

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 Charter School For the Arts | Sarah Cranke Imperato Principal | simperato@srcs.k12.ca.us 707-890-3920 |

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.

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.

The middle school at the Santa Rosa Charter School for the Arts is comprised of all 6th, 7th, and 8th grade students. The math curriculum is supported by Santa Rosa City Schools’ professional development for helping all students reach their highest potential. Sixth through eighth 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. We continue to teach students emotional regulation skills through the social emotional learning program entitled Toolbox. Our Counselor utilizes the Kimochis program for our younger students to help them learn about feelings and social 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 for those who would benefit.

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. The beautiful rainbow mural facing the quad of our campus is a testament to the inclusivity for all of our students and families to feel safe and welcomed at the Arts Charter. Our students are provided social, emotional and academic support through our on campus counseling support services. 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: Annual Performance

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

Reflecting on the annual performance of our charter school for the arts in Santa Rosa, California, based on the recent California School Dashboard report, there are several positive highlights to acknowledge.

Firstly, the 2023 math scores demonstrate notable improvements across various subgroups:

Socioeconomically Disadvantaged: Despite being 70.4 points below the standard, there's an encouraging increase of 4.7 points towards proficiency.

Hispanic Students: With a score of 78.8 points below the standard, there's a commendable increase of 6.8 points towards proficiency.

English Learners: Although still 98.2 points below the standard, there's a significant increase of 31.8 points towards proficiency.

Additionally, students with disabilities showed progress, with a 9.4-point increase towards proficiency, even though they remain 165.2 points below the standard.

In terms of English Language Arts (ELA) scores:

Hispanic and Socioeconomically Disadvantaged Subgroups maintained their performance levels, which is a positive outcome showcasing stability and consistency.

White Students: While there was a decline of 26.7 points, it's essential to recognize this as an opportunity for targeted support and improvement strategies.

These improvements and maintained performance levels are a testament to the dedication of our students, teachers, and support staff. They also reflect our commitment to continuous growth and inclusivity, ensuring that all student subgroups receive the necessary support to thrive academically.

As we move forward, we will build upon these positive trends, leveraging data-driven insights to implement targeted interventions and support strategies. Our collective efforts will further enhance student outcomes and strengthen our school community's overall success through art integrated supports for core subjects with project based learning.

Reflections: Technical Assistance

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

Our ongoing technical assistance efforts within the LCAP framework are focused on several key areas to enhance student success and school performance. This includes targeted support for improving math and English language arts (ELA) proficiency across student subgroups, particularly for socioeconomically disadvantaged, Hispanic, and English learner students. Additionally, we are implementing specialized interventions to address the needs of students with disabilities, aiming to increase their proficiency levels. Our strategies include data-driven approaches, professional development for educators, and collaborative partnerships with parents and the community. Through these concerted efforts, we aim to create a more equitable and inclusive learning

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

A summary of the process used to engage educational partners 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 |
|--|--|
| <ul style="list-style-type: none"> * 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 * Arts Charter Newsletter sent out weekly to all families via ParentSquare | <p>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.</p> |

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

The adopted LCAP was significantly influenced by the feedback provided by educational partners through regular meetings with stakeholders throughout the school year. The annual completion of the Youth Truth Survey by staff, students, and parents provided valuable data regarding all areas of the school. This data helped identify areas of strength and areas needing improvement, which supports the priorities and strategies outlined in the LCAP. The participation of students in 4th-8th grades in the Panorama survey contributed additional insights into student perspectives, needs, and experiences. This feedback guided the development of student-centered initiatives and support programs supplemented by the LCAP. The monthly meetings of the Parent Advisory Board and the School of the Arts Community Organization were crucial forums for gathering input and recommendations from parents and community members. Their feedback on priorities, resource allocations, and program effectiveness directly ties into the funding outlined in the LCAP. The monthly meetings of the Leadership/Article 6 committee provided a platform for school leadership, administrators, and stakeholders to collaborate on key decisions related to the focus and charter of the school. Input and recommendations from these meetings were integrated into the plan to ensure alignment with school goals and community needs. The weekly distribution of the Arts Charter Newsletter to all families via ParentSquare facilitated ongoing communication and engagement with stakeholders regarding the climate of the school and reinforcement of the inclusive

culture at the Arts Charter. In response to the feedback received from these diverse stakeholder groups, the adopted LCAP reflects strong support for maintaining allocations that align with the identified priorities and goals. This ensures that the LCAP is responsive to the needs and aspirations of the school community, driving continuous improvement and positive outcomes for students.

Goals and Actions

Goal

| Goal # | Description | Type of Goal |
|--------|--|--------------|
| 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. As a dependent charter school focused on Arts instruction, it is imperative that we are able to provide robust Arts programming to our students as it is specified in our Charter document. All students will increase in their academic achievement levels on state, local and observational measures. The Arts Charter has developed this goal to address learning loss and equity in terms of what students have access to and the resulting outcomes. Our educators will use best teaching and learning practices to promote student engagement and achievement, as well as to foster the life-ready habits of an engaged citizen. Arts integrated professional development for teachers will also support intervention for all subjects and specifically in English and Math. | Focus Goal |

State Priorities addressed by this goal.

- Priority 1: Basic (Conditions of Learning)
- Priority 2: State Standards (Conditions of Learning)
- Priority 3: Parental Involvement (Engagement)
- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 7: Course Access (Conditions of Learning)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Santa Rosa Charter School for the Arts has developed the goal to support the increase to student access and proficiency of standards within various subject areas, including Common Core, Next Generation Science, California History and Social Studies, and Visual and Performing Arts (VAPA), through Arts Integration techniques and curriculum in all grades/subjects. Arts Integration techniques promote a holistic approach to education by incorporating creative and expressive elements into core subjects. This approach fosters a deeper understanding of academic concepts and encourages students to make connections across different disciplines. Integrating arts into the curriculum makes learning more engaging and meaningful for students. It taps into their natural creativity and allows them to express themselves in diverse ways, which can enhance motivation and participation in learning. Arts Integration recognizes and accommodates diverse learning styles. Some students may excel in traditional academic subjects, while others may thrive in creative and artistic endeavors. By blending arts with academics, the LEA ensures that all students have opportunities to succeed and excel based on their strengths. Research has shown that exposure to arts can enhance cognitive skills such as critical thinking, problem-solving, and communication. Integrating arts into academic

instruction can strengthen these cognitive abilities and improve overall academic performance. Arts Integration supports social and emotional learning by fostering collaboration, communication, empathy, and self-expression. These skills are essential for students' personal and academic growth, as well as their ability to navigate complex social environments. By integrating arts into the curriculum, students have the opportunity to master academic standards in multiple subject areas simultaneously. This interdisciplinary approach deepens their understanding of concepts and promotes a more comprehensive learning experience. The goal of increasing student access to and proficiency of standards aligns with the LEA's overarching educational goals of promoting academic excellence, creativity, and well-rounded student development. Arts Integration serves as a strategic means to achieve these goals effectively.

Measuring and Reporting Results

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--|------------|----------------|----------------|---|----------------------------------|
| 1.1 | Student Learning Rounds/Classroom Observational Data | Bi-weekly | | | Student learning rounds will be a regular weekly practice that is part of our data driven/evidence based school culture. | |
| 1.2 | VAPA performance event participation | Bi-monthly | | | SRCSA will continue holding regular arts performances throughout each school year. These performances may include music, dance, drama, and visual fine arts showcases as presentations for grade levels, schools, families, and other venues. | |
| 1.3 | Students served on a daily basis through | Weekly | | | SRCSA's target for year 3 outcome in | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---|---|----------------|----------------|---|----------------------------------|
| | music, drama, and art programs via art integration and support with specialty teachers. | | | | grades TK-8th is to demonstrate significant proficiency growth towards grade level standards, particularly in ELA and Math. We are focusing on achieving this through dedicated art integration and specialty teachers with project based learning as students are being supported in drama and music programs via art integration, along with specialized teaching support. Our goal is to see improved academic performance among our students, reflecting their increased proficiency in these key subjects as learned through PBL and Art Integrated practices. | |
| 1.4 | SBA Math | 2023 scores increased for four subgroups in | | | All student subgroups show | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|---------|--|----------------|----------------|----------------------------|----------------------------------|
| | | <p>math as shown on the California School Dashboard report for SRCSA.</p> <p>Socioeconomically Disadvantaged: 70.4 points below standard which is an increase of 4.7 points towards proficiency.</p> <p>Hispanic: 78.8 points below standard which is an increase of 6.8 points towards proficiency.</p> <p>White: 46.5 points below standard which is a decline of 4.2 points.</p> <p>English Learners: 98.2 points below standard which is an increase of 31.8 points.</p> <p>Two or More Races: 89.2 points below standards which is maintained from the prior year.</p> <p>Students with Disabilities: 165.2 points below standard which is an increase of 9.4 points towards proficiency.</p> | | | growth on the dashboard. | |
| 1.5 | SBA ELA | 2023 scores from the California School Dashboard show that | | | All student subgroups show | |

| Metric # | Metric | Baseline | Year 1 Outcome | Year 2 Outcome | Target for Year 3 Outcome | Current Difference from Baseline |
|----------|--------|--|----------------|----------------|---|----------------------------------|
| | | <p>two subgroups' performance levels maintained.</p> <p>Hispanic: 41 points below standard which is maintained from the prior year</p> <p>Socioeconomically Disadvantaged: 32.9 points below standard which is maintained from the prior year.</p> <p>White: 21.1 points below standard which is a decline of 26.7 points.</p> | | | growth on the dashboard. | |
| 1.6 | ELPAC | <p>22/23 ELPAC scores show the percent of students within each performance level:</p> <p>14.29% Proficient Level 4</p> <p>57.14% Proficient Level 3</p> <p>21.43% Proficient Level 2</p> <p>7.14% Proficient Level 1</p> | | | All EL students show growth toward mastery in each of the language domains. | |

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 | Student Learning Rounds | Continue to improve rigorous standards-based lessons as monitored through on going student learning rounds. As a school we will monitor this progress through school wide assessment data. Certificated extra duty and substitute coverage. | \$5,000.96 | Yes |
| 1.2 | Music Teacher | Arts programming in Music education including Arts Integrated core instruction. The integration of music education into core instruction for all students will facilitate multisensory learning experiences, foster cross-curricular connections, support cognitive development, nurture creativity and innovation, and enrich students' cultural understanding. These benefits will contribute to a holistic and enriching educational experience that prepares students for success in academics and beyond. 5 days a week. | \$71,835.00 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|--|--|-------------|--------------|
| 1.3 | ELD Specialist and ELD Art Integration Specialist. | Serve EL students with small group daily ELD instruction. Provide a robust ELD program that provides designated English instruction on a daily basis and integrates language instruction through collaboration with other teachers, including art integration. This approach will ensure that students receive comprehensive language support and have opportunities to develop their English language skills across diverse content areas, enhancing their academic achievement and overall learning experience. 5 days a week. | \$52,100.00 | Yes |
| 1.4 | Instructional Aide | Instructional aide to provide targeted small group intervention services and other support as needed to benefit students with access to personalized learning, early intervention, and consistent academic support ultimately leading to improved student outcomes and academic success. 5 days a week. | \$38,350.81 | Yes |
| 1.5 | Art Coordinator | The Art Coordinator ensures that the school's artistic vision and mission are integrated into all aspects of education, aligning curriculum and activities with the charter's artistic focus. Embedded within this position is the test coordinator responsible for tracking and assessment data, including supporting the administration of assessments such as the English Language Proficiency Assessments for California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP) tests. This involves coordinating testing schedules, preparing materials, and managing test administration logistics. The Art Coordinator also provides Social-Emotional Support by collaborating with teachers and counselors to identify and address students' social-emotional needs and interventions. The Art Coordinator assists in developing and monitoring Student Assistance Plans (SAPs) for students who require additional academic support. By coordinating resources, interventions, and progress monitoring this support helps students achieve academic success. The Art Coordinator's role is multifaceted, encompassing academic support, social-emotional well-being, and adherence to the school's artistic mission and charter foundation. 1 day a week. | \$21,559.23 | Yes |

| Action # | Title | Description | Total Funds | Contributing |
|----------|---------------|--|-------------|--------------|
| 1.6 | Drama Teacher | Arts programming in Drama education including Theater Arts Integrated core instruction. Theater arts and incorporating drama into integrated core instruction at the arts charter school will enhance communication skills, foster empathy and social awareness, develop critical thinking and problem-solving abilities, build confidence, promote cultural understanding, and cultivate collaboration and teamwork. These benefits contribute to a well-rounded education that prepares students for academic success, personal growth, and active participation in society. The Drama teacher will teach a specific elective period at the middle school, push in for Art Integration and skill building support, and work with students directly to support theatrical and oratory productions including announcing at assemblies, theater art productions for families, students and staff. 5 days a week | \$26,050.00 | Yes |

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 |
| \$299,415 | \$0 |

Required Percentage to Increase or Improve Services for the LCAP Year

| Projected Percentage to Increase or Improve Services for the Coming School Year | LCFF Carryover — Percentage | LCFF Carryover — Dollar | Total Percentage to Increase or Improve Services for the Coming School Year |
|---|-----------------------------|-------------------------|---|
| 6.539% | 0.000% | \$0.00 | 6.539% |

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: Student Learning Rounds</p> <p>Need: Tier 1 interventions are needed by unduplicated pupils</p> <p>Scope: Schoolwide</p> | Engaging teachers and administrators in student learning rounds can significantly improve outcomes for English learners, foster youth, and low-income students by fostering a collaborative approach to identifying and addressing educational challenges. These rounds enable educators to observe classroom practices, share insights, and develop targeted strategies that enhance instructional methods and support systems. By providing these on a schoolwide basis we are able to support all of our students while | Schoolwide Assessments |

| 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 |
|-------------------|---|--|---|
| | | focusing on the specific needs of these student groups. The school community is able create more inclusive, effective learning environments that promote equity and academic success. | |
| 1.2 | <p>Action: Music Teacher</p> <p>Need: Academic growth and social emotional support needs.</p> <p>Scope: Schoolwide</p> | Integrating music through into our curriculum supports English learners, foster youth, and low-income students by providing an engaging medium that enhances language skills and cultural awareness. It offers emotional and social support, fostering a sense of belonging and boosting self-esteem. Additionally, the collaborative nature of music activities promotes teamwork, communication, and critical thinking, contributing to overall academic success and personal growth for all students which is why this is provided on a schoolwide basis. | Schoolwide assessments, youth truth, panorama, ELPAC |
| 1.4 | <p>Action: Instructional Aide</p> <p>Need:</p> <p>Scope: Schoolwide</p> | An instructional aide will support English learners, foster youth, and low-income students by providing targeted intervention groups that address specific academic needs and learning gaps. These groups offer personalized attention and tailored instruction, helping students build essential skills and confidence. By fostering a supportive and focused learning environment, the aide can enhance student engagement and academic outcomes for these vulnerable populations and our students on a schoolwide basis. | Schoolwide and state assessments |
| 1.5 | <p>Action: Art Coordinator</p> <p>Need: Academic growth and social emotional support</p> <p>Scope:</p> | The Art Coordinator will support English learners, foster youth, and low-income students by integrating art into the curriculum, making learning more engaging and accessible. By collaborating with teachers, the Art Coordinator ensures that art-based strategies are tailored to meet the specific needs of these students, enhancing their comprehension and participation. This support not | local assessments, state assessments, panorama, youth truth |

| 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 |
|-------------------|--|--|---|
| | Schoolwide | only fosters creativity and critical thinking but also helps build a more inclusive and supportive educational environment, promoting academic and personal growth for all students which is why this is provided on a schoolwide basis. | |
| 1.6 | <p>Action: Drama Teacher</p> <p>Need: Academic growth and social emotional support</p> <p>Scope: Schoolwide</p> | The drama teacher will support English learners, foster youth, and low-income students by integrating drama into the curriculum, providing a dynamic and interactive learning experience. This approach helps students improve their language skills, express emotions, and build confidence through role-playing and storytelling. By creating a supportive and inclusive environment, the drama teacher fosters collaboration, creativity, and critical thinking, contributing to the overall academic and social development of these students. | schoolwide assessments, state testing, panorama, youth truth |
| 2.1 | <p>Action: Counselor Position</p> <p>Need: academic growth and emotional support</p> <p>Scope: Schoolwide</p> | A counselor will address the needs of English learners, foster youth, and low-income students by providing personalized support that encompasses academic, social, and emotional aspects. Through individual and group counseling sessions, the counselor helps these students navigate challenges, develop coping strategies, and build resilience. Additionally, the counselor collaborates with teachers and families to create a supportive network, ensuring that each student receives the resources and guidance necessary for their overall well-being and academic success. | panorama, youth truth, and local assessment data |
| 2.2 | <p>Action: Orientation and BEST Days</p> <p>Need: academic growth and social emotional support</p> <p>Scope:</p> | parent/student orientation at the beginning of the school year will support English learners, foster youth, and low-income students by establishing a clear understanding of curriculum, behavior, and procedures, particularly for Transitional Kindergarten, Kindergarten, and Middle School. This orientation helps families and students | suspension rates, schoolwide assessments, panorama, and youth truth |

| 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 |
|-------------------|--------------------|---|------------------------------------|
| | Schoolwide | acclimate to the school environment, setting expectations that promote a smooth transition and reduce anxiety. Additionally, support for BEST days rotations throughout the year ensures ongoing engagement, reinforces positive behavior, and provides consistent guidance, enhancing the overall educational experience and success for students and all students will benefit from this on a schoolwide basis. | |

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 |
|-------------------|--|--|---|
| 1.3 | <p>Action: ELD Specialist and ELD Art Integration Specialist.</p> <p>Need: Continue to improve rates of reclassification and support access to proficiency for ELD students.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p> | 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. Arts Integration teaching methodologies have been shown to increase student engagement, wellbeing as well as increase English language acquisition for English language learners. | ELPAC Score and demonstrate significant proficiency grade level growth in grade level standards particularly in ELA and math. |

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.

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 | 4,578,733 | 299,415 | 6.539% | 0.000% | 6.539% |

| Totals | LCFF Funds | Other State Funds | Local Funds | Federal Funds | Total Funds | Total Personnel | Total Non-personnel |
|--------|--------------|-------------------|-------------|---------------|--------------|-----------------|---------------------|
| Totals | \$299,415.00 | | | | \$299,415.00 | \$294,415.00 | \$5,000.00 |

| 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 |
|--------|----------|--|--|---|--|--|--|-----------------------|-----------------|---------------------|-------------|-------------------|-------------|---------------|-------------|---|
| 1 | 1.1 | Student Learning Rounds | English Foster Low Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Santa Rosa Charter School for the Arts | August 2024-June 2025 | \$5,000.96 | \$0.00 | \$5,000.96 | | | | \$5,000.96 | |
| 1 | 1.2 | Music Teacher | English Foster Low Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | | August 2024-June 2025 | \$71,835.00 | \$0.00 | \$71,835.00 | | | | \$71,835.00 | |
| 1 | 1.3 | ELD Specialist and ELD Art Integration Specialist. | English Foster Low Learners Youth Income | Yes | Limited to Unduplicated Student Group(s) | English Learners | | August 2024-June 2025 | \$52,100.00 | \$0.00 | \$52,100.00 | | | | \$52,100.00 | |
| 1 | 1.4 | Instructional Aide | English Foster Low Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | | August 2024-June 2025 | \$38,350.81 | \$0.00 | \$38,350.81 | | | | \$38,350.81 | |
| 1 | 1.5 | Art Coordinator | English Foster Low Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | | August 2024-June 2025 | \$21,559.23 | \$0.00 | \$21,559.23 | | | | \$21,559.23 | |
| 1 | 1.6 | Drama Teacher | English Foster Low Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | | August 2024-June 2025 | \$26,050.00 | \$0.00 | \$26,050.00 | | | | \$26,050.00 | |
| 2 | 2.1 | Counselor Position | English Foster Low Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth | | August 2024-June 2025 | \$79,519.00 | \$0.00 | \$79,519.00 | | | | \$79,519.00 | |

| 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 |
|--------|----------|---------------------------|---|---|------------|--|----------|----------------------|-----------------|---------------------|------------|-------------------|-------------|---------------|-------------|---|
| | | | | | | Low Income | | | | | | | | | | |
| 2 | 2.2 | Orientation and BEST Days | English Foster Low Learners Youth Income | Yes | Schoolwide | English Learners Foster Youth Low Income | | August 2024-June2025 | \$0.00 | \$5,000.00 | \$5,000.00 | | | | \$5,000.00 | 0 |

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 |
|------------------------------|--|---|--|---|---|--|--|--------------------------|------------------|
| 4,578,733 | 299,415 | 6.539% | 0.000% | 6.539% | \$299,415.00 | 0.000% | 6.539 % | Total: | \$299,415.00 |
| | | | | | | | | LEA-wide Total: | \$0.00 |
| | | | | | | | | Limited Total: | \$52,100.00 |
| | | | | | | | | Schoolwide Total: | \$247,315.00 |

| 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 | Student Learning Rounds | Yes | Schoolwide | English Learners Foster Youth Low Income | Specific Schools: Santa Rosa Charter School for the Arts | \$5,000.96 | |
| 1 | 1.2 | Music Teacher | Yes | Schoolwide | English Learners Foster Youth Low Income | | \$71,835.00 | |
| 1 | 1.3 | ELD Specialist and ELD Art Integration Specialist. | Yes | Limited to Unduplicated Student Group(s) | English Learners | | \$52,100.00 | |
| 1 | 1.4 | Instructional Aide | Yes | Schoolwide | English Learners Foster Youth Low Income | | \$38,350.81 | |
| 1 | 1.5 | Art Coordinator | Yes | Schoolwide | English Learners Foster Youth Low Income | | \$21,559.23 | |
| 1 | 1.6 | Drama Teacher | Yes | Schoolwide | English Learners Foster Youth Low Income | | \$26,050.00 | |

| Goal | Action # | Action Title | Contributing to Increased or Improved Services? | Scope | Unduplicated Student Group(s) | Location | Planned Expenditures for Contributing Actions (LCFF Funds) | Planned Percentage of Improved Services (%) |
|------|----------|---------------------------|---|------------|--|----------|--|---|
| 2 | 2.1 | Counselor Position | Yes | Schoolwide | English Learners Foster Youth Low Income | | \$79,519.00 | |
| 2 | 2.2 | Orientation and BEST Days | Yes | Schoolwide | English Learners Foster Youth Low Income | | \$5,000.00 | |

2023-24 Annual Update Table

| Totals | Last Year's Total Planned Expenditures (Total Funds) | Total Estimated Expenditures (Total Funds) |
|--------|--|--|
| Totals | \$324,840.72 | \$340,742.51 |

| 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 | 0 | 0 |
| 1 | 1.2 | Music Teacher | No | \$66,754.91 | 74,630.20 |
| 1 | 1.3 | Drama Teacher | No | \$32,507.37 | 40,533.77 |
| 1 | 1.4 | ELD Specialist | No Yes | \$32,507.37 | 40,533.77 |
| 2 | 2.1 | English Language Development specialist | No Yes | \$32,507.37 | 40,533.77 |
| 2 | 2.2 | Instructional Aide | Yes | \$27,116.43 | 40,629 |
| 3 | 3.1 | Counselor position | Yes | \$122,348.69 | 75,001 |
| 3 | 3.2 | | No | 0 | |
| 3 | 3.3 | Restorative Specialist | Yes | \$11,098.58 | 28,881 |
| 3 | 3.4 | | No | | |

| 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 | 3.5 | | No | | |

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) |
|--|---|---|--|--|--|--|
| 225,578.44 | \$225,578.44 | \$225,578.54 | (\$0.10) | 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 | 1.4 | ELD Specialist | Yes | \$32,507.37 | 40,533.77 | | |
| 2 | 2.1 | English Language Development specialist | Yes | \$32,507.37 | 40,533.77 | | |
| 2 | 2.2 | Instructional Aide | Yes | \$27,116.43 | 40,629 | | |
| 3 | 3.1 | Counselor position | Yes | \$122,348.69 | 75,001 | | |
| 3 | 3.3 | Restorative Specialist | Yes | \$11,098.58 | 28,881 | | |

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) |
|---|---|--|---|--|---|--|--|---|
| 3,799,516 | 225,578.44 | 0 | 5.937% | \$225,578.54 | 0.000% | 5.937% | \$0.00 | 0.000% |