

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
Santa Rosa Accelerated Charter School	Daryle Coryell Principal	dcoryell@srcs.k12.ca.us 707-890-3860 ext 33105

Plan Summary [2024-25]

General Information

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

The Santa Rosa Accelerated Charter School serves students who show the interest, ability, and promise of succeeding in an academically challenging and specialized setting. Students are provided high-interest, standards-based, real-world experiences for learning at the level in which growth proceeds most effectively. Integration of technology and making connections across disciplines are key elements of the educational experience. These experiences provide students with opportunities to become intrinsically motivated, competent, and life-long learners.

SRACS students are admitted through the Charter School Lottery Process. SRACS students come from a wide variety of schools and districts around Sonoma County. Of the current 129 students, 24 are designated GATE. 7 students have IEPs and 5 have 504 plans. SRACS has one English Language Learner this school year. Since SRACS is an intermediate program, most of the English Learners have been reclassified by 5th grade. SRACS is quite diverse with over 11 languages spoken in the home and over 20 ethnicities represented in the student body.

SRACS is located in Northern California where the community has been greatly impacted by fires and the pandemic. The social and emotional well-being of the whole community (students, families, and staff) is a primary focus. SRACS is supported by an involved and active parent group (SFPO). Community involvement is an important part of the program. Students engage in frequent excursions and host guest speakers from the community to engage in real-world experiences.

The SRACS Curriculum revolves around investigating the standards with Depth and Complexity. This approach is based on the work by Sandra Kaplan, USC. Students work together to apply their conceptual understanding of the standards in various and meaningful ways. The lens through which students make meaning of curriculum is an area of focus that is determined by student needs and interests. At SRACS, each child is provided a rigorous challenging curriculum in a safe and affirming environment allowing children to form complex understandings of the subjects and giving them a system to understand new content with depth and complexity. These increased options provide students with enriched educational opportunities far beyond the traditional elementary school setting while simultaneously providing the unique prospect of becoming stewards of their own learning. Program development is based on collaboration, metacognition, and connectivity. Students are provided many opportunities for self-reflection and assessment through the curriculum that values the learning process equally to that of the finished products. As a result, students develop the critical thinking and metacognitive skills necessary to guide their own learning. Whenever feasible, the curriculum is interdisciplinary and provides students with real-world applications of their learning.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

According to the California School Dashboard, Santa Rosa Accelerated Charter School has scored "Very High (Blue)" for both ELA and Math for the 2023 school year. Our Chronic Absenteeism score is "Medium (Yellow)" and our Suspension Rate is "Low (Orange)." Our CAASPP scores remain the highest in Santa Rosa City Schools district.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Santa Rosa City Schools District held many district, state, and federal coordinator work meetings during the 2023-2024 school year to support site administrators in their development of the LCAP.

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 in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Educational Partner(s)	Process for Engagement
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A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Santa Rosa Accelerated Charter School involves as many stakeholders as possible in the ongoing LCAP process. Stakeholders are engaged in this work during SRACS staff meetings, Advisory Council meetings, and at Student Faculty Parent Organization (SFPO) meetings. These groups analyze data, identify needs, set goals, and discuss ways to measure growth.

SRACS Meetings Calendar (22-23 school year)

Staff meetings: (generally the second Monday of the Month from 2:00-3:30 PM alternating in classrooms)

Aug 14th (10:30 AM-Noon)

Sept 11

Oct 9

Nov 17 (date change due to schedule conflicts)

Dec 11

Jan 8

Feb 5

March 11

April 8

May 13

SFPO Student Faculty Parent Organization meetings: (generally the last Tuesday of the month-alternating in person & Zoom @ 6:00 PM. In-person meetings are held in the library)

Aug 29 in person

Sept 26 via zoom

Oct 24 in person

Nov 28 via zoom
No December Meeting
Jan 23 in person (date change due to schedule conflicts)
Feb 27 via zoom
March 26 in person
April 23 via zoom
May 28 in person

AC Advisory Council Meetings: (moved to immediately before SFPO meetings at 6:00 PM)

Aug 29 in person
Sept 26 via zoom
Oct 24 in person
Nov 28 via zoom
No December Meeting
Jan 23 in person (date change due to schedule conflicts)
Feb 27 via zoom
March 26 in person
April 23 via zoom
May 28 in person

There was a great deal of feedback and conversation about the changing needs of the school and community since the last LCAP. Teachers and staff feedback centered around continuing the Gifted and Talented Education methodologies- specifically the multi-tiered levels of instruction. Teachers emphasized the importance of ongoing high-quality professional development, especially the CAG conference. Many of the technology goals have been achieved and required revising. Communication between all stakeholders was identified as an ongoing need.

All stakeholders are currently focused on the emotional well-being of the students due to the Pandemic and the long-term effects of Distance Learning and returning to in-person learning. Much of the feedback revolved around services and programs for students struggling with mental health.

The focus of all stakeholders on the emotional well-being of the students played a key role in Goal #2 school culture and climate specifically with the staffing of the Counselor and Case manager for Sp. Ed and 504 students.

The Advisory Council is focused on increasing inclusivity and diversity at SRACS which contributed to Goal #2 of family engagement. Feedback from the Parent Association emphasized the importance of ongoing communication as outlined in Goal #2 of family engagement. Teacher feedback emphasized the importance of collaboration time and professional development as well as continued use of online resources begun during Distance Learning included in Goal #1.

Much of Goal #1 and Goal #3 are directly related to the Charter and are the foundational structures necessary to have in place in order to implement the basic directives of the school.



Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students at Santa Rosa Accelerated Charter School (SRACS) will be provided with a coherent, rigorous learning program and will advance to the next grade level prepared to attain mastery in the next grade level standards. Teachers will engage in ongoing Professional Development and Collaboration to support innovative teaching and pedagogical leadership.	Focus Goal

State Priorities addressed by this goal.

<p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

<p>As a dependent public charter school focused on Advanced Learner Program Services (ALPS), SRACS is committed to providing robust accelerated instruction as specified in the charter. This program is based on research and approaches for challenging all learners to achieve higher level thinking and metacognition.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA, CAASPP Math, and CAST	<p>CAASPP ELA 2022-2023</p> <p>41.27% Standard Exceeded</p> <p>40.48% Standard Met</p> <p>13.49% Standard Nearly Met</p> <p>4.76% Standard Not Met</p>			The average score for all students including subgroups will be at or above grade level standards.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAASPP Math 2022-2023 58.27% Standard Exceeded 25.20% Standard Met 11.81% Standard Nearly Met 4.72% Standard Not Met CAST Science 2022-2023 46.88% Standard Exceeded 26.56% Standard Met 26.56% Standard Nearly Met 0% Standard Not Met				
1.2	LGL ADAM	LGL ADAM SCORES 2023-2024 5th Grade (8/14/2023-11/1/2023) Above: 3.2% Proficient: 60.3% Emergent: 36.5% 5th Grade (11/2/2023-3/1/2024) Above: 23.4% Proficient: 68.8% Emergent: 7.8% 6th Grade (8/14/2023-11/1/2023) Above: 18.0%			The average score for all students including subgroups will be at or above "Proficient".	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Proficient: 37.7% Emergent: 44.3% 6th Grade (11/2/2023-3/1/2024) Above: 38.1% Proficient: 36.5% Emergent: 25.4%				
1.3	Renaissance Star Reading	RENAISSANCE STAR READING SCORES SPRING 2024 5th Grade Average GE (Grade Equivalent): 8.5 6th Grade Average GE (Grade Equivalent): 8.3			All students will score at or above grade level on their Renaissance Star Reading test.	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Implementation of Robust Curriculum	<ul style="list-style-type: none"> Students will experience tiered activities to provide challenge at their individual level, including both advanced and at risk groups. The curriculum of depth, complexity, and novelty will be present in all classrooms. Students will be engaged in critical thinking, and complex tasks. Students will have textbooks, curriculum, supplies and materials necessary to engage in the SRACS program. <p>This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Implement the district adopted curriculum across all grade levels, programs, and subjects to enhance student learning outcomes and achievement for all students."</p>	\$3,000.00	Yes
1.2	Technology	<ul style="list-style-type: none"> Students will have a personal Chromebook. Students will have a personal gmail account, and access to assignments through google classroom, and access to other applications in the Google suite. Students will have access to other online learning programs to support individualized progress on content standards. 	\$3,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	"Real World Experiences"	<ul style="list-style-type: none"> • Students will participate in field trips and excursions in the community and surrounding areas • 6th graders will attend Science Camp • Guest Speakers will be invited to present to the students on areas of expertise and experiences 	\$1,610.00	Yes
1.4	Assessments	<ul style="list-style-type: none"> • Teachers will use multiple assessment tools to gage student progress and to inform instruction. <p>Renaissance Assessment - Star Reading LGL ADAM for Math CAASPP Testing</p> <p>This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Use data-driven decision-making to support student achievement and educational outcomes through the use of district assessments to monitor student progress, inform instructional practices, and promote continuous learning."</p>	\$7,901.26	Yes
1.5	Student Academic Support and Enrichment	<ul style="list-style-type: none"> • Academic support will be provided for struggling students. • Enrichment opportunities will also be provided <p>This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Implement the use of differentiated instructional strategies focusing on the diverse learning needs, interests, and abilities of all students. Foster an inclusive learning environment where every student can thrive through instructional strategies, materials, and assessments with the goal of maximizing student engagement, motivation, and academic</p>	\$3,882.30	Yes

Action #	Title	Description	Total Funds	Contributing
		achievement across all subject areas and grade levels."		
1.6	Professional Development Collaboration Time	<ul style="list-style-type: none"> • Professional development to support every staff member in CC, GATE, and NGSS. • Teachers will attend Professional Conferences (CAG)and trainings during the school year • Teachers will engage in ongoing professional development beginning in the summer EEF Grant <p>This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Implement the district adopted curriculum across all grade levels, programs, and subjects to enhance student learning outcomes and achievement for all students."</p>	\$2,588.20	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Santa Rosa Accelerated Charter School will provide a safe, welcoming, and inclusive climate for all students and their families.	Focus Goal

State Priorities addressed by this goal.

<p>Priority 3: Parental Involvement (Engagement)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>

An explanation of why the LEA has developed this goal.

<p>Student well being: The SRACS Community has endured many traumatic events in the past few years, including multiple fires, Distance and Hybrid Learning due to COVID. The social and emotional well being of students is a primary focus. Student SEL will be monitored and addressed as needed. Family engagement: SRACS will provide frequent communication regarding involvement opportunities and current news with families and the community. SRACS will reach out to the community at large to promote the program to all students.</p>

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Data	During the 23-24 school year, SRACS had a 96.32% daily attendance rate.			98% ADA	
2.2	Incidents of Discipline	23-24 School Year We have had two students suspended, each for a half day.			0 suspensions- The goal is for Restorative Processes to address all disciplinary needs	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					resulting in zero suspensions.	
2.3	Parent Participation Data	All officer positions in the SFPO were filled. Monthly meetings were regularly attended by SFPO members			100% parent participation in some form (volunteering, donation, field trip chaperon, etc.)	
2.4	Youth Truth Survey Data	<p>January 2024</p> <p>Student Scale (1-3): 1= No hardly ever 2= Sometimes 3= Yes very much</p> <p>Student Scores: Engagement 2.80 Academic Challenge 2.33 Instructional Methods 2.51 Culture 2.31 Belonging 2.44 Relationships 2.56</p> <p>Family Scale (1-5): 1= Strongly disagree 3= Neither agree nor disagree 5= Strongly agree</p> <p>Family Scores: Engagement 4.02 Relationships 4.25 Culture 4.45</p>			Continue to improve our YouthTruth Survey scores by addressing areas of concern.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		<p>Communication & Feedback 3.44 Resources 4.29 School Safety 4.24</p> <p>Staff Survey No Data for January 2024</p>				
2.5	Panorama Survey Data	<p>Spring 23/24 Responses</p> <p>87% of students responded favorably about Supportive Relationships (1% higher than the SRCS average)</p> <p>80% of students responded favorably about Classroom Effort (8% higher than the SRCS average)</p> <p>72% of students responded favorably about Challenging Feelings (16% higher than the SRCS average)</p> <p>65% of students responded favorably about Self-Efficacy (14% higher than the SRCS average)</p>			Continue to provide Social Emotional Education and support programs to address student concerns and "red flags" addressed in the Panorama Survey.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		61% of students responded favorably about Positive Feelings (3% higher than the SRCS average)				

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Personnel to support SEL of students	<ul style="list-style-type: none"> SRACS will contract with SRCS to supply counseling support. SRACS will contract with other counseling services as needed. 	\$1,294.10	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> • SRACS will contract with SRCS for a case manager for students w/ IEPs & 504s • A lead teacher will be designated 		
2.2	Programs to support SEL of students	<ul style="list-style-type: none"> • SRACS will use programs such as Toolbox, The BEST Program and Restorative Justice to promote school wide positive behavior. • Teachers will continually work to create school-wide activities that foster teamwork, friendship and the understanding of others. • Staff will work proactively to ensure every student feels welcome and safe. • Classroom activities will support a safe school climate. Purchase of SEL programs Training for staff in SEL programs Assemblies	\$0.00	Yes
2.3	Communication to encourage family engagement and community involvement	School wide: SRACS will engage in regular communication with all educational partners including <ul style="list-style-type: none"> • Weekly update of school website • Weekly Parent Newsletter • Weekly update of Staff Bulletin • Monthly meetings with SFPO, AC, and staff. Classroom: Teachers will keep parents informed of important events and updates as needed.	\$0.00	Yes
2.4				

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The facilities of the SRACS campus will be supported by the hiring of Highly Qualified teachers and staff who have access to current tools and resources. The physical environment of the school will be clean, safe, and provide a flexible environment conducive to teaching and learning.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<p>Priority 1: Basic (Conditions of Learning)</p> <p>Priority 2: State Standards (Conditions of Learning)</p> <p>Priority 7: Course Access (Conditions of Learning)</p> <p>Priority 8: Other Pupil Outcomes (Pupil Outcomes)</p>
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An explanation of why the LEA has developed this goal.

<p>SRACS is a small school located on a larger school’s campus. Due to the small size it is necessary to share teachers and facilities. Specialized Instructors and resources are necessary to support SRACS academic goals and programs as outlined in the charter.</p>
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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of vacancies with the goal to be fully staffed	SRACS was without an art teacher for the 23-24 school year. All other positions have been filled. We have two new teachers who replaced two who retired.			All positions fully staffed with no vacancies	
3.2	Fully furnished classrooms with teaching technology	All four homeroom classrooms are fully furnished. New desks were purchased last year for one of our classrooms.			Replace aging furniture and teaching technology on a rotating schedule	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.3	FIT Report	23/24 Overall Rating School Rating was Good			To Maintain a 90% or above in all categories	
3.4	Student Technology	All students have a personal Chromebook.			Maintain the 1:1 program with fully functioning student devices	

Goal Analysis [2023-24]

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Not Applicable.

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.

Not Applicable.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Staffing of teachers and support staff	<ul style="list-style-type: none"> Recruit and retain quality staff. Instructional aide who supports all four classrooms. 	\$4,557.15	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Classroom Technology/Equipment	<ul style="list-style-type: none"> • Each classroom is equipped with an ELMO, LCD projector, teacher computer, large screen monitor, wi-fi access, and a printer. • Lessons often incorporate the use of a wide range of technology, including probe-ware, software, and AV equipment. 	\$1,000.00	Yes
3.3	Student technology	• All students will have a functional personal device/ Each classroom will have devices for student use.	\$0.00	Yes
3.4				

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
\$\$28,833	\$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
2.267%	0.214%	\$2,664.00	2.481%

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

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Implementation of Robust Curriculum</p> <p>Need: Every Day Math Grade 5/CPM Math Grade 6/Other teacher curated curriculum</p> <p>Scope: LEA-wide</p>	SRACS does not have 30 or more students in any of the subgroups - This robust curriculum with a broad scope and scaffolded sequence will promote academic growth and progress for all students.	CAASPP/ LGL ADAM /Ren Star Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	<p>Action: Technology</p> <p>Need: Go Guardian</p> <p>Scope: LEA-wide</p>	SRACS does not have 30 or more students in any of the subgroups - This technology keeps students safe on-line and helps teach students how to use technology for learning.	CAASPP/ LGL ADAM /Ren Star Reading
1.3	<p>Action: "Real World Experiences"</p> <p>Need: Real World Experience/Applications for learning in the classroom.</p> <p>Scope: LEA-wide</p>	SRACS does not have 30 or more students in any of the subgroups - 6th grade science camp is an opportunity for hands on learning and to apply concepts taught in the NGSS.	CAASPP/ LGL ADAM /Ren Star Reading
1.4	<p>Action: Assessments</p> <p>Need: Additional formative assessments (beyond the summative assessment of CAASPP) are needed to determine master of content in math and ELA during the school year to inform instruction.</p> <p>Scope: LEA-wide</p>	SRACS does not have 30 or more students in any of the subgroups	CAASPP/ LGL ADAM /Ren Star Reading
1.5	<p>Action: Student Academic Support and Enrichment</p>	SRACS does not have 30 or more students in any of the subgroups - After school academic	CAASPP/ LGL ADAM /Ren Star Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Need: All students need additional 1:1 support during the school year.</p> <p>Scope: LEA-wide</p>	workshop provides the time and personnel to address individual learning challenges as they arise throughout the year.	
1.6	<p>Action: Professional Development Collaboration Time</p> <p>Need: Teacher time to examine assessment data.</p> <p>Scope: LEA-wide</p>	Informs the creation/revision/selection of lesson plans to support student growth and development throughout the school year.	CAASPP/ LGL ADAM /Ren Star Reading
2.1	<p>Action: Personnel to support SEL of students</p> <p>Need: Academic and Social Emotional Counseling</p> <p>Scope: LEA-wide</p>	SRACS does not have 30 or more students in any of the subgroups - SRACS will contract with SRCS for counseling support as needed.	SRACS does not have 30 or more students in any of the subgroups - SRACS will contract with SRCS for counseling support as needed.
2.2	<p>Action: Programs to support SEL of students</p> <p>Need: Programs/curriculum that develop and support social emotional learning competencies</p>	SRACS does not have 30 or more students in any of the subgroups - All students need to develop social emotional learning competencies to successfully navigate the social challenges inherent in a school setting so that social challenges do not impede learning.	Panorama/Youth truth Survey Data/Attendance and Discipline Data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	<p>Scope: LEA-wide</p>		
<p>2.3</p>	<p>Action: Communication to encourage family engagement and community involvement</p> <p>Need: Regular communication with all educational partners</p> <p>Scope: LEA-wide</p>	<p>SRACS does not have 30 or more students in any of the subgroups - The listed actions will promote community involvement and support student sense of belonging in the school community and improve student engagement with the SRACS programs.</p> <ul style="list-style-type: none"> • Weekly update of school website • Weekly Parent Newsletter • Weekly update of Staff Bulletin • Monthly meetings with SFPO, AC, and staff 	<p>Panorama/Youth truth Survey Data/Attendance and Discipline Data</p>
<p>3.1</p>	<p>Action: Staffing of teachers and support staff</p> <p>Need: Classroom Instructional Assistant</p> <p>Scope: LEA-wide</p>	<p>SRACS does not have 30 or more students in any of the subgroups - All students need additional adult support at times. The classroom aide provides 1:1 support when needed.</p>	<p>Staffing/Vacancies</p>
<p>3.2</p>	<p>Action: Classroom Technology/Equipment</p> <p>Need: Classroom Technology</p> <p>Scope:</p>	<p>Provides visuals/auditory to support learning in the classroom</p>	<p>Inventory of classroom hardware and technology</p>

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
3.3	<p>Action: Student technology</p> <p>Need: Students need functioning student devices.</p> <p>Scope: LEA-wide</p>	Student devices allow for access to curriculum and promote/enhance learning.	Inventory of classroom hardware and technology

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
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For any limited 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, as applicable.

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Additional Concentration Grant Funding

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.

Not Applicable

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students		
Staff-to-student ratio of certificated staff providing direct services to students		

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	\$1,271,747	\$28,833	2.267%	0.214%	2.481%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$28,833.01				\$28,833.01	\$12,321.75	\$16,511.26

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Implementation of Robust Curriculum		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5-6		\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
1	1.2	Technology		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$0.00	\$3,000.00	\$3,000.00				\$3,000.00	
1	1.3	"Real World Experiences"		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$0.00	\$1,610.00	\$1,610.00				\$1,610.00	
1	1.4	Assessments		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$0.00	\$7,901.26	\$7,901.26				\$7,901.26	
1	1.5	Student Academic Support and Enrichment		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated		\$3,882.30	\$0.00	\$3,882.30				\$3,882.30	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ed Charter 5 - 6									
1	1.6	Professional Development Collaboration Time		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$2,588.20	\$0.00	\$2,588.20				\$2,588.20	
2	2.1	Personnel to support SEL of students		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$1,294.10	\$0.00	\$1,294.10				\$1,294.10	
2	2.2	Programs to support SEL of students		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Communication to encourage family engagement and community involvement		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Staffing of teachers and support staff		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$4,557.15	\$0.00	\$4,557.15				\$4,557.15	
3	3.2	Classroom Technology/Equipment		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter		\$0.00	\$1,000.00	\$1,000.00				\$1,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							5 - 6									
3	3.3	Student technology		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.4															

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
\$1,271,747	\$28,833	2.267%	0.214%	2.481%	\$28,833.01	0.000%	2.267 %	Total:	\$28,833.01
								LEA-wide Total:	\$28,833.01
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Implementation of Robust Curriculum	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5-6	\$3,000.00	
1	1.2	Technology	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$3,000.00	
1	1.3	"Real World Experiences"	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$1,610.00	
1	1.4	Assessments	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$7,901.26	

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	1.5	Student Academic Support and Enrichment	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$3,882.30	
1	1.6	Professional Development Collaboration Time	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$2,588.20	
2	2.1	Personnel to support SEL of students	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$1,294.10	
2	2.2	Programs to support SEL of students	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$0.00	
2	2.3	Communication to encourage family engagement and community involvement	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$0.00	
3	3.1	Staffing of teachers and support staff	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$4,557.15	
3	3.2	Classroom Technology/Equipment	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$1,000.00	
3	3.3	Student technology	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$0.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$22,025.00	\$20,200.07

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Implementation of Robust Curriculum	Yes	\$3,500.00	\$3,584
1	1.2	Technology	Yes	\$3,500.00	\$5,535.28
1	1.3	"Real World Experiences"	Yes	\$0.00	\$910
1	1.4	Assessments	Yes	\$1,400.00	\$1,420
1	1.5	Student Academic Support and Enrichment	Yes	\$6,000.00	\$6,191.77
1	1.6	Professional Development Collaboration time	Yes	\$4,000.00	\$764.75
2	2.1	Personnel to support SEL of students	Yes	\$2,000.00	\$1,169.27
2	2.2	Programs to support SEL of students	No	\$1,000.00	0
2	2.3	Communication to encourage Family Engagement and Community Involvement	No	\$0.00	0
2	2.4	Increase diversity and inclusivity at SRACS	No	\$0.00	0
3	3.1	Staffing of teachers and support staff	No	\$0.00	0

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	3.2	Classroom Technology	No	\$625.00	\$625
3	3.3	Classroom Materials and Resources	No	\$0.00	0
3	3.4	Flexible environment conducive to teaching and learning	No	\$0.00	0
3	3.5	SRACS office	No	\$0.00	0
3	3.6	Safety Equipment	No	\$0.00	0

2023-24 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)
\$30,394	\$20,400.00	\$27,730.00	(\$7,330.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Implementation of Robust Curriculum	Yes	\$3,500.00	\$3,500		
1	1.2	Technology	Yes	\$3,500.00	\$6,500		
1	1.3	"Real World Experiences"	Yes	\$0.00	\$1910		
1	1.4	Assessments	Yes	\$1,400.00	\$1,420		
1	1.5	Student Academic Support and Enrichment	Yes	\$6,000.00	\$7,000		
1	1.6	Professional Development Collaboration time	Yes	\$4,000.00	\$1,400		
2	2.1	Personnel to support SEL of students	Yes	\$2,000.00	\$6,000		

To Add a Row: Click "Add Row."

To Delete a Row: Remove all content from each cell, checkbox and dropdown of a row (including spaces), press "Save Data" and refresh the page.

2023-24 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)
\$1,244,629	\$30,394	0%	2.442%	\$27,730.00	0.000%	2.228%	\$2,664.00	0.214%