

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
Cesar Chavez Language Academy	Aida Diaz Principal	adias@srcs.k12.ca.us 707-890-3890

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.

Cesar Chavez Language Academy (CCLA), is a Tk-8th grade Dependent Charter School in the Santa Rosa City Schools School District. We offer a Dual Immersion program (Spanish/English) in our Tk-6th grade Elementary program. In 7th and 8th grades, we offer four different pathways for incoming students: Dual Immersion, World House (for Newcomer students), Spanish Language and Traditional. We have a unique 7 period day in grades 7 & 8 in order to allow for students to take a language/support class and an additional elective. We are projected to have approximately 850 students for the 2024-2025 school year, with 70% of them being “unduplicated”. CCLA has received the status of CSI school.

Reflections: Annual Performance

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

CCLA has made progress in the areas of English Language Performance, suspension rates and others. We still need to improve in the areas of academic performance in English and Math.

Reflections: Technical Assistance

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

Our school has received LCAP training as well as our district (Santa Rosa City schools)

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.

Cesar Chavez Language Academy has been identified as an CSI school in the following areas; English Learner Students, Hispanic Students, Students with Disabilities, Socioeconomically disadvantaged students and white students. We identified that our greatest needs are to continue focusing on literacy in both languages as well as English Language Development for our English Language Learners in order to increase student reclassification as English proficient. With school closures from March 2020- April 2021 there has been a significant amount of learning loss. In looking at our local data (Let's Go Learn & DRA) we see the need to increase academic achievement in all areas. There is a continued need to strengthen Integrated & Designated English Language Development for our ELL students. There is a dip in 2nd grade's 'Students at or Above Grade Level' so we will have to take a look at the cause of that. When we look at students below or far below grade level in Spanish, we see larger percentages in 2nd and 3rd grade and will have to take a look at areas of reading and our PRESS model at those grades. We also have to look at why 1st grade increased 5% on the number of students below grade level in Spanish. We focus on measuring English language acquisition in grades 3rd-6th due to the 90/10 TWDI (Two Way Dual Immersion) Program. Our scores are concerning when looked at vertically (3rd to 6th) in the area of English acquisition. Our fall below and below grade level increased rather than decrease from 28% to 33% to 58% in 3rd, 4th and 6th grade. Also, our %age of students at grade level decreased from 52% to 40% to 29% in 3rd, 4th and 6th grade.

Support for Identified Schools

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

Looking at the data for SED students (68%) at CCLA, we are closing the gap for students (those who are not meeting standards) between grades 3-6 and then the curve moves back upward for grades 7-8. We are seeing a well shaped curve (2022-23 data). English speakers are doing better but are still underperforming.

62% of Hispanic-SED 8th grade students are not meeting ELA standards

Our chronic absenteeism rate is 31.8% (students who missed 10% or more of the school year). Said another way: 271 of our students missed 18 days or more school in 2021-22.

Students with disabilities have a 41.6% chronic absenteeism rate

Overall chronic absenteeism rate for 2021-22 was 32.2%

Monitoring and Evaluating Effectiveness

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

CCLA will collect data from our Press groups, report cards, progress reports and smart goal conferencing with parents and students.

Engaging Educational Partners

A summary of the process used to engage educational partners in the development of the LCAP.

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

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

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

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

Through out the course of the year , the school principal held multiple meeting with stakeholder groups. The Bilingual Advisory Board, English Learner Advisory Committee, PAC (Principal Advisory Committee) and Site Staff meetings were all place of meaningful conversations to gather input.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	CCLA has a goal of increasing academic achievement in the areas of English Language Arts and Math, as well as improving English Learner Progress as measure on the ELPAC and CAASPP by 5% each year.	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 4: Pupil Achievement (Pupil Outcomes)</p> <p>Priority 5: Pupil Engagement (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

<p>As a school, 75% of students are scoring below grade level</p> <p>English speakers are doing better but are still underperforming.</p> <p>62% of Hispanic-SED 8th grade students are not meeting ELA standards</p> <p>Looking at the data for SED students (68%) at CCLA, we are closing the gap for students (those who are not meeting standards) between grades 3-6 and then the curve moves back upward for grades 7-8. We are seeing a well shaped curve (2022-23 data).</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	2023 California School Dashboard for ELA, Math, and English	Our current score is CAASPP are as follows: 3rd-8th grade; 25.09% met or exceeded in ELA			Increased in CAASPP scores by 5% and continue to	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learner progress as well as teacher feedback.	and 13% in Math. We were able to reclassify 60 students 2023			reclassify students through the ELPAC process	

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	Online Educational Platforms	Continue to purchase online academic programs for English Language Development, Spanish Language Development, English Language Arts and Math. Reflex Math, Star Reading, Newsela, Learning A-Z, Go Guardian, Lets go Learn, Renaissance Learning, Etc.	\$50,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Teachers on Special (3.2)	2 TOSAs will be dedicated to ensure that we are meeting the needs academically via reclassification and working in small groups to target Language Acquisition. 1 TOSA will work to support teachers to create classrooms that are focused on student learning and engagement. They will also work school wide to ensure we addressing the school culture to reduce suspension rates and chronic absenteeism. Our .2 TOSA will work to implement AVID school wide for student achievement.	\$456,486.76	Yes
1.3	Bilingual Instructional Assistants	Lower Elementary will retain 3 IA's to support in the area of early literacy in Spanish. Upper grades will have 3 IA's who will support in English Language Acquisition to ensure that our EL's students are receiving the support they need to be reclassified. As well as 2 IA's that will be supporting our EL students in Middle School.	\$368,188.22	Yes
1.4	Colors of Spanish(Music Consultant)	Colors of Spanish music and movement will offer weekly Spanish Language Development classes in Tk- 1st grade	\$30,372.00	Yes
1.5	Extended Learning Opportunities	Continue to offer extended learning opportunities for students after school (CSI)	\$25,000.00	No
1.6	Receptionist .75 FTE	Bilingual receptionist .75 FTE	\$45,530.48	Yes
1.7	Library Tech	This would allow for our library to be open during the hours that the students are here.	\$16,000.00	Yes
1.8	Subscriptions	Subscription to AVID for elementary and secondary	\$5,944.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.9	Summer School	Provide summer school for students who would benefit from extended time at school	\$32,000.00	Yes
1.10	Technology/ Hardware	Purchase additional technology and or repair to ensure academic continuum	\$10,000.00	Yes
1.11	Materials and supplies	Continue to support supplemental materials for the teachers to support all aspects of student learning	\$62,000.00	Yes
1.12	Teacher extended day	Teachers will be able to take release days and work afterschool on vertical alignment, looking and data as well as meeting with parents on student progress	\$50,000.00	Yes
1.13	ELD and Newcomer Sections	1 Certificated FTE for ELD and Newcomer Sections as Reflected in the Existing Master Schedule	\$130,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	<p>CCLA has a goal of decreasing suspension rates and chronic absenteeism as reported on the California Dashboard.</p> <p>3 full-time Counselor to facilitate the implementation of lunch bunch, SEL Program of Toolbox and participate in Tier 2 Care Team support, SSTs, 504s, one-to-one support and refer to inhouse and out of house therapists.</p> <p>Two full time Restorative Specialists will work with students to help with conflict management, pre-circles, circles, communication between student-teachers and students-students and suspension re-entries.</p> <p>The School & Climate Teacher on Special Assignment will work with classroom teachers to implement Tier I Interventions and provide Professional Development on student engagement strategies in the classroom so that students will be successful during their academic school day.</p> <p>A school will contract with Humanidad Therapy to offer 4 therapists for TK-8 students which will help support 75 students at any one time.</p> <p>Programs that support Social Emotional Learning during lunch with sports, after school sports programs, clubs and equipment.</p> <p>two full time campus supervisor to help administration with campus security and truancy issue and other incentive programs to engage all students.</p>	Focus Goal

State Priorities addressed by this goal.

- Priority 4: Pupil Achievement (Pupil Outcomes)
- Priority 5: Pupil Engagement (Engagement)

An explanation of why the LEA has developed this goal.

CCLA will be addressing the high suspension rate and chronic absenteeism per the California Dashboard. Our Climate and Culture TOSA will focus on Tier 1 and Tier 2 interventions to ensure that students are being engaged and supported here at school. We will also continue and support programs that support students social and emotional well being. We will engage students during lunch with sports, after school sports programs and clubs.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2023 California School Dashboard in the areas of Chronic Absenteeism and Suspensions for the year.	Suspension rate: 9% suspended at least one day Chronic Absenteeism is 32%			Suspension rate below 5% and reduce chronic absenteeism by 10%	

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	Student Engagement	Continue to employ a full time Student Engagement Activities Worker that will support student during and after school through extra curricular and enrichment activities.	\$60,942.04	Yes

Action #	Title	Description	Total Funds	Contributing
2.2	Additional funding for other services	Continue to support our music, outdoor and other programs that support and engage our students.	\$25,000.00	Yes
2.3	Campus Supervisors	Campus supervisors to support student safety and provide other adults for student to engage with	\$95,093.53	Yes
2.4	Parent involvement Opportunities	Continue to encourage parent involvement to participate during and after school activities.	\$3,000.00	No
2.5	Counselor	Retain our 2 counselors to facilitate implementation of BEST plus and Tool Box program. To promote social/emotional development including implementation of our multi-tiered system to supports	\$166,691.93	Yes
2.6	Family engagement Facilitators	2 FTE of Family Engagement Facilitators to bring in families and help with our EL students.	\$121,211.67	Yes
2.7	Restorative Specialist	2 FTE Restorative Specialist who will support our student in restorative practices and will also serve in our CARE team. They will also facilitate student groups to improve school culture and climate through pre circles, circles and conflict management and engagement with students during lunch and after school.	\$126,189.09	Yes
2.8	Humanidad Therapy	School based therapy	\$143,000.00	Yes
2.9	Student Incentives	We want to provide student incentives for all grades to promote student engagement	\$25,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.10	Social emotional Learning	Programs and activities to support social emotional learning for students: National Academy of Athletics, Portuguese Futbol Academy, Clubs during recess, Recess Equipment, assemblies.	\$60,000.00	Yes
2.11	Athletics	Funding for our Athletic programs for grades 6-8th	\$20,000.00	Yes
2.12	Increasing School to Home communication	Support all communication	\$2,000.00	No
2.13	Field Trips	Provide field trips to our students KA-8th grade to enhance their academic day	\$16,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	CCLA will increase the number of teachers participating in grade level/ department release days as well as TWDI professional development. Each teacher will participate in PLC to look at data and to implement focused academic/ behavioral goals with students and parents.	

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 5: Pupil Engagement (Engagement)</p> <p>Priority 6: School Climate (Engagement)</p> <p>Priority 7: Course Access (Conditions of Learning)</p>
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An explanation of why the LEA has developed this goal.

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Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	number of teachers participating in professional development and collaboration	89% of teachers have participated			100% of staff attending professional development	

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	Release time for collaboration	Release days for all staff to continue working on scope and sequence using common core standards. Provide opportunities for staff to attend math and language arts conferences.	\$35,000.00	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
\$2,032,310	\$

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
22.823%	0.000%	\$0.00	22.823%

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: Online Educational Platforms</p> <p>Need: Our students need additional practice at their level in Math and Language Arts.</p> <p>Scope: LEA-wide</p>	The online programs will give our students additional practice at there level	Teachers will be able to do a pre and post test to see the students progress.

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: Teachers on Special (3.2)</p> <p>Need: Students need extra support in small group instruction and we will be able to provide fluid instruction to meet them at their level.</p> <p>Scope: LEA-wide</p>	Gives them individual instruction in small group setting	DRA, running records, Dibbles and LGL
1.3	<p>Action: Bilingual Instructional Assistants</p> <p>Need: Additional support towards the goal of reclassification</p> <p>Scope: LEA-wide</p>	The percentage of English Learners is such that it justifies LEA-wide action	Improved reclassification rates in the upper grades, coupled with increases in early Spanish literacy
1.4	<p>Action: Colors of Spanish(Music Consultant)</p> <p>Need: Additional support through music to address language</p> <p>Scope: LEA-wide</p>	The percentage of English Learners is such that it justifies LEA-wide action	Pre and post by the teacher
1.6	<p>Action: Receptionist .75 FTE</p>	Communication to parents and meetings to address chronic absenteeism or other needs	Youth truth survey and California Dashboard

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: To be able to communicate with all parents</p> <p>Scope: LEA-wide</p>		
1.7	<p>Action: Library Tech</p> <p>Need: Students need access to more books and online access</p> <p>Scope: LEA-wide</p>	The library will be able to be open more hours	The number of students utilizing the library
1.8	<p>Action: Subscriptions</p> <p>Need: First generation students will be able to visit and learn how to be college bond</p> <p>Scope: LEA-wide</p>	By providing curriculum and training of teachers to implement AVID skills	Students academic achievement on the California Dashboard
1.10	<p>Action: Technology/ Hardware</p> <p>Need: Some of our technology will be replaced</p> <p>Scope:</p>	Students need to be able to always have access to technology	Local indicators

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
1.11	<p>Action: Materials and supplies</p> <p>Need: Providing additional materials to students that other wise they would not have</p> <p>Scope: LEA-wide</p>	This would allow for students school experience to be richer	California dashboard and local indicator.
1.12	<p>Action: Teacher extended day</p> <p>Need: Student need to be able to know how they are doing in their academics</p> <p>Scope: LEA-wide</p>	Teachers will be able to meet with parents and students	Academic progress on local indicators and California Dashboard
2.1	<p>Action: Student Engagement</p> <p>Need: Students need to feel engaged at school</p> <p>Scope: LEA-wide</p>	Students will be engaged and have better attendance	California Dashboard/ Chronic Absenteeism
2.2	<p>Action: Additional funding for other services</p>	Engagement will increase	Chronic absenteeism percentage to be lower

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: Provide extra opportunities for our students to engage in extracurricular activities</p> <p>Scope: LEA-wide</p>		
2.3	<p>Action: Campus Supervisors</p> <p>Need: Students not feeling safe at school</p> <p>Scope: LEA-wide</p>	This will provide more supervision and more people for students to engage with	Youth truth survey
2.5	<p>Action: Counselor</p> <p>Need: Social emotional support for students</p> <p>Scope: LEA-wide</p>	Academic counseling and social emotional lessons	Suspension and attendance rates
2.6	<p>Action: Family engagement Facilitators</p> <p>Need: Additional support to be able to reclassify our EL. Engage families in the school process</p> <p>Scope:</p>	The percentage of English Learners is such that it justifies LEA-wide action	Reclassification rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.7	<p>Action: Restorative Specialist</p> <p>Need: Engagement and problem solving are critical to keep students in school.</p> <p>Scope: LEA-wide</p>	All students need to be able to make amends and work on making good decisions	Suspension rates
2.8	<p>Action: Humanidad Therapy</p> <p>Need: Anxiety, substance abuse, depression</p> <p>Scope: LEA-wide</p>	It will provide school base therapy	pre and post assessment
2.9	<p>Action: Student Incentives</p> <p>Need: High chronic absenteeism and suspension rates</p> <p>Scope: LEA-wide</p>	It will provide incentives for students to be present	California Dashboard
2.10	<p>Action: Social emotional Learning</p>	Students will be engaged in extra curricular activities	students participating in activities

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: Engagement during unstructured time</p> <p>Scope: LEA-wide</p>		
2.11	<p>Action: Athletics</p> <p>Need: Our students should have access to athletics</p> <p>Scope: LEA-wide</p>	It will provide sports after school	number of students and academic achievement
2.13	<p>Action: Field Trips</p> <p>Need: Students need to feel engaged out of the classroom as well</p> <p>Scope: LEA-wide</p>	It will provide opportunity for students to explore education outside the classroom	Youth Truth survey and Panorama
3.1	<p>Action: Release time for collaboration</p> <p>Need: Rigorous academic instruction</p> <p>Scope: LEA-wide</p>	Providing professional development for teachers	Teacher attendance

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
1.9	<p>Action: Summer School</p> <p>Need: Students who are reading at below grade level</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	They will have targeted extended time with their teachers	Looking at DRA, Lets go Learn
1.13	<p>Action: ELD and Newcomer Sections</p> <p>Need: Students are in of need English language development</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	These staff provide the English language development instruction to the students	Academic achievement and reclassification

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

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Additional Concentration Grant Funding

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

Our focus has been on building strong relationships with students and enhancing the capacity of staff working with students. To achieve this, we have increased the number of classified staff to provide supplementary services. While teacher-to-student ratios are outlined in the CBA, SRCS supports unduplicated pupils through various classified roles such as instructional aides, restorative specialists, student engagement activity workers, and school-based therapists.

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	N/A	1:28
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16

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	8,904,656	2,032,310	22.823%	0.000%	22.823%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,042,931.60	\$35,000.00		\$102,718.12	\$2,180,649.72	\$1,769,333.72	\$411,316.00

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	Online Educational Platforms	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$50,000.00	\$40,000.00	\$10,000.00			\$50,000.00	
1	1.2	Teachers on Special (3.2)	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$456,486.76	\$0.00	\$456,486.76				\$456,486.76	
1	1.3	Bilingual Instructional Assistants	English Learners	Yes	LEA-wide	English Learners			\$368,188.22	\$0.00	\$368,188.22				\$368,188.22	
1	1.4	Colors of Spanish(Music Consultant)	English Learners	Yes	LEA-wide	English Learners			\$0.00	\$30,372.00	\$30,372.00				\$30,372.00	
1	1.5	Extended Learning Opportunities	Unduplicated Pupils All	No					\$15,000.00	\$10,000.00	\$10,000.00	\$15,000.00			\$25,000.00	
1	1.6	Receptionist .75 FTE	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$45,530.48	\$0.00	\$45,530.48				\$45,530.48	
1	1.7	Library Tech	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$16,000.00	\$0.00	\$16,000.00				\$16,000.00	
1	1.8	Subscriptions	English Foster Low Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$5,944.00	\$5,944.00				\$5,944.00	
1	1.9	Summer School	English Foster Low Learners Youth Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income			\$30,000.00	\$2,000.00	\$32,000.00				\$32,000.00	

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
						Group(s)											
1	1.10	Technology/ Hardware	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$10,000.00	\$10,000.00				\$10,000.00	
1	1.11	Materials and supplies	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$62,000.00	\$62,000.00				\$62,000.00	
1	1.12	Teacher extended day	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$50,000.00	\$0.00	\$40,000.00	\$10,000.00			\$50,000.00	
1	1.13	ELD and Newcomer Sections	English	Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$130,000.00	\$0.00	\$130,000.00				\$130,000.00	
2	2.1	Student Engagement	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$60,942.04	\$0.00	\$60,942.04				\$60,942.04	
2	2.2	Additional funding for other services	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
2	2.3	Campus Supervisors	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$95,093.53	\$0.00	\$95,093.53				\$95,093.53	
2	2.4	Parent involvement Opportunities	Unduplicated pupils		No					\$3,000.00	\$0.00				\$3,000.00	\$3,000.00	
2	2.5	Counselor	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$166,691.93	\$0.00	\$93,973.81			\$72,718.12	\$166,691.93	
2	2.6	Family engagement Facilitators	English	Learners	Yes	LEA-wide	English Learners			\$121,211.67	\$0.00	\$121,211.67				\$121,211.67	

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
2	2.7	Restorative Specialist	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$126,189.09	\$0.00	\$126,189.09				\$126,189.09	
2	2.8	Humanidad Therapy	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$143,000.00	\$143,000.00				\$143,000.00	
2	2.9	Student Incentives	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$25,000.00	\$15,000.00			\$10,000.00	\$25,000.00	
2	2.10	Social emotional Learning	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$50,000.00	\$10,000.00	\$60,000.00				\$60,000.00	
2	2.11	Athletics	English Foster Low	Learners Youth Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.12	Increasing School to Home communication	All		No					\$0.00	\$2,000.00				\$2,000.00	\$2,000.00	
2	2.13	Field Trips	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth			\$0.00	\$16,000.00	\$16,000.00				\$16,000.00	
3	3.1	Release time for collaboration	English Foster	Learners Youth	Yes	LEA-wide	English Learners Foster Youth			\$35,000.00	\$0.00	\$20,000.00			\$15,000.00	\$35,000.00	

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
8,904,656	2,032,310	22.823%	0.000%	22.823%	\$2,032,931.60	0.000%	22.830 %	Total:	\$2,032,931.60
								LEA-wide Total:	\$1,870,931.60
								Limited Total:	\$162,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Online Educational Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income		\$40,000.00	
1	1.2	Teachers on Special (3.2)	Yes	LEA-wide	English Learners Foster Youth Low Income		\$456,486.76	
1	1.3	Bilingual Instructional Assistants	Yes	LEA-wide	English Learners		\$368,188.22	
1	1.4	Colors of Spanish(Music Consultant)	Yes	LEA-wide	English Learners		\$30,372.00	
1	1.6	Receptionist .75 FTE	Yes	LEA-wide	English Learners Foster Youth Low Income		\$45,530.48	
1	1.7	Library Tech	Yes	LEA-wide	English Learners Foster Youth Low Income		\$16,000.00	
1	1.8	Subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,944.00	

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	1.9	Summer School	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$32,000.00	
1	1.10	Technology/ Hardware	Yes	LEA-wide	English Learners Foster Youth Low Income		\$10,000.00	
1	1.11	Materials and supplies	Yes	LEA-wide	English Learners Foster Youth Low Income		\$62,000.00	
1	1.12	Teacher extended day	Yes	LEA-wide	English Learners Foster Youth Low Income		\$40,000.00	
1	1.13	ELD and Newcomer Sections	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$130,000.00	
2	2.1	Student Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income		\$60,942.04	
2	2.2	Additional funding for other services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$25,000.00	
2	2.3	Campus Supervisors	Yes	LEA-wide	English Learners Foster Youth Low Income		\$95,093.53	
2	2.5	Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income		\$93,973.81	
2	2.6	Family engagement Facilitators	Yes	LEA-wide	English Learners		\$121,211.67	
2	2.7	Restorative Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income		\$126,189.09	
2	2.8	Humanidad Therapy	Yes	LEA-wide	English Learners Foster Youth Low Income		\$143,000.00	
2	2.9	Student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income		\$15,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.10	Social emotional Learning	Yes	LEA-wide	English Learners Foster Youth Low Income		\$60,000.00	
2	2.11	Athletics	Yes	LEA-wide	English Learners Foster Youth Low Income		\$20,000.00	
2	2.13	Field Trips	Yes	LEA-wide	English Learners Foster Youth		\$16,000.00	
3	3.1	Release time for collaboration	Yes	LEA-wide	English Learners Foster Youth		\$20,000.00	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$1,667,728.67	\$1,879,338.00

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	Online Educational Platforms	Yes	\$46,712.00	\$49,012
1	1.2	Teachers on Special Assignment (3)	No Yes	\$350,058.50	\$375,500
1	1.3	Student Engagement Elementary	No Yes	\$55,549.08	\$75,000
1	1.4	Bilingual Instructional Aides (7)	Yes	\$298,980.61	\$313,000
1	1.5	Colors of Spanish Music Consultant	No Yes	\$33,800.00	\$33,800
1	1.6	Extended Learning Opportunities	Yes	\$16,000.00	\$16,000
1	1.7	Additional FTE for Elementary Library Tech	Yes	\$13,706.46	\$20,415
1	1.8	Additional funding for Music/Band program (instruments & repairs)	Yes	\$7,000.00	\$7,000
1	1.9	Supplemental Instructional Materials	Yes		\$33,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.11	Subscriptions	Yes	\$5,944.00	\$6,000
1	1.13	Technology Hardware	Yes	\$15,000.00	\$15,000
1	1.14	Summer School	Yes	\$55,000.00	\$55,000
2	2.1	Parent Involvement Opportunities	Yes	\$3,000.00	\$3,000
2	2.2	Elementary School Counselor	Yes	\$81,500.00	\$135,000
2	2.3	Student Advisor 0.06 FTE	Yes	\$13,811.02	\$13,811
2	2.4	Increasing School-to-Home Communication	Yes	\$2,000.00	\$2,000
2	2.5	Family Engagement Facilitators	Yes	\$127,434.50	\$132,000
2	2.6	Restorative Specialist	Yes	\$76,200.10	\$105,000
2	2.7	Contract with Humanidad Therapy	No Yes	\$140,000.00	\$140,000
2	2.8	Receptionist 0.75 FTE	Yes	\$52,389.00	\$68,000
2	2.9	Student incentives	Yes	\$35,000.00	\$35,000
2	2.10	Social Emotional Learning	Yes	\$98,960.00	\$99,000

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.11	Athletics	Yes	\$20,000.00	\$20,000
2	2.12	Campus Supervisor	Yes	\$41,883.40	\$50,000
2	2.13	Testing Coordinator	Yes		
3	3.1	Release Time for Collaboration	Yes	\$67,800.00	\$67,800
3	3.2	Professional Development: AVID	Yes	\$10,000.00	\$10,000

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)
\$1,874,752	\$1,487,136.97	\$1,879,338.00	(\$392,201.03)	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	Online Educational Platforms	Yes	\$46,712.00	\$49,012		
1	1.2	Teachers on Special Assignment (3)	Yes	\$350,058.50	\$375,500		
1	1.3	Student Engagement Elementary	Yes	\$55,549.08	\$75,000		
1	1.4	Bilingual Instructional Aides (7)	Yes	\$222,856.16	\$313,000		
1	1.5	Colors of Spanish Music Consultant	Yes	\$33,800.00	\$33,800		
1	1.6	Extended Learning Opportunities	Yes	\$16,000.00	\$16,000		
1	1.7	Additional FTE for Elementary Library Tech	Yes	\$13,706.46	\$20,415		
1	1.8	Additional funding for Music/Band program (instruments & repairs)	Yes	\$7,000.00	\$7,000		
1	1.9	Supplemental Instructional Materials	Yes		\$33,000		
1	1.11	Subscriptions	Yes	\$5,944.00	\$6,000		
1	1.13	Technology Hardware	Yes	\$15,000.00	\$15,000		
1	1.14	Summer School	Yes	\$55,000.00	\$55,000		
2	2.1	Parent Involvement Opportunities	Yes	\$3,000.00	\$3,000		

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)
2	2.2	Elementary School Counselor	Yes	\$40,750.00	\$135,000		
2	2.3	Student Advisor 0.06 FTE	Yes	\$13,811.02	\$13,811		
2	2.4	Increasing School-to-Home Communication	Yes	\$2,000.00	\$2,000		
2	2.5	Family Engagement Facilitators	Yes	\$63,717.25	\$132,000		
2	2.6	Restorative Specialist	Yes	\$76,200.10	\$105,000		
2	2.7	Contract with Humanidad Therapy	Yes	\$140,000.00	\$140,000		
2	2.8	Receptionist 0.75 FTE	Yes	\$52,389.00	\$68,000		
2	2.9	Student incentives	Yes	\$35,000.00	\$35,000		
2	2.10	Social Emotional Learning	Yes	\$98,960.00	\$99,000		
2	2.11	Athletics	Yes	\$20,000.00	\$20,000		
2	2.12	Campus Supervisor	Yes	\$41,883.40	\$50,000		
2	2.13	Testing Coordinator	Yes				
3	3.1	Release Time for Collaboration	Yes	\$67,800.00	\$67,800		
3	3.2	Professional Development: AVID	Yes	\$10,000.00	\$10,000		

To Add a Row: Click "Add Row."

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
7,658,425	\$1,874,752	0%	24.480%	\$1,879,338.00	0.000%	24.539%	\$0.00	0.000%