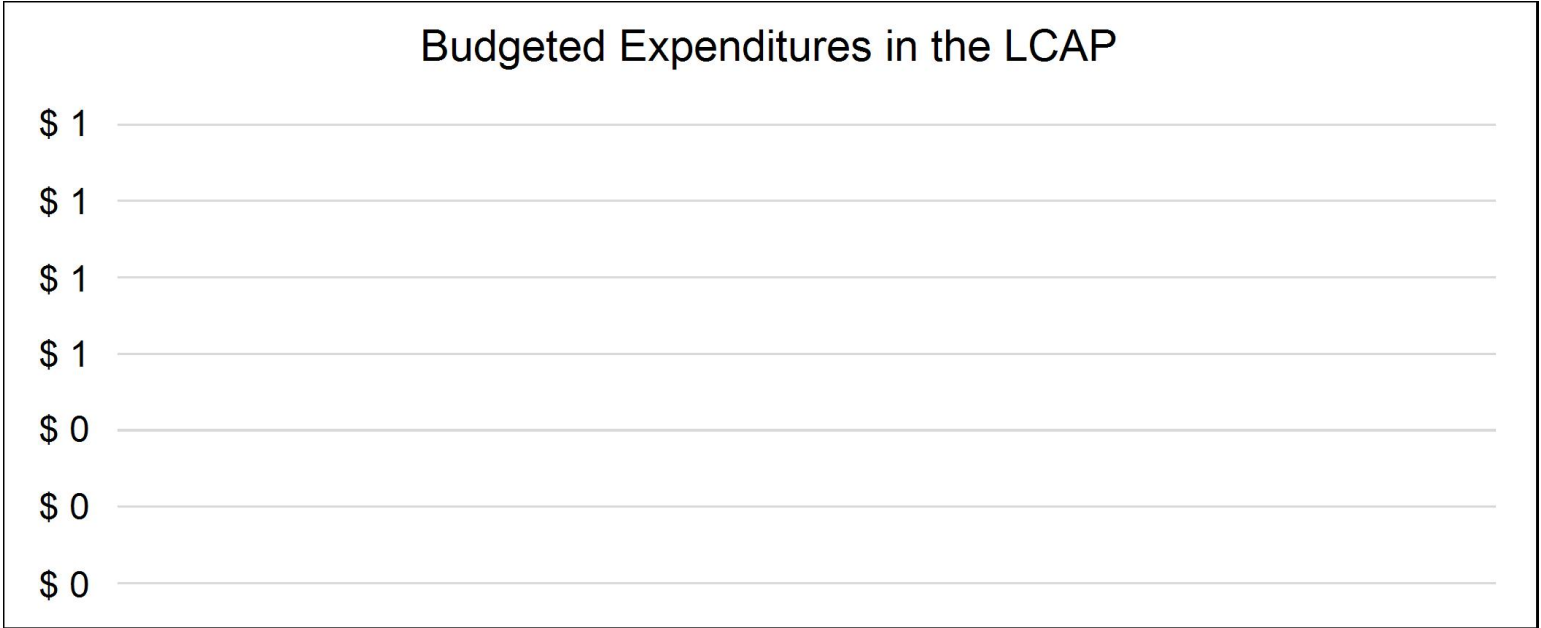
0 %

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 \$, of which \$ is Local Control Funding Formula (LCFF), \$ is other state funds, \$ is local funds, and \$ is federal funds. Of the \$ in LCFF Funds, \$ 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 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

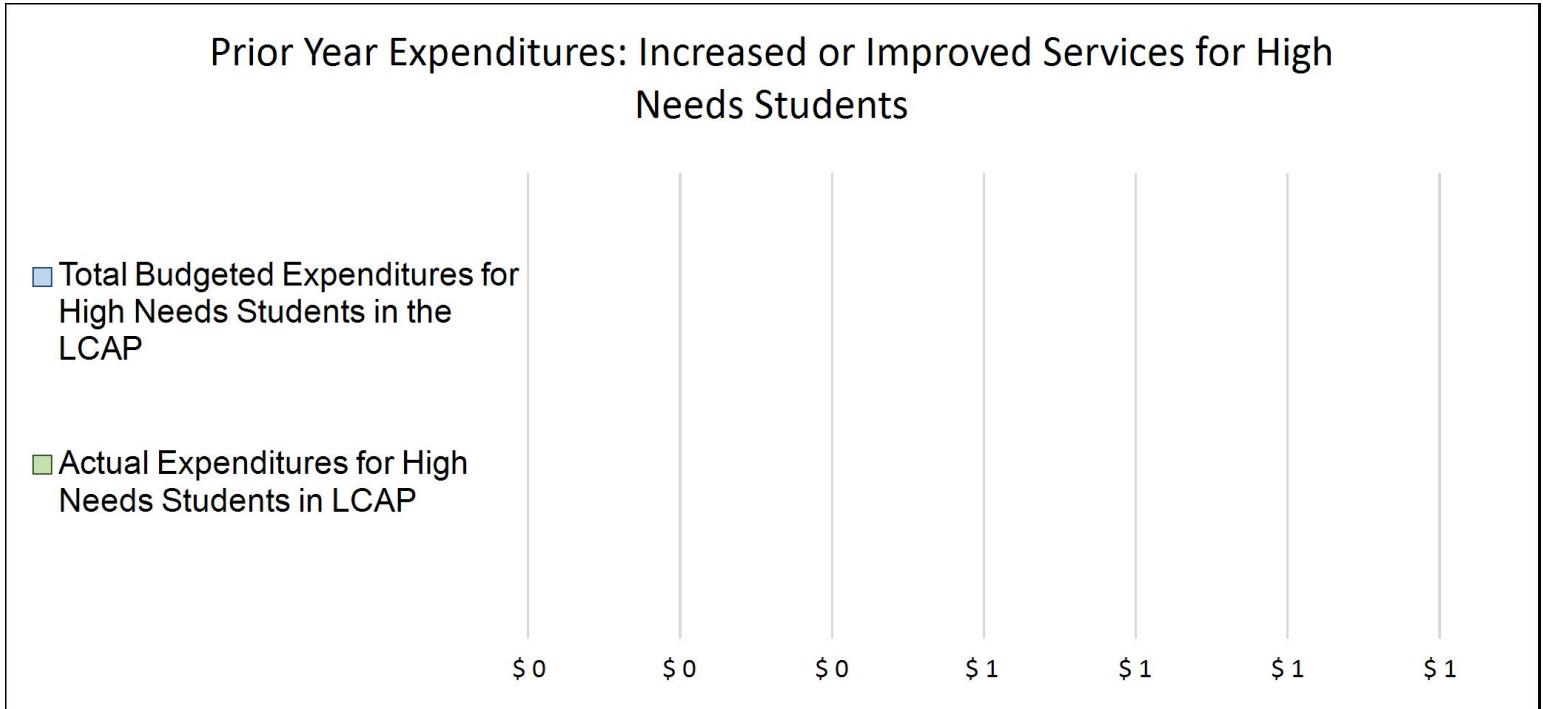
The text description of the above chart is as follows: SR Charter School for the Arts plans to spend \$ for the 2023-24 school year. Of that amount, \$ is tied to actions/services in the LCAP and \$ is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, SR Charter School for the Arts is projecting it will receive \$ 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 \$ towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2022-23



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 2022-23, SR Charter School for the Arts's LCAP budgeted \$ for planned actions to increase or improve services for high needs students. SR Charter School for the Arts actually spent \$ for actions to increase or improve services for high needs students in 2022-23.

Local Control and 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	Sarah Cranke Principal	scranke@srcs.k12.ca.us 707-890-3920

Plan Summary [2023-24]

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 TK-5 teachers have been developing and implementing the SRCS elementary Units of Study. Core units are developed with arts integrated foundations and rely on a project based curriculum wheel to support all students with academic success.

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 22/23 school year, our Counselor continued to work with 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 specialty 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 our beautiful campus with a 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 counseling support services. Starting in 2018-19 we increased our counselor position from part time to full time which continues for this year. Our Instructional Aid position provides academic intervention to students who are struggling academically. Our part time Restorative Specialist is here two days a week and provides conflict resolution services to students, benefiting our school climate. The Family Engagement Facilitator is here one day a week and 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 in compliance by adding a Transitional Kindergarten aide for the 23/24 school year as the Transitional Kindergarten class is now full with 24 students.

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.

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.

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 Transitional Kindergarten through 8th grade are making steady gains toward proficiency, or above, in English Language Arts. It is clear that students in Transitional Kindergarten through 8th grade also moving towards proficiency and above 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.

Our school has received a notice from the California Department of Education (CDE) regarding the performance of two specific student groups on the California Assessment of Student Performance and Progress (CASSP) tests last year. These groups include students with disabilities (SWD) and those who identify as two or more races (TOM). The notice indicates that these student groups did not meet certain performance indicators on the CASSP tests, which refer to specific standards or benchmarks that are used to evaluate student achievement specifically in Math and English. We recognize that there are many factors that can impact a student's performance on assessments, including learning disabilities, language barriers, cultural differences, or socioeconomic status. As a school community, we are committed to providing a supportive and inclusive learning environment that meets the needs of all our students, including those in the SWD and TOM groups. We have taken steps to support these students, such as providing targeted interventions and resources to help them improve their performance on future assessments.

As a result of 4 years of local fires, the Pandemic and subsequent campus closures, as well as an incredible uptick in assertive discipline behaviors, we continue to anticipate an increased need for social emotional supports for our staff and students moving into the 23/24 SY. In response, we will continue providing school based therapeutic services for students moving into the 23/24 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 at full time to serve school wide student social emotional and academic needs.
- Maintain Restorative Specialist position.
- 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.

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 23/24 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.	This is the first year we were able to attempt student learning rounds. Principal and art coordinator were able to observe and begin the process. Next year, lead teachers will join rounds.		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	This year has been a monumental year of performances and our site is incredibly proud of the large turnout from families at all of their shows. We have had monthly performances of		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
		school talent show this school year.	music, drama, and visual fine arts showcases from our students for the school as well as for their families during evening performances.		
Students served through Music programming	Transitional Kindergarten - 8th grades	All students engaged in Music classes.	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 participated in Drama once per week and Middle School students were able to enroll in Drama elective courses to meet 4x per/week 30 min. year long.		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

Action #	Title	Description	Total Funds	Contributing
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
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 [2022-23]

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.

Overall, the analysis reveals substantive differences in the implementation of the planned actions between Year 1 and Year 2. Year 1 was heavily affected by COVID safety measures, resulting in minimal arts performances and limited opportunities. In contrast, Year 2 saw a significant increase in arts performances, monthly showcases, and family involvement. Additionally, adjustments were made to drama opportunities for 5th-grade and middle school students, and the ELD specialist shifted their support to target students on the cusp of becoming proficient. These changes demonstrate an evolution in the strategies employed to achieve the goal of increasing student participation in arts performances and providing arts education opportunities.

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.

N/A

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

Continuing arts programming in music education, including arts-integrated core instruction:

This action is highly effective in promoting progress toward the goal. By continuing arts programming in music education and integrating it with core instruction, students can develop their artistic skills while also enhancing their understanding of other subjects. Arts integration has been shown to improve student engagement, critical thinking, and creativity. It also provides a well-rounded education that addresses different learning styles and fosters a deeper understanding of various concepts.

Continuing to improve rigorous standards-based lessons as monitored through ongoing student learning rounds:

This action is also effective in making progress toward the goal. By continuously improving and monitoring lessons based on rigorous standards, educators ensure that students receive high-quality instruction aligned with established educational benchmarks. Regular assessments and learning rounds help identify areas of improvement and enable educators to tailor their teaching strategies accordingly. This process ensures that students are consistently challenged and provided with the necessary support to meet academic standards.

Continuing arts programming in drama education, including arts-integrated core instruction:

Similar to music education, continuing arts programming in drama education with arts-integrated core instruction is effective in achieving the goal. Drama education offers numerous benefits, such as improved communication skills, confidence, empathy, and teamwork. By integrating drama into core instruction, students can explore academic content through a creative and expressive medium. This approach promotes deeper understanding and engagement with the subject matter, enhancing overall learning outcomes.

Serving English Language Learner (ELL) students with small group daily English Language Development (ELD) instruction:

This action is highly effective in supporting ELL students' progress toward the goal. Small group daily ELD instruction provides targeted language support, helping ELL students develop their English language proficiency. By tailoring instruction to their specific needs, educators can enhance language acquisition, academic vocabulary, reading comprehension, and communication skills. This ensures that ELL students can fully participate in arts and core instruction, facilitating their overall academic and artistic growth.

In summary, the actions described—continuing arts programming in music and drama education, improving rigorous standards-based lessons, and providing small group daily ELD instruction—significantly contribute to progress toward the goal. These actions foster artistic development, enhance core instruction, support academic standards, and cater to the needs of diverse learners, ultimately ensuring a comprehensive and enriching educational experience.

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.

The LCAP will continue to support the same goals as last year and the metrics will continue to show progress through implementation.

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.

The Arts Charter has developed this goal to address learning loss and equity in terms of what students have access to and the resulting outcomes. Our educators will use best teaching and learning practices to promote student engagement and achievement, as well as to foster the life-ready habits of an engaged citizen. Arts integrated professional development for teachers will also support intervention for all subjects and specifically in English and Math.

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:	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.	The California School Dashboard report for SRCSA shows the following mathematics SBAC/CAASPP school performance data under the California Accountability System for 2022. Socioeconomically Disadvantaged: 75.1 points below standard. Hispanic: 85.6 Points below standard. White: 42.3 points below standard		All student subgroups show growth on the dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>African American American Indian Asian EL Foster Youth 2 or more races Pacific Islander Students with disabilities</p>		<p>English Learners: 130.1 points below standard Two or More Races: 90.7 points below standard Students with Disabilities: 166.4 points below standard No Performance Levels listed for the following subgroups as each category has less than 11 students therefore the data is not displayed due to privacy protocols: African American, Asian, Filipino, Foster Youth, and Pacific Islander.</p>		
SBA ELA	<p>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.</p>	<p>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</p>	<p>The California School Dashboard report for SRCSA shows the following English Language Arts SBAC/CAASPP school performance data under the California Accountability System for 2022.</p>		<p>All student subgroups show growth on the dashboard.</p>

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	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 Students with disabilities	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 does not reflect any data.	Socioeconomically Disadvantaged: 31.2 points below standard Hispanic: 39.2 points below standard White: 5.6 points above standard Reclassified English Learners are scoring 13.6 points below standard and English Only are at 5.5 points below standard.		
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	Kindergarten: .69 First grade: 1.73 Second grade: 2.55 third grade: 3.12 Fourth grade: 3.98 Fifth grade: 4.43 Sixth grade: 4.74		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	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	Kindergarten: .54 First grade: 2.11 Second grade: 3.01 third grade: 3.54 Fourth grade: 3.59 Fifth grade: 3.82 Sixth grade: 3.76		All students show at least one year growth each school year.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Seventh grade: 7.26				
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.	22/23 Scores to be released in June ELPAC Summative 21-22 scores show the percent of students within each performance level: 28.75% Proficient Level 4 50% Moderately Developed Level 3 14.29% Somewhat Developed Level 2 7.14% Minimally Developed Level 1		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 November of this year. Word Study: 6th grade: 2% moved from Foundational to Intermediate. 7th grade: 3% moved from Intermediate to Advance	We are in our second year of collection data through LEXIA. Word Study: 6th grade: no movement 7th grade: 17% moved from Intermediate to Advance 8th grade: 18% moved from intermediate to advance	We are in our third year of collection data through LEXIA: Word Study 6th grade: 14% Advanced, 77% Intermediate, 9% Foundational 7th grade: 29% Advanced, 59% Intermediate, 12% Foundational 8th grade:		All students are reading at grade level or above in each of the categories: Word study Comprehension Grammar

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	<p>8th grade: No movement</p> <p>Comprehension: 6th grade: no movement 7th grade: 3% moved from Foundational to Intermediate. 3% moved from Intermediate to Advance. 8th grade: no movement</p> <p>Grammar: No movement in all grades.</p>	<p>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</p> <p>Grammar: 6th grade: No movement 7th grade: 11% % moved from Intermediate to Advance 8th grade: 13% moved from Intermediate to Advance</p>	<p>28% Advanced, 62% Intermediate, 10% Foundational</p> <p>Comprehension 6th grade: 26% Advanced, 65% Intermediate, 9% Foundational 7th grade: 47% Advanced, 38% Intermediate, 15% Foundational 8th grade: 44% Advanced, 43% Intermediate, 13% Foundational</p> <p>Grammar 6th grade: 11% Advanced, 69% Intermediate, 20% Foundational 7th grade 32% Advanced, 50% Intermediate, 18% Foundational 8th grade 30% Advanced, 50% Intermediate, 20% Foundational</p>		

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 [2022-23]

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.

Goal 2 of the Arts Charter is focused on improving students' academic achievement levels on state, local, and observational measures. The goal was developed in response to the need to address learning loss and promote equity in terms of educational opportunities and outcomes for all students. The Arts Charter aims to use effective teaching and learning practices to enhance student engagement and achievement while fostering the development of life-ready habits in students. To support the implementation of this goal, the Arts Charter plans provided arts-integrated professional development for teachers. This professional development will equip educators with strategies to integrate arts into their teaching across various subjects. Additionally, the Arts Charter maintained the funding for an English Language Development (ELD) specialist position. The ELD specialist continued to provide direct instruction to English Language Learners (ELL) in small group settings, catering to students from kindergarten to 8th grade. The instructional aide position was also maintained, offering targeted and individualized intervention services to students in grades K-8.

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.

N/A

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

The specific actions implemented by SRCSA, included utilizing the W.I.N. (What I Need) intervention window during the school day and providing targeted support for English Language Learners (ELL) and struggling readers, was effective in making progress toward the goal of increasing academic achievement levels on state, local, and observational measures for all students. By incorporating a dedicated intervention window into the school day, SRCSA recognizes the importance of personalized instruction tailored to individual student needs. This targeted approach allowed educators to address specific areas of improvement for each student, including English language

development (ELD) for newcomers and longer-term ELL students, as well as reading support for struggling readers across all subgroups. Targeted ELD Support for ELLs: English Language Learners often require additional assistance to develop their language skills and succeed academically. By providing targeted ELD support during the W.I.N. intervention window, SRCSA acknowledges the unique needs of these students and aims to bridge any language gaps. This intervention involved activities and resources designed to enhance vocabulary, grammar, comprehension, and speaking skills. By addressing these language barriers, students were better engaged with the curriculum and improved their academic performance. Reading is a fundamental skill that underpins academic success across various subjects. By offering small group work during the intervention window, SRCSA aimed to provide struggling readers with the necessary support to improve their reading abilities. This targeted approach allowed our instructional aid to address specific phonics and reading difficulties faced by individual students. By providing personalized attention and tailored strategies, students made progress in their reading skills. The specific phonics and reading support provided by the instructional aid during the intervention window was designed to help students in their regular classrooms. This integration of targeted support within the regular classroom setting ensured that students can apply the skills and strategies they learned during intervention time to their everyday academic tasks. By reinforcing these skills across different contexts, students had a better chance of maintaining and transferring their learning, ultimately leading to improved 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.

The Arts Charter will continue to fund the ELD Teacher and Instructional Aid as we have seen how important their work is to support Goal 2.

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	Students at SRCSA ES were surveyed in January 2023 about their perceptions of their school in terms of Engagement, Academic Challenge, Instructional Methods, Culture, Belonging, and Relationships. In addition, students provided feedback about Project-Based Learning and Emotional and Mental Health. In order to put student feedback into context, this report compares SRCSA ES students'		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
		<p>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 category)</p> <p>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.</p>	<p>ratings to the ratings from students at 870 other elementary schools across the country.</p> <p>Compared to other participating elementary schools, SRCSA ES's highest rated themes were:</p> <p>Culture Relationships and the lowest rated themes were:</p> <p>Academic Challenge Instructional Methods Compared to other participating elementary schools, SRCSA ES's highest rated question within the key themes was:</p> <p>Do students stay busy in class? (which is in the Culture theme) and the lowest rated question within the key themes was:</p> <p>Does what you learn in class help you in</p>		

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
			<p>your life? (which is in the Academic Challenge theme) Respondents also provided feedback about Project-Based Learning. For example, 14% of respondents responded positively to the question: Does what you learn school help you think about what you want to do when you grow up?</p> <p>Respondents also provided feedback about Emotional and Mental Health. For example, 54% of respondents responded positively to the question: When I'm feeling upset, there is an adult outside of school I can talk to.</p>		
Intervention Support Data	SEL Lessons: 17 classes SST meetings: 25 Universal Screener of 21 classes 504 meetings: 12	SST meetings: 25 Classroom SST: 21 504 meetings: 12 social club meetings: 35	Safe School Ambassador Training: 6th, 7th, and 8th Grade Students took part in a two day training with teacher		Maintain the current interventions provided to staff, students and families as well as strengthen our tier 1

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Parent support meetings:25 Staff support meetings: 50	Attendance: 280 students Check in/out: 23 students 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	and staff supporting/learning alongside. 504/SST/Parent Meetings Progress Reports as needed for all students - middle school specific Staff Support As Needed Throughout the Year Classroom Bullying Presentations and Support: 3rd, 4th, 5th, 6th, 7th, 8th Suicide Prevention/Sexual Harassment Awareness Month - MPR Interactive Wall		and tier 2 interventions.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
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 students and staffing shortage.	New FEF just hired this 22-23 school year and will work on ELAC for next year.		To significantly grow Parent participation in ELAC
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	Parent participation flourished this year, and SACO's monthly meetings have been well attended again. All SACO board positions have been filled.		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.	Coffee with the principal was well attended in the beginning of the year and staggered with virtual one month and in person the next. Due to meeting conflicts/staff shortages there were three cancellations later in the Spring of the 22/23 year.		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.	All PAB board positions filled.		PAB will have all board positions filled and there will be non-board member

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
					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 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).	W.I.N. Intervention services were provided to all students based on their individual needs. Grade level bands were encouraged to collaborate together.		W.I.N. intervention services will provided to all students based on their individual 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

Action #	Title	Description	Total Funds	Contributing
3.4				No
3.5				No

Goal Analysis [2022-23]

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 Santa Rosa Charter School for the Arts is took a proactive approach to strengthen and improve the school climate and support student well-being. By involving all stakeholders, including teachers, staff, students, and parents, our school strived to create a positive and inclusive environment. The involvement of various stakeholders helped to ensure that everyone continues working together towards a common goal. The presence of our restorative specialist at the school is a valuable resource. This specialist provided support in promoting wellness and conflict resolution among students. By addressing conflicts in a restorative manner, the school fostered positive relationships and helped students develop effective problem-solving skills. The involvement of counselors in supporting Safe School Ambassador Training was commendable. By training students in 6th, 7th, and 8th grades to be ambassadors, the school empowered them to take an active role in promoting a safe and respectful school environment. Having teachers and staff participate in the training alongside the students demonstrated a commitment to shared responsibility and collaboration. 504/SST/Parent Meetings indicated that the school is actively engaged in providing support for students with individualized needs. These meetings allowed for collaboration between parents, teachers, and support staff to develop appropriate accommodations and interventions to help students succeed academically and emotionally. Progress reports specific to middle school students were an important tool for tracking student progress and identifying any areas where additional support may be needed. These reports helped to keep parents informed about their child's academic and social-emotional development. Staff support throughout the year was crucial for maintaining a positive and supportive school climate. Providing resources, professional development, and assistance to staff members as needed demonstrated a commitment to their well-being and ensured they can effectively support their students. Our counselors addressed bullying through classroom presentations and support in multiple grade levels which showed a comprehensive approach to tackling this issue. By educating students about the harmful effects of bullying and promoting empathy and respect, the school created a culture where bullying was reported and not tolerated.

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.

N/A

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

The hiring of a new Family Engagement Facilitator (FEF) and the focus on ELAC (English Learner Advisory Committee) for the next year is an effective commitment to improving parental involvement and support for English learners. The flourishing parent participation and well-attended monthly meetings of the School Advisory Committee Organization (SACO) demonstrated an engaged and supportive parent community. The filled positions in both the SACO and Parent Advisory Board (PAB) ensured effective leadership and representation from parents. The implementation of W.I.N. Intervention services based on individual student needs showed a commitment to providing academic support and addressing specific learning requirements. Encouragement of collaboration among grade-level bands fostered a sense of unity and cooperation among teachers, which helped lead to improved instruction and student outcomes. Focusing on school-wide implementation of social-emotional and character education programs highlighted the importance of promoting students' emotional well-being and character development. Counseling services and academic supports demonstrated a commitment to addressing students' holistic needs. Our restorative justice conflict management and student-led restorative practices group indicated a proactive approach to resolving conflicts and promoted a positive school climate.

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.

The LCAP will continue to fund the restorative specialist and counseling position to support achievement in Goal 3.

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	

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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
5	

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

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

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 [2023-24]

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, SPED, Two or More Races, 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, SPED, Two or More Races, 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, as well as students designated SPED, and Two or More Races.

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 as well as students designated SPED,

and Two or More Races.

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 including foster youth, low income, students designated SPED and Two or More Races.

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, SPED, and students identified as Two or More Races, 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	

2023-24 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					

2023-24 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 Tk-8	\$32,507.37	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$324,840.72	\$247,463.91

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	\$66,754.91	\$66,048.68
1	1.3	Drama Teacher	No	\$32,507.37	\$68,984.16
1	1.4	ELD Specialist	Yes	\$32,507.37	
1	1.5	Materials & Supplies	No		\$2,101.97
1	1.6	Other Services & Operational Expenses	No		\$250.00
1	1.7		No		
2	2.1	English Language Development specialist	No Yes	\$32,507.37	
2	2.2	Instructional Aide	No	\$27,116.43	\$31,588.03

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	3.1	Counselor position	No	\$122,348.69	\$63,577.85
3	3.2		No		
3	3.3	Restorative Specialist	No	\$11,098.58	\$14,913.22
3	3.4		No		
3	3.5		No		

2022-23 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)
	\$65,014.74	\$0.00	\$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	1.4	ELD Specialist	Yes	\$32,507.37			
2	2.1	English Language Development specialist	Yes	\$32,507.37			

2022-23 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		0	0.00%	\$0.00	0.00%	0.00%	\$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

School and Student Performance Data

Student Enrollment Enrollment By Student Group

Student Enrollment by Subgroup						
Student Group	Percent of Enrollment			Number of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
American Indian	0.3%	%	0%	1		0
African American	1.5%	2.80%	2.05%	6	11	8
Asian	2.2%	1.02%	1.02%	9	4	4
Filipino	0.3%	0.51%	0.77%	1	2	3
Hispanic/Latino	24.7%	26.97%	26.6%	99	106	104
Pacific Islander	%	0.25%	0.26%		1	1
White	63.3%	59.80%	59.08%	254	235	231
Multiple/No Response	7.7%	8.65%	10.23%	31	34	40
Total Enrollment				401	393	391

Student Enrollment Enrollment By Grade Level

Student Enrollment by Grade Level			
Grade	Number of Students		
	20-21	21-22	22-23
Kindergarten	43	41	45
Grade 1	39	45	43
Grade 2	41	38	46
Grade3	38	46	41
Grade 4	46	38	48
Grade 5	50	44	37
Grade 6	51	54	47
Grade 7	45	46	46
Grade 8	48	41	38
Total Enrollment	401	393	391

Conclusions based on this data:

1.

School and Student Performance Data

Student Enrollment English Learner (EL) Enrollment

English Learner (EL) Enrollment						
Student Group	Number of Students			Percent of Students		
	20-21	21-22	22-23	20-21	21-22	22-23
English Learners	16	14	14	4.00%	3.6%	3.6%
Fluent English Proficient (FEP)	24	28	27	6.00%	7.1%	6.9%
Reclassified Fluent English Proficient (RFEP)	4			25.0%		

Conclusions based on this data:

- 1.

School and Student Performance Data

CAASPP Results

English Language Arts/Literacy (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students			# of Students with			% of Enrolled		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	20-	21-	22-	20-	21-	22-	20-	21-	22-	20-	21-	22-	20-	21-	22-
All	N/A	N/A	N/A												

Reading Demonstrating understanding of literary and non-fictional texts										
Grade Level	% Above Standard			% At or Near			% Below Standard			
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	

Writing Producing clear and purposeful writing									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Listening Demonstrating effective communication skills									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Research/Inquiry Investigating, analyzing, and presenting information									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

1.

School and Student Performance Data

CAASPP Results Mathematics (All Students)

Overall Participation for All Students												
Grade Level	# of Students			# of Students			# of Students with			% of Enrolled		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

* The “% of Enrolled Students Tested” showing in this table is not the same as “Participation Rate” for federal accountability purposes.

Overall Achievement for All Students															
Grade Level	Mean Scale			% Standard			% Standard Met			% Standard			% Standard Not		
	20-	21-	22-	20-	21-	22-	20-	21-	22-	20-	21-	22-	20-	21-	22-
All	N/A	N/A	N/A												

Concepts & Procedures Applying mathematical concepts and procedures									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Problem Solving & Modeling/Data Analysis Using appropriate tools and strategies to solve real world and mathematical problems									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Communicating Reasoning Demonstrating ability to support mathematical conclusions									
Grade Level	% Above Standard			% At or Near			% Below Standard		
	20-21	21-22	22-23	20-21	21-22	22-23	20-21	21-22	22-23

Conclusions based on this data:

- 1.

School and Student Performance Data

ELPAC Results

ELPAC Summative Assessment Data Number of Students and Mean Scale Scores for All Students								
Grade Level	Overall		Oral Language		Written Language		Number of Students Tested	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22

Overall Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22

Oral Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22

Written Language Percentage of Students at Each Performance Level for All Students										
Grade Level	Level 4		Level 3		Level 2		Level 1		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22

Listening Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22

Speaking Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22

Reading Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22

Writing Domain Percentage of Students by Domain Performance Level for All Students								
Grade Level	Well Developed		Somewhat/Moderately		Beginning		Total Number of Students	
	20-21	21-22	20-21	21-22	20-21	21-22	20-21	21-22

Conclusions based on this data:

- 1.

School and Student Performance Data

Student Population

For the past two years, many state and federal accountability requirements were waived or adjusted due to the impact of the COVID-19 pandemic on LEAs, schools, and students. Beginning with the 2021-22 school year, the requirements to hold schools and districts accountable for student outcomes has returned with the release of the 2022 California School Dashboard (Dashboard). The Every Student Succeeds Act is requiring all states to determine schools eligible for support. Similarly, under state law, Assembly Bill (AB) 130, which was signed into law in 2021, mandates the return of the Dashboard using only current year performance data to determine LEAs for support. Therefore, to meet this state requirement, only the 2021-22 school year data will be reported on the 2022 Dashboard for state indicators. (Data for Change [or the difference from prior year] and performance colors will not be reported.)

This section provides information about the school's student population.

2021-22 Student Population			
Total Enrollment	Socioeconomically Disadvantaged	English Learners	Foster Youth
Total Number of Students enrolled in Santa Rosa Charter School for the Arts.	Students who are eligible for free or reduced priced meals; or have parents/guardians who did not receive a high school diploma.	Students who are learning to communicate effectively in English, typically requiring instruction in both the English Language and in their academic courses.	Students whose well being is the responsibility of a court.

2021-22 Enrollment for All Students/Student Group		
Student Group	Total	Percentage
English Learners		
Foster Youth		
Homeless		
Socioeconomically Disadvantaged		
Students with Disabilities		

Enrollment by Race/Ethnicity		
Student Group	Total	Percentage
African American		
American Indian		
Asian		
Filipino		
Hispanic		
Two or More Races		
Pacific Islander		
White		

Conclusions based on this data:

1.

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in English Language Arts.

2022 Fall Dashboard English Language Arts Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

Conclusions based on this data:

- 1.

This section provides additional information on distance from standard for current English learners, prior or Reclassified English learners, and English Only students in mathematics

2022 Fall Dashboard Mathematics Data Comparisons for English Learners

Current English Learner

Reclassified English Learners

English Only

Conclusions based on this data:

- 1.

School and Student Performance Data

Academic Performance English Learner Progress

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

This section provides information on the percentage of current EL students making progress towards English language proficiency or maintaining the highest level.

2022 Fall Dashboard English Learner Progress Indicator

English Learner Progress
making progress towards English language proficiency
Number of EL Students:
Performance Level:

This section provides a view of the percentage of current EL students who progressed at least one ELPI level, maintained ELPI level 4, maintained lower ELPI levels (i.e, levels 1, 2L, 2H, 3L, or 3H), or decreased at least one ELPI Level.

2022 Fall Dashboard Student English Language Acquisition Results

Decreased One ELPI Level	Maintained ELPI Level 1, 2L, 2H, 3L, or 3H	Maintained ELPI Level 4	Progressed At Least One ELPI Level
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Conclusions based on this data:

1.

School and Student Performance Data

Academic Performance College/Career Report

College/Career data provides information on whether high school students are prepared for success after graduation based on measures like graduation rate, performance on state tests, and college credit courses. College/Career data was not reported in 2022.

Conclusions based on this data:

- 1.

School and Student Performance Data

Conditions & Climate

Suspension Rate

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels will be reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Please note that the Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High). Information regarding this year's Dashboard data is available within the [Dashboard Communications Toolkit](#).

Because performance on state measures is based on current year (i.e., 2021-22) results only for the 2022 Dashboard, the color dials have been replaced with one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low).

Very High
Lowest Performance

High

Medium

Low

Very Low
Highest Performance

This section provides number of student groups in each level.

2022 Fall Dashboard Suspension Rate Equity Report

Very High

High

Medium

Low

Very Low

This section provides information about the percentage of students in kindergarten through grade 12 who have been suspended at least once in a given school year. Students who are suspended multiple times are only counted once.

2022 Fall Dashboard Suspension Rate for All Students/Student Group

All Students

English Learners

Foster Youth

Homeless

Socioeconomically Disadvantaged

Students with Disabilities

2022 Fall Dashboard Suspension Rate by Race/Ethnicity

African American

American Indian

Asian

Filipino

Hispanic

Two or More Races

Pacific Islander

White

Conclusions based on this data:

1.