

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 French-American Charter School	Evelyn Anderson Principal	eanderson@srcs.k12.ca.us (707) 890-3930 ext. 73105

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 guiding philosophy of the Santa Rosa French-American Charter School (SRFACS) is to provide a standards-based education program taught primarily in the French language and secondarily in American English for students in grades TK through 8th grade. Under charter school law, the school is open to all TK-8th grade students who live in California. The school primarily serves students who live in the Bay Area with the explicit goal of attracting those who have an interest in the French language and culture. In addition, SRFACS builds a community of families who are interested in cultivating global and multi-ethnic perspectives. SRFACS is the first public, dependent charter school to provide this unique education that proudly offers equitable access to all students.

SRFACS is a free and public French Immersion school and it is the only accredited public school of its kind in the Western United States. Our accreditation is through L'Agence pour l'Enseignement Français à l'Étranger/Agency for French Education Abroad (AEFE). This accreditation enables students to access the French educational system worldwide. SRFACS is certified to administer the Diplôme d'Études en Langue Française (DELF). Attaining this language diploma allows students access to French universities. The DELF is a universal measurement of French language aptitude. SRFACS aspires to have all students pass the DELF with a B1 level.

Students at SRFACS excel through a harmonization between the French Ministry of Educational Standards and the California Common Core State Standards. Mastery of the French and English language will give students the cultural confidence needed to become global citizens. Our teachers bring their culture, language, and expertise along with their French teaching credential. Our students' cultural confidence is infused by our many native French-speaking teachers and through various subject content. The arts, physical education, and nutrition are critical elements of French culture and French education.

In order for our students to excel we need a stable team of high caliber teachers. An appropriate team needs to meet the criteria of a French teaching credential and have expertise in French immersion instruction. French standards are structured in 3-year project cycles. Teachers need to participate fully from the inception to the completion of the school-wide project.

Instructional minutes guiding the charter school operation are in line with those required of other California schools. A minimum of 42,000 for TK and Kindergarten, 50,400 minutes per year for 1 - 3rd grade and a minimum of 54,000 minutes for 4th - 6th grade. As with other schools within Santa Rosa City Schools, the academic calendar is determined by agreement between Santa Rosa City Schools and Santa Rosa Teachers Association. SRFACS' bell schedule starts at 8:30 and ends at 3:00 with a 55 minute lunch in order to adhere with the French cultural structure.

In the primary years, our students receive a higher percentage of French language instruction in order to compensate for the two missing years of kindergarten provided in French schools throughout the world. In the upper-grade years our students progressively receive more English language instruction until they reach 6th grade. In 6th, 7th and 8th grade instruction is equally divided between French and English language. This facilitates students transitioning through the American instructional system in secondary school. The fundamental objective of this school is to support students reaching their potential and to prepare students for an increasingly competitive and global world by providing skills that accompany the learning of a second language. These skills are developed with French as a Second Language support (FSL) and our English Language Learners with Designated English Language curriculum (D-ELD). As a result, SRFACS has a highly diverse, multilingual student body. The LEA challenge is to meet the needs of all students equitably including our 12.2% English Learners, 23.3% Socioeconomically Disadvantaged students, 5.6% students with disabilities, and Homeless students.

Reflections: Annual Performance

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

Review of the California School Dashboard demonstrates areas of success and one area of particular challenge for SRFACS. The suspension rate for SRFACS remains very low, likely in response to a school-wide focus on interpersonal connections. While behavior concerns certainly occur, the relationships between staff and students help to maintain a caring and safe school climate. English Language Arts outcomes continue to be high. However, Mathematics outcomes moved to the yellow and show the subgroups of Socioeconomically Disadvantaged and Hispanic student groups in the orange. The primary area of concern is the indicator for Chronic Absenteeism which is red for all student groups except Socioeconomically Disadvantaged and Hispanic; the later groups are in the orange. These indicators will significantly influence the school's LCAP goals. The other local indicators were not submitted in time so the LEA will be sure to submit them in 2024.

Reflections: Technical Assistance

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

Our authorizing district, SRCS, supports SRFACS with LCAP trainings and guidance. In addition, SCOE provides LCAP trainings.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

A summary of the process used to engage educational partners 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
English Learner Advisory Committee (ELAC)	Monthly open meetings of the English Learner Advisory Committee (ELAC), including the meeting of May 10, 2024 where the draft LCAP was reviewed. The members identified the most impactful uses of funds for their students. This feedback was used in the final draft of the LCAP. SRFACS parents, staff and administrator have discussed the LCAP at meetings throughout the 2023-2024 School Year. The intention of addressing the LCAP over several meetings was to increase awareness and understanding of the LCAP, the LCAP budget and how the goals align with the needs of SRFACS students. Feedback was gathered from all school community members. Once the budget was received and reviewed, parents/guardians, staff and community members voted on the uses of available funds that were thought to have the greatest support for SRFACS unduplicated students.
School Advisory Board (SAB)	The LCAP was discussed at several meetings of the School Advisory Committee (SAB) that includes parents, staff representatives and the administrator. Feedback was gathered from all school community members. Once the budget was received and reviewed, board members voted on the uses of available funds that were thought to have the greatest support for SRFACS unduplicated students and the May 13, 2024 SAB meeting.
Parent Association Foundation (PAF)	At Parent Association Foundation (PAF) meetings, SRFACS parents, staff and administrator have discussed the LCAP at meetings throughout the 2023-2024 School Year. Parents and staff actively participated in the development of LCAP actions.

Educational Partner(s)	Process for Engagement
SRFACS Staff	The LCAP was discussed at certificated staff meetings and feedback was shared.
Community	The draft LCAP is posted on the school website https://srfacs.srchools.org/

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

SRFACS school community members' inputs are essential to the development and successful implementation of the LEA's LCAP. Working meetings between educators and parent groups were key to developing and approving the LCAP. The feedback provided by SRFACS' educational partners directly influenced the use of LCAP funding. In addition, the feedback from in depth discussions of the area of concern as presented by the California Dashboard, Chronic Absenteeism, was used to establish LCAP goals and actions. SRFACS benefitted from significant and purposeful engagement of parents and guardians, including those representing the student groups identified by the LCFF. The ELAC, SAB and PAF all expressed a need for a stronger system of support for SRFACS unduplicated students. Community representatives expressed support for increased mental health and emotional support. The ELAC, staff and SAB advocated for maintaining the program's successes through support of the academic program and supports of EL students, specifically, the French TOSA, an Instructional Assistant, Library Technician, and Instructional Materials Technician.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	SRFACS educators will provide student-centered teaching and learning opportunities in order to maximize student growth toward meeting or exceeding standards with an emphasis in the area of Mathematics. Focus Goal: Pupil Achievement: Remove barriers and provide opportunities to further person and academic success with the desired outcome of an increase of the number of students meeting or exceeding standard as measured by the CAASPP/SBAC mathematics assessment by 2% annually.	Focus Goal

State Priorities addressed by this goal.

<p>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)</p>
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An explanation of why the LEA has developed this goal.

<p>Review of the California School Dashboard demonstrates that while the Mathematics indicator schoolwide is in the yellow, it shows the subgroups of Socioeconomically Disadvantaged and Hispanic student groups in the orange, identifying an area for growth.</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	Annual CAASPP Smarter Balance Summative Assessment in Mathematics measurement of Socioeconomically disadvantaged students	On the 2023 CAASPP SBAC, 44.73% of Socioeconomically disadvantaged students in all grades met or exceeded standard in Math.			At least 51% of Socioeconomically disadvantaged students will meet or exceed standard in Math	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	who meet or exceed standard.					
1.2	Annual CAASPP Smarter Balance Summative Assessment in Mathematics measurement of English Learner students who meet or exceed standard.	On the 2023 CAASPP SBAC, 35.29% of students identified as English Learners in all grades met or exceeded standard in Math.			At least 41% of English Learner students will meet or exceed standard in Math.	

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	Provide academic support of EL and SED students.	<p>Using Tier 1 academic measurements including LGL and the French National Grade Level Evaluations, our school will identify unduplicated students who need additional supports.</p> <p>Continue grade-level interventions by teachers and TOSA to support SED and EL students with a particular focus on academic language in Mathematics.</p> <p>Identify and establish extended learning opportunities to support targeted tutoring.</p>	\$65,516.05	Yes
1.2	Increase programs and services that improve student outcomes	<p>Support Multilingual learners with whole-child interventions. Provide collaboration opportunities to develop and implement units and projects that will link California Common Core standards and the French Ministry of Education standards in grade K-6. Teachers will review data and identify areas of need in "Conseils de Cycle" meetings that group close grade level teachers. Teachers will refer students to the CARE team as needed.</p>	\$0.00	Yes
1.3	Provide academic support of EL and SED students	<p>Continue funding for one Instructional Assistant and increase funding for another instructional assistant to work closely with EL and SED students across grade levels.</p> <p>Increase academic interventions for struggling students.</p> <p>Teachers will use LGL and grade level assessments including Acadience and the French National Evaluations to organize groups for additional support.</p>	\$71,245.28	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Broad Goal: Engage students and improve students outcomes by Reducing Chronic Absenteeism as measured by the CDE dashboard with a goal of reducing chronic absenteeism by 2% annually through Tier 1 supports and Communication.	Broad 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 3: Parental Involvement (Engagement)</p> <p>Priority 4: Pupil Achievement (Pupil Outcomes)</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.

Reduce chronic absenteeism by

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	SRFACS will reduce chronic absenteeism 2% each year with the target goal of chronic absenteeism of less than 18.8% chronic absenteeism as an outcome in year three as measured by the CDE Dashboard.	Chronic Absenteeism was 24.8% on the 2023 CDE dashboard.			Less than 18.8% chronic absenteeism	

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	Increase Parent awareness regarding attendance.	SRFACS will increase and reinforce communication with parents regarding the importance of school attendance. School Leadership, parent and community groups will provide frequent, consistent messaging regarding attendance. The school Family Engagement Facilitator will communicate with families, including in Spanish if needed, to remind, encourage and support good attendance.	\$0.00	No
2.2	Student engagement in school	SRFACS teachers and leadership will give students reminders and incentives to attend school. Staff will reinforce the value of being in school in order to learn. Incentives will be provided to classes that demonstrate excellent or improved attendance.	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
2.3	Social-emotional	Post-pandemic, students and parents often site anxiety as a hindrance for getting to school. Increased messaging regarding school attendance will include the social-emotional impacts of missing school including friendship changes when a student is missing recesses, the emotional stress of falling behind because of missed lessons, and the stress from needing to get back in the routine of getting to school. Tier 1 supports including Restorative practices and counseling will address student needs.	\$0.00	No
2.4	Rich and engaging curriculum	SRFACS students have an unusual opportunity to learn in a rich language immersive learning environment. Reinforcing the value and benefits of the program could encourage students to appreciate the education they are receiving and inspire them to attend school.	\$0.00	No
2.5	Mental Health support	SRFACS will seek and provide mental health and social-emotional professional resources to reduce attendance barriers due to mental health issues through a Site-Based Therapist to work with select students. Unduplicated students will be our priority.	\$6,035.92	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Improve Academic Performance among Socio-Economically Disadvantaged Students through Tier 1 Differentiated Instruction and Supports	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.

SRFACS outcomes on the CAASPP tests are often impressive compared with district and State outcomes. However, socio-economically disadvantaged student outcomes continue to be below outcomes of All Students. The 2023 CDE dashboard showed All Students in the green while socio-economically disadvantaged students were in the yellow. On the 2023 CAASPP ELA, 49.35% of socio-economically disadvantaged students met standard compared with 61.83% of all students. In math, 44.73% of socio-economically met standard compared with 56.82% of all SRFACS students. SRFACS' goal is to eliminate this outcome gap.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase percent of socio-economically disadvantaged students meeting standard by 2% in ELA and Math on the CAASPP each year.	On the 2023 CAASPP, 49.35% of socio-economically disadvantaged students met standard in ELA and 44.73% of socio-economically met standard in Math.			At least 50% of SED students meet or exceed standard on the SBAC in ELA and Math.	

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	Extend learning opportunities for learning	<p>Continue building the SRFACS extended learning opportunities to engage students in their learning.</p> <p>Build teaching and learning opportunities that remove barriers to learning including providing a safe environment that is conducive to learning</p> <p>Provide a Study Hall before school where students can access the internet and complete homework assignments.</p> <p>Provide safe and engaging learning opportunities after school and during the summer vacation.</p> <p>Provide tutoring for struggling students.</p>	\$35,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.2	Teacher Instruction	SRFACS teachers have pursued professional development that is bringing new approaches to the classroom. Specifically, GLAD, Building Thinking Classrooms and Jo Boaler mindset trainings are having observable impact on student engagement. The impact of this increased capacity will be measured through improvements in LGL, Acadience, and French National evaluations.	\$0.00	No
3.3	Mental Health and Social-emotional support	Socio-economically disadvantaged students may have difficulties focusing on schoolwork due to trauma or other difficulties outside of school. SRFACS supports student mental health and social-emotional support. Use LCFF funds to increase support through the services of a School-Based Therapist for four hours per week.	\$6,035.92	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Maintain an academically rigorous program of French language immersion that aligns with the California Common Core State Standards as well as the French Ministry of Education standards to support mastery of English and French languages through bilingual literacy supports and culturally responsive pedagogy.	Maintenance of Progress Goal

State Priorities addressed by this goal.

<ul style="list-style-type: none"> 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)
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An explanation of why the LEA has developed this goal.

The harmonized curriculum provided by the SRFACS program has demonstrated strong results of a rigorous and enriching education through mastery of both the French and English languages. Inherent in the language instruction is an immersion into the French culture that increases student knowledge of the global community. The program has historically demonstrated positive results that should be continued and built upon.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	DELF, a diploma awarded by the French Ministry of Education to certify the level of French-language skills of non-French speakers.	90% of SRFACS students pass the DELF by 6th grade			At least 90% of 6th grade students have passed the DELF.	

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
4.1	Maintain and communicate harmonized curriculum	Continue to focus on language acquisition as the core of the school's program. Continue to maintain the school's accreditation with the AEFÉ by maintaining the position of French TOSA to coordinate harmonization with the French Ministry of Education.	\$98,274.07	Yes
4.2	Provide culturally and language relevant resources	Maintain appropriate instructional materials for all grade levels in both English and French by maintaining IMT hours of 4.0 per day to enable dual curriculum materials management.	\$34,913.77	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>Broad and rich library resources in target and home languages.</p> <p>Maintain Library technician hours in order to manage library inventory in English, French and other languages.</p> <p>Continue funding additional Library Technician hours to support literacy and language development for EL and SED students school-wide.</p> <p>Continue increasing student literacy by building the library inventory to include more languages based on the home languages of SRFACS students including Spanish and Russian.</p>		

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline

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
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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
\$282,296	\$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.545%	0.000%	\$13.00	5.545%

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
1.2	<p>Action: Increase programs and services that improve student outcomes</p> <p>Need: Overall assessment data shows unduplicated students score below their peers in math, English and French. SRFACS seeks to support these students' academic success. Unduplicated students express needs for additional supports such as needing a warm</p>	Teachers and support staff will collaborate to support students.	Formative assessments, student interactions, attendance, and summative assessments will be used to monitor effectiveness.

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>coat or being hungry and not getting to school in time for breakfast or they have need for emotional support.</p> <p>Scope: Schoolwide</p>		
<p>4.1</p>	<p>Action: Maintain and communicate harmonized curriculum</p> <p>Need: The mission of SRFACS is to teach all student in a French immersion language program in a public school setting. This education is normally only available to students in private schools. We are proud to provide this learning opportunity to all students. The harmonized curriculum provided by the SRFACS program has demonstrated strong results of a rigorous and enriching education through mastery of both the French and English languages. Inherent in the language instruction is an immersion into the French culture that increases student knowledge of the global community. The program has historically demonstrated positive results that should be continued and built upon.</p> <p>Scope: Schoolwide</p>	<p>The harmonized curriculum in grades TK through 8, with 90% of instruction in French through grade 2, then transitioning to 50% French in 6th grade and above. TOSA personnel expenditure for this item is 60% of the total TOSA expense.</p>	<p>Annual accreditation by the French Ministry of Education through their Agency for French Education Abroad (AEFE) and student outcomes, in particular, student success on the DELF exam.</p>
<p>4.2</p>	<p>Action: Provide culturally and language relevant resources</p>	<p>The harmonized curriculum in grades TK through 8 required instructional materials from France. The dual curriculum increases the need for additional</p>	<p>Mastery of the English and French languages as demonstrated through the</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
	<p>Need: Maintain an academically rigorous program of French language immersion that aligns with the California Common Core State Standards as well as the French Ministry of Education standards to support mastery of English and French languages. This program is a unique opportunity for unduplicated students in a public school in California.</p> <p>Scope: Schoolwide</p>	<p>materials. Unduplicated students in particular may not have access to books in French or other languages. Our library has both French and an English inventories. In addition, because many of our students speak other languages at home, we are building inventories in Spanish, Russian and other languages in our library. These efforts require additional time for our staff members.</p>	<p>DELF and CAASPP exams.</p>

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
<p>1.1</p>	<p>Action: Provide academic support of EL and SED students.</p> <p>Need: 2023 CAASPP SBAC showed 44.73% of Socioeconomically disadvantaged students in all grades met or exceeded standard in Math compared with 56.82% of not socioeconomically disadvantaged. 2023 CAASPP SBAC showed 35.29% of students identified as English Learners in all</p>	<p>Unduplicated students will receive targeted intervention from the TOSA and teachers. TOSA personnel expenditure for this item is 40% of the total TOSA expense.</p>	<p>Improvement of CAASPP scores over three years.</p>

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	<p>grades met or exceeded standard in Math compared with 50% of English only learners.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>		
1.3	<p>Action: Provide academic support of EL and SED students</p> <p>Need: Some unduplicated students score below grade level on local, State and French National evaluations</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	Small group intervention and one-to-one support will support student learning in targeted areas of need.	Let's Go Learn, Acadience and French National Evaluations
2.5	<p>Action: Mental Health support</p> <p>Need: SRFACS recognizes that students living in poverty, foster youth, and students with language barriers may additionally face attendance barriers due to mental health issues. Attendance is impacted by self-regulation and behavior issues as well as a lack of confidence due to academic struggles.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	In response to the school community's feedback, SRFACS will use LCFF funds to fund a Site Based Therapist for four hours per week.	The students being served will be monitored for reduced behavior incidents, improved attendance and improved academics as a result of having therapeutic support.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
<p>3.1</p>	<p>Action: Extend learning opportunities for learning</p> <p>Need: Socio-economically disadvantaged student outcomes continue to be below outcomes of All Students. The 2023 CDE dashboard showed All Students in the green while socio-economically disadvantaged students were in the yellow. On the 2023 CAASPP ELA, 49.35% of socio-economically disadvantaged students met standard compared with 61.83% of all students. In math, 44.73% of socio-economically met standard compared with 56.82% of all SRFACS students. SRFACS' goal is to eliminate this outcome gap.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>Use ELOP funding to continue building the SRFACS extended learning opportunities to engage students in their learning.</p> <p>Build teaching and learning opportunities that remove barriers to learning including providing a safe environment that is conducive to learning including programs during the summer and holiday breaks.</p> <p>Provide a Study Hall before school where students can access the internet and complete homework assignments.</p> <p>Provide safe and engaging learning opportunities after school and during the summer vacation.</p> <p>Provide afterschool tutoring for struggling students.</p>	<p>CAASPP scores as well as local and formative assessments.</p>
<p>3.3</p>	<p>Action: Mental Health and Social-emotional support</p> <p>Need: SRFACS recognizes that students living in poverty, foster youth, and students with language barriers may additionally face attendance barriers due to mental health issues. Attendance is impacted by self-regulation and behavior issues as well as a lack of confidence due to academic struggles.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	<p>In response to the school community's feedback, SRFACS will use LCFF funds to fund a Site Based Therapist for four hours per week.</p>	<p>The students being served will be monitored for reduced behavior incidents, improved attendance and improved academics as a result of having therapeutic support.</p>

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.

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	5,090,910	282,296	5.545%	0.000%	5.545%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$282,021.01	\$35,000.00			\$317,021.01	\$317,021.01	

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	Provide academic support of EL and SED students.	English Foster Low Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		Continuous over three years	\$65,516.05	\$0.00	\$65,516.05				\$65,516.05	
1	1.2	Increase programs and services that improve student outcomes	English Foster Low Learners Youth Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SRFACS	Continuously over three years.	\$0.00	\$0.00	\$0.00				\$0.00	
1	1.3	Provide academic support of EL and SED students	English Foster Low Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Annually over three years	\$71,245.28	\$0.00	\$71,245.28				\$71,245.28	
2	2.1	Increase Parent awareness regarding attendance.	All Students Disabilities with	No				Over the course of three years	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.2	Student engagement in school	All Students Disabilities with	No				Continuous over three years.	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Social-emotional	All Students Disabilities with	No				Continuous over three years	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.4	Rich and engaging curriculum	All Students Disabilities with	No				Annually over three years	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.5	Mental Health support	English Foster Learners Youth	Yes	Limited to Unduplicated	English Learners Foster Youth	Specific Schools:		\$6,035.92	\$0.00	\$6,035.92				\$6,035.92	

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		Unduplicated Student Group(s)	Low Income	SRFACS									
3	3.1	Extend learning opportunities for learning	English Foster Low Income Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Foster Low Income Learners Youth Income	Specific Schools: SRFACS	Continuous over three years	\$35,000.00	\$0.00	\$0.00	\$35,000.00			\$35,000.00	
3	3.2	Teacher Instruction	All Students with Disabilities	No				Annually over three years	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Mental Health and Social-emotional support	English Foster Low Income Learners Youth Income	Yes	Limited to Unduplicated Student Group(s)	English Foster Low Income Learners Youth Income	Specific Schools: SRFACS	Annually over three years	\$6,035.92	\$0.00	\$6,035.92				\$6,035.92	
4	4.1	Maintain and communicate harmonized curriculum	English Foster Low Income Learners Youth Income	Yes	Schoolwide	English Foster Low Income Learners Youth Income	Specific Schools: SRFACS	2024-2025 school year	\$98,274.07	\$0.00	\$98,274.07				\$98,274.07	
4	4.2	Provide culturally and language relevant resources	English Foster Low Income Learners Youth Income	Yes	Schoolwide	English Foster Low Income Learners Youth Income	Specific Schools: SRFACS	Annually over three years	\$34,913.77	\$0.00	\$34,913.77				\$34,913.77	

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
5,090,910	282,296	5.545%	0.000%	5.545%	\$282,021.01	0.000%	5.540 %	Total:	\$282,021.01
								LEA-wide Total:	\$0.00
								Limited Total:	\$148,833.17
								Schoolwide Total:	\$133,187.84

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	Provide academic support of EL and SED students.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$65,516.05	
1	1.2	Increase programs and services that improve student outcomes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SRFACS	\$0.00	
1	1.3	Provide academic support of EL and SED students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$71,245.28	
2	2.5	Mental Health support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: SRFACS	\$6,035.92	
3	3.1	Extend learning opportunities for learning	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: SRFACS	\$0.00	
3	3.3	Mental Health and Social-emotional support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: SRFACS	\$6,035.92	
4	4.1	Maintain and communicate harmonized curriculum	Yes	Schoolwide	English Learners Foster Youth	Specific Schools: SRFACS	\$98,274.07	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
4	4.2	Provide culturally and language relevant resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SRFACS	\$34,913.77	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$222,765.00	\$275,184.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Increase programs and services that improve student outcomes	Yes	\$0	
1	1.2	Provide academic support of EL, SED and homeless students	Yes	\$75,167.00	\$84,150
2	2.1	Support teachers in their professional development	Yes		
3	3.1	Build student well-being through school-wide connections	Yes	\$76,372.00	\$98,028
4	4.1	Implement evidence-based instruction to achieve measurable outcomes in language acquisition.	Yes	\$71,226.00	\$93,006

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)
\$275,197	\$222,765.00	\$275,184.00	(\$52,419.00)	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	Increase programs and services that improve student outcomes	Yes				
1	1.2	Provide academic support of EL, SED and homeless students	Yes	\$75,167.00	\$84,150		
2	2.1	Support teachers in their professional development	Yes				
3	3.1	Build student well-being through school-wide connections	Yes	\$76,372.00	\$98,028		
4	4.1	Implement evidence-based instruction to achieve measurable outcomes in language acquisition.	Yes	\$71,226.00	\$93,006		

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)
4,412,093	\$275,197	0%	6.237%	\$275,184.00	0.000%	6.237%	\$13.00	0.000%