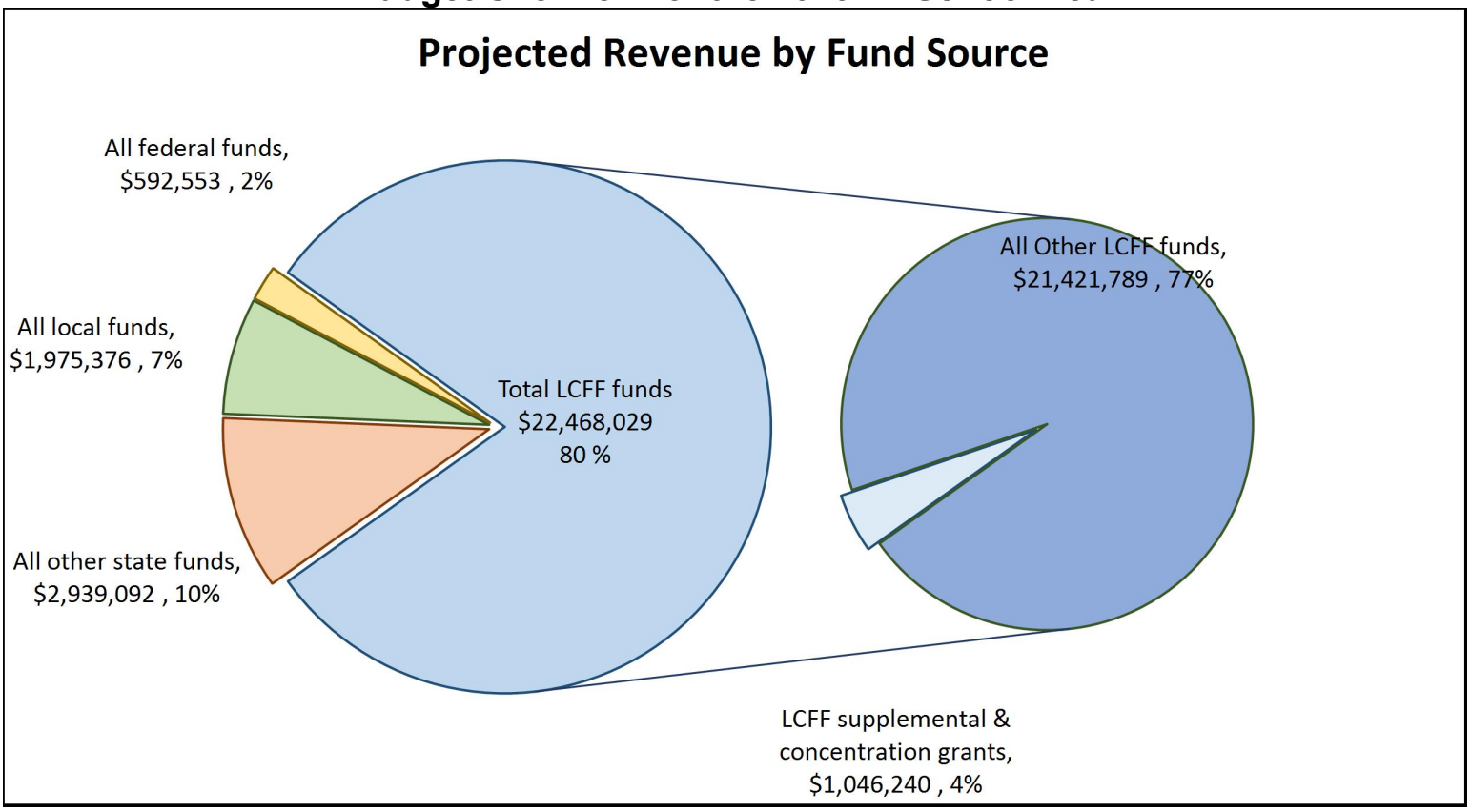
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa Academy
CDS Code: 33671160109843
School Year: 2026-27
LEA contact information:
Dr. Robert Hennings
Superintendent
rhennings@sra.mn
(951) 672-2400

School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "supplemental and concentration" grants - to LEAs based on the enrollment of high needs students (Foster Youth, English learners, and low-income students).

Budget Overview for the 2026-27 School Year

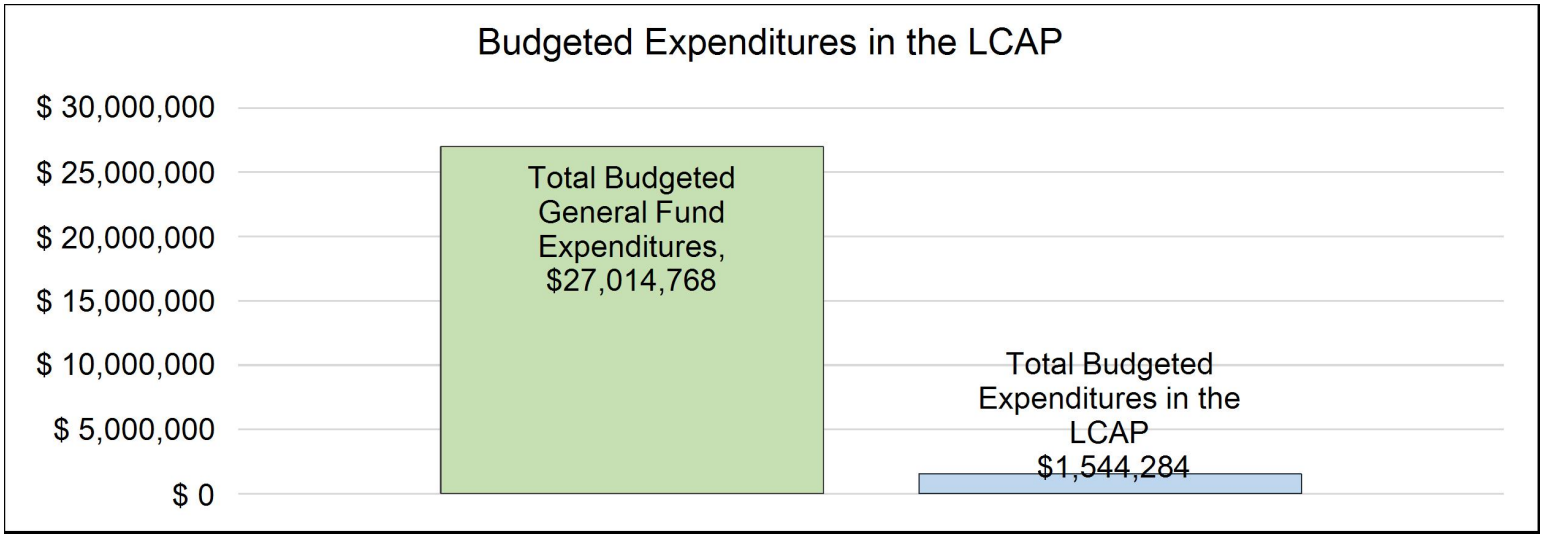


This chart shows the total general purpose revenue Santa Rosa Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa Academy is $27,975,050, of which $22468029 is Local Control Funding Formula (LCFF), $2939092 is other state funds, $1975376 is local funds, and $592553 is federal funds. Of the $22468029 in LCFF Funds, $1046240 is generated based on the enrollment of high needs students (Foster Youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The LCFF gives school districts more flexibility in deciding how to use state funds. In exchange, school districts must work with parents, educators, students, and the community to develop a Local Control and Accountability Plan (LCAP) that shows how they will use these funds to serve students.



This chart provides a quick summary of how much Santa Rosa Academy plans to spend for 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Rosa Academy plans to spend $27014768 for the 2026-27 school year. Of that amount, $1544284 is tied to actions/services in the LCAP and $25,470,484 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

General Fund expenditures not included in the LCAP support Santa Rosa Academy's core educational program and day-to-day operations for all students. These costs include general education staffing, routine operational expenses, utilities, maintenance and custodial services, insurance, supplies, technology infrastructure, administrative support, and other basic services necessary to operate the school. The General Fund also supports portions of staffing, facilities, and instructional costs that are not specifically identified as LCAP actions or funded through LCFF Supplemental and Concentration grants.

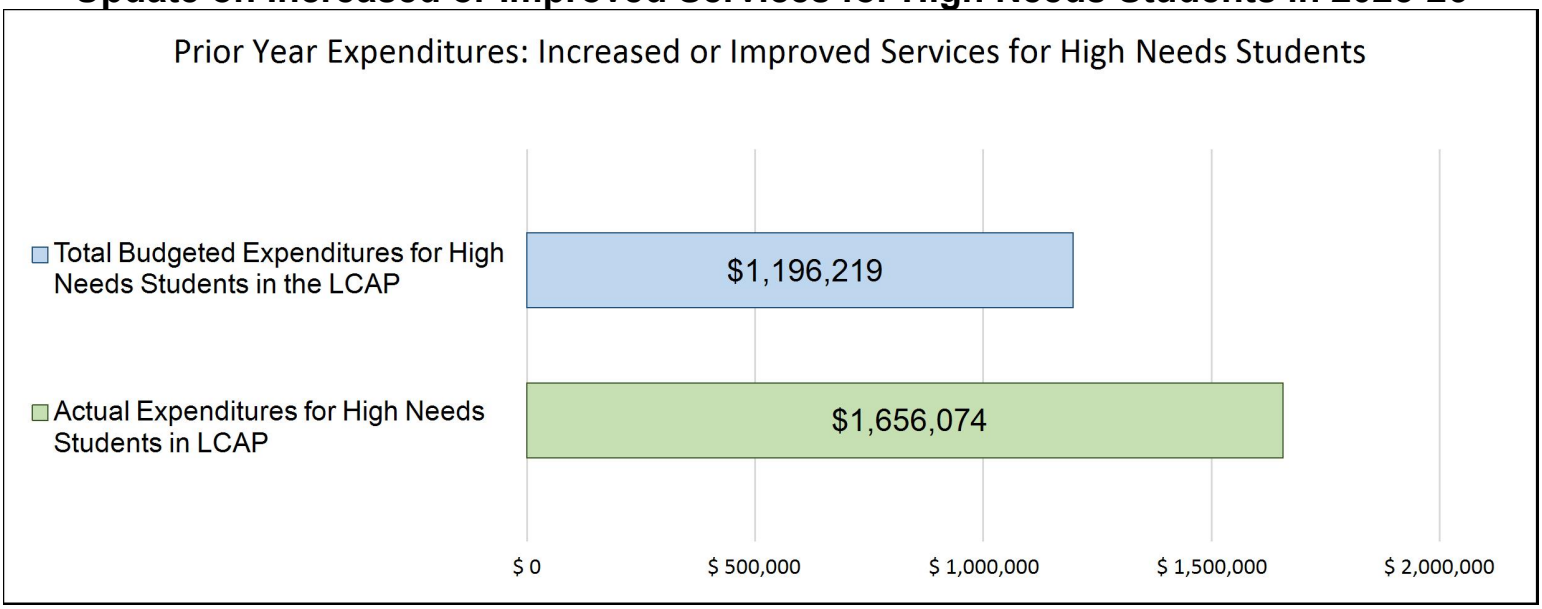
Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Santa Rosa Academy is projecting it will receive $1046240 based on the enrollment of Foster Youth, English learner, and low-income students. Santa Rosa Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rosa Academy plans to spend $1046207 towards meeting this requirement, as described in the LCAP.

In addition to the actions identified in the 2026–27 LCAP, Santa Rosa Academy is using other LEA-wide resources to support services that principally benefit high needs students, including unduplicated pupils. These additional actions include staffing and supports connected to intervention, instructional aides, counseling and mental health services, English Learner supports, MTSS coordination, college and career readiness opportunities, and school climate and engagement efforts. Santa Rosa Academy is also using LEA-wide systems of academic support, progress monitoring, family engagement, and student wellness services to improve access and outcomes for high needs students. Collectively, these additional services support the LEA's requirement to increase or improve services for unduplicated pupils beyond the amount specifically identified in the LCAP action tables.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2025-26



This chart compares what Santa Rosa Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Rosa Academy estimates it has spent on actions and services that contribute to increasing or improving services for high needs students in the current year.

The text description of the above chart is as follows: In 2025-26, Santa Rosa Academy's LCAP budgeted $1,196,219 for planned actions to increase or improve services for high needs students. Santa Rosa Academy actually spent $1656074 for actions to increase or improve services for high needs students in 2025-26.

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 Academy	Dr. Robert Hennings Superintendent	(951) 672-2400 Ext. 1201 (951) 672-2400

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Santa Rosa Academy is an independent public charter school serving students in grades K–12 and chartered through the Menifee Union School District. The school provides educational opportunities for students across Riverside County through both site-based and independent study options within a flexible, innovative, and character-centered learning environment. Santa Rosa Academy's mission is to maintain a school highly regarded for character development and academic excellence while developing the skills necessary for students to become lifelong learners and productive citizens. Character education remains a foundational component of the school's program, emphasizing excellence, integrity, and respect.

Santa Rosa Academy continues to expand opportunities that support college and career readiness. The school is an Early College High School and maintains a partnership with Mt. San Jacinto College that allows students to participate in dual enrollment and articulation opportunities while completing high school graduation requirements. Santa Rosa Academy also offers five three-year CTE pathways: Management & Entrepreneurship, Public Safety & Services, Healthcare & Human Services, Advanced Manufacturing, and Arts, Entertainment, & Design. These programs are designed to connect academic learning with real-world skills and postsecondary opportunities.

The school has continued to build on key accomplishments in recent years, including renewed WASC accreditation in 2023, recognition by Niche as the 2026 #1 K–12 public school in Riverside County, and continued campus development planned for the 2026–27 school year, including additional classrooms and a theater stage. Santa Rosa Academy also continues to expand middle school elective options and strengthen its college and career readiness programs to better align with student interests and future opportunities.

Santa Rosa Academy serves a diverse student population and remains committed to individualized achievement, strong family-school partnerships, and data-informed continuous improvement. Review of state and local data indicates that overall student outcomes remain strong in several areas, including graduation rate, English language arts, science, and the College/Career Indicator. At the same time, mathematics performance and subgroup outcomes, particularly for English Learners and Students with Disabilities, remain priority areas for improvement. The school does not receive Equity Multiplier funding.

Student voice and educational partner input continue to inform planning and program development. Recent CTE survey results showed strong student interest in health/biomedical fields, engineering/technology, and arts/media pathways, with students expressing a preference for hands-on, project-based, and technology-connected learning experiences. These findings reinforce Santa Rosa Academy's ongoing efforts to align programs, supports, and opportunities with student interests, engagement, and college/career readiness goals.

Reflections: Annual Performance

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

Review of the 2025 California School Dashboard and local data indicates that Santa Rosa Academy continues to demonstrate strong overall performance in several key areas. On the 2025 California School Dashboard, Santa Rosa Academy maintained a Very High graduation rate of 99.2%, improved to High in English Language Arts at 15.4 distance from standard, increased the College/Career Indicator to 48.3%, and improved science performance to 58.3 science points. These outcomes reflect continued strengths in academic performance, graduation outcomes, and college and career readiness.

At the same time, review of state and local data confirms that mathematics remains the school's primary area of need. Although mathematics improved significantly to -27.4 distance from standard, overall performance remains in the Low range. The largest performance gaps continue to be evident among English Learners (-77 DFS) and Students with Disabilities (-90 DFS) in mathematics. Students with Disabilities also continue to demonstrate significant academic need in English Language Arts, while chronic absenteeism remains an area of concern for some student groups, including Students with Disabilities and Socioeconomically Disadvantaged students.

Local implementation review and educational partner input also reinforced the need to continue strengthening intervention systems, social-emotional supports, school connectedness, and family engagement. Mid-year implementation data showed that expenditures were actively underway in professional development, curriculum, assessment, intervention, and student support areas, while some expenditures in college and career readiness, English Learner supports, family engagement, and facilities were expected to occur later in the year as staffing, contracts, events, and purchases progressed.

Student voice also supported continued investment in college and career readiness and engaging learning experiences. Student survey results showed strong interest in health and biomedical fields, engineering and technology, and arts and media, with students expressing a preference for hands-on, project-based, and technology-connected learning experiences. These findings reinforce Santa Rosa Academy's ongoing efforts to align programs, supports, and opportunities with student interests, engagement, and college and career readiness goals.

Santa Rosa Academy does not receive Equity Multiplier funding. Santa Rosa Academy also continued to implement its Learning Recovery Emergency Block Grant (LREBG) funds in alignment with identified needs from the LEA's review of Dashboard and local data. LREBG-funded actions supported learning recovery efforts tied to the school's highest areas of need, including low math achievement across multiple

student groups, literacy gaps among emergent or struggling readers, and chronic absenteeism and engagement challenges, particularly among unduplicated pupils.

For 2025–2026, $324,000 in LREBG funds supported staffing and services aligned to Goal 1 and the school's broader academic recovery efforts. Grant funds were used to support the MTSS Coordinator salary and benefits ($173,508), the School Counselor ($114,239), and a Teacher on Special Assignment (TOSA) ($147,622) who provided mathematics intervention and other academic supports. Together, these positions strengthened the LEA's capacity to coordinate interventions, provide direct academic and student support services, monitor student progress, and respond to the needs of students requiring additional assistance.

Under Goal 1, Action 1.1 (Professional Development Opportunities), LREBG-funds support evidence-based professional development in Tier 2 and Tier 3 intervention strategies, including Universal Design for Learning and data-driven instruction, as well as the purchase and implementation of curriculum-aligned assessment platforms, instructional tools, and supplemental resources to strengthen formative assessment and instructional responsiveness. These actions are intended to improve instructional capacity, accelerate learning recovery, and address persistent academic gaps.

Based on the review of Dashboard data, local data, implementation progress, and educational partner feedback, Santa Rosa Academy identified the following ongoing areas of focus for 2026–27: improving mathematics achievement across student groups, with targeted support for English Learners and Students with Disabilities; continuing to strengthen literacy and intervention systems; improving attendance, engagement, and school connectedness; strengthening family engagement and positive school climate; and continuing to expand college and career readiness opportunities aligned with student interests and the school's Early College and CTE vision.

Reflections: Technical Assistance

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

Not Applicable

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.

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

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
Teachers	Teachers provided input through staff surveys, monthly professional development, staff meetings, department meetings, department chair meetings, and weekly collaboration meetings.
Principals	Principals provided input through department meetings, department chair meetings, principal meetings, and weekly collaboration meetings.
Administrators	Administrators provided input through leadership meetings, weekly collaboration meetings, and department meetings.
Other school personnel	Other school personnel provided input through staff surveys, professional development meetings, professional development surveys, and staff meetings.
Parents	Parents provided input through parent surveys, monthly Town Hall meetings, principal meetings, and other school communication opportunities.
Students	Students provided input through student surveys and Student Leadership input.
Parent Advisory Council	The Parent Advisory Council provided input through parent surveys and LCAP presentations and discussions at Advisory Council meetings.
SELPA	Santa Rosa Academy collaborated with the SELPA through the Comprehensive Improvement Monitoring process, including data review, drill-down analysis, and discussion of strategies and interventions to improve outcomes for students with disabilities.

Educational Partner(s)	Process for Engagement
Public Hearing & Adoption LCAP, Local Indicators Report & Budget by the Governing Board	The Governing Board engaged in the process through public review of the LCAP, Local Indicators Report, and Budget at the April and May board meetings, including the required public hearing and adoption process.

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

The adopted 2026–27 LCAP for Santa Rosa Academy was shaped by feedback from educational partners, including teachers, staff, administrators, parents, students, the Parent Advisory Council, SELPA, and the Governing Board. Input gathered through surveys, meetings, collaboration structures, and public discussion helped the LEA identify priorities, refine actions, and align resources to student and program needs.

Educational partner feedback reinforced the importance of maintaining a strong focus on academic achievement, particularly in mathematics, while continuing targeted support for student groups with persistent performance gaps. Feedback also supported continued investment in intervention systems, social-emotional supports, family engagement, school climate, and college and career readiness opportunities. These priorities were consistent with the LEA's review of Dashboard and local data, which showed continued strengths in graduation rate, English language arts, science, and college/career readiness, while also highlighting ongoing need in mathematics, chronic absenteeism, and subgroup performance.

Student and family input also influenced the adopted LCAP by reinforcing the value of engaging, hands-on, and future-focused learning opportunities. Student survey feedback supported continued development of pathways, electives, and experiences connected to health and biomedical fields, engineering and technology, and arts and media, as well as stronger college and career exploration opportunities.

As a result of this feedback, Santa Rosa Academy's adopted 2026–27 LCAP continues to prioritize academic growth, targeted intervention and support systems, positive school climate and engagement, and clean, safe, and innovative learning environments. Educational partner input also informed the prioritization of expenditures and the continuation of actions designed to improve outcomes for unduplicated pupils and other student groups with identified needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Within three years, Santa Rosa Academy will ensure that all unduplicated students including English Learners, Foster Youth, and Socioeconomically Disadvantaged students demonstrate growth toward meeting or exceeding standards in ELA and Math, as measured by CAASPP. In response to performance data, the LEA will also provide targeted supports for African American students and Students with Disabilities, who have shown persistent achievement gaps on state assessments.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (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.

This goal was developed in response to the most recent Dashboard data, the LEA's WASC Action Plan, and findings from the CDE Special Education Division's Compliance and Improvement Monitoring Process. Data revealed a continued need to strengthen English Language Arts outcomes and to improve Mathematics achievement across the school, particularly for African American students, Students with Disabilities, and Unduplicated students (English Learners, Foster Youth, and Socioeconomically Disadvantaged students). In collaboration with educational partners, the LEA developed this goal to address these performance gaps through a comprehensive approach. Strategies include promoting collaborative instructional practices, aligning curriculum across grade levels, providing targeted professional development, and leveraging assessment tools to monitor progress. These efforts aim to increase academic achievement and ensure equitable access to high-quality instruction for all students, with a focused commitment to those historically underserved.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP measured by Distance from standard (DFS)	2022-2023: All: 7.4 points above standard	2023-2024: All: 6.2 points distance from standard	2024-2025: All: 15.4 points distance from standard.	2026-2027 All: Increase by 5 points	All: 8 from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	AA: 42.8 points below standard Hispanic: 3.3 points above standard White: 9 points above standard Asian: 55.8 points above standard Two or More Races: 15.8 points above standard EL: 0.2 points above standard SED: 5 points below standard SWD: 82.8 points below standard	AA:Increased 28.1 points; 14.7 distance from standard Hispanic: Decreased 5.4 points; 2.1 distance from standard White: 4.1 points distance from standard Asian: 46.9 above standard. Standard Met Two or More Races: decreased 8.6 points; 12.9 points above standard EL: No Change SED: Decreased 8.6 points; 12.9 distance from standard SWD: Increased 6.9 points; 76 points distance from Standard.	Increased 14.1 Points AA:Increased 5.7 points; 9 distance from standard Hispanic: Increased 10.1 points; 8.1 distance from standard White: Increased 24.2 points; 20.1 points distance from standard Asian: Increased 3.2 point; 41.1 above standard. Standard Met Two or More Races: increased 26.8 points; 39.7 points above standard EL: 47.9 points below standard Declined 6.9 Points SED: Increased 6 points; 7.5	AA: Increase by 10 points Hispanic: Increase by 6 points White: Increase by 12 points Asian: Maintain above standard status Two or More Races: Increase by 15 points EL: Increase by 9 points SED: Increase by 9 points SWD: Increase by 9 points	AA:Increased 33.8 points; from Baseline Hispanic: 11.4 points; from Baseline White: 33.2 points; from Baseline Asian: 3.2 points; from Baseline Two or More Races: 23.9 points; from Baseline EL: 48.1 points from baseline SED: -2.5 points from Baseline SWD: 25.8 points from the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				distance from standard SWD: Increased 19 points; 57 points distance from Standard.		
1.2	MATH CAASPP measured by Distance from standard (DFS) Source: CA School Dashboard	2022-2023: All: 37.4 points below standard AA: 104.4 points below standard Hispanic: 48.5 points below standard White: 25.7 points below standard Asian: 21.2 points below standard Two or More Races: 12 points below standard EL: 62.4 points below standard SED: 51.8 points below standard SWD: 113.6 points below standard	2023-2024: All: Declined 6.8 points; 44.3 points distance from standard AA: Increased significantly by 22.1 points; 82.2 points distance from standard. Hispanic: Maintained 0.5 points; 48.1 points from standard White: Declined 20.2 points; 46 points from standard Asian: 29.4 points above the standard Two or More Races:Declined 26.9 points; 38.9	2024-2025: All: Increased 16.9 points; 27.4 points distance from standard AA: Increased significantly by 8 points; 74.2 points distance from standard. Hispanic: Increased 9.2 points; 38.4 points from standard. White: Increased 31.1 points; 14.9 points from standard Asian: Increased 15.3 points; 5.2 points from standard. Two or More Races: Increased 27.9 points; 11	2026-2027: All: Increase by 12 points AA: Increase by 10 points Hispanic: Increase by 10 points White: Increase by 10 points Asian: Increase by 10 points Two or More Races: Increase by 10 points EL: Increase by 10 points SED: Increase by 10 points SWD: Increase by 9 points	All: 27.4 points from Baseline AA:Increased 8 points; from Baseline Hispanic: 9.2 point from baseline White:31.1 points from Baseline Asian: 15.3 points from Baseline Two or More Races: 27.9 points; from Baseline EL: 14.6 point from Baseline SED: -5.2 points from Baseline SWD: -2.6 points from the Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points distance from standard EL: 11.4 below standard SED: Decreased 5.1 points; 57 points away from standard SWD: Maintained 2.6 points; 116.2 points distance from standard	points distance from standard EL: Decreased 77 points below standard, Maintained 0.5 Points SED: Maintained 2.7 points; 54.2 points from standard SWD: Increased 26.2 points; 90 points distance from standard		
1.3	Chronic Absenteeism Rate Source: Dataquest	2022-2023 All Students: 10.9% AA: 6.3% Asian: 8.3% Filipino: 2.1% Hispanic: 11.7% White: 10.9% Two or more Races: 12.5% SED: 11.7% SWD: 11%	2023-2024 All Students: 0.2% AA: 21.6% Asian: 0.0% Filipino: 0.0% Hispanic: 11.6% White: 10.8% Two or more Races: 10.8% SED: 15.5% SWD: 19.4% EL: Maintained	2024-2025 All Students: 10.6% AA: 25% Asian: 0.0% Filipino: 3.4% Hispanic: 11.2% White: 8.7% Two or more Races: 15.5% SED: 14.8% SWD: 17.6% EL: No Performance Color	Decrease Chronic Absenteeism Rate by 2% for all students and all student groups	Chronic Absenteeism Rate All Students: improved 10.7% from Baseline AA: Declined by 15.3%5 from Baseline Asian: Improved 8.3% from Baseline; no chronic absenteeism Filipino: Improved 2.1% from bBaseline; no

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						chronic absenteeism Hispanic: Maintained White: Maintained Two or more Races: Improved1.7% from Baseline SED: Declined by 7.7% from baseline SWD: Declined 8.4% from Baseline EL: Maintained
1.4	College/Career Indicator Source: Ca Dashboard	The percent of students in the Class of 2023 that qualify as: Not Prepared: 36.9% Approaching Prepared: 33.3 % Prepared: 29.7%	The percent of students in Class of 2024 that qualify as: Prepared: 38% Approaching: 32.6% Not Prepared: 29.55	The percent of students in Class of 2025 that qualify as: Prepared: 48.3% Approaching: 28.8% Not Prepared: 22.9%	The percent of students in Class of 2027 that qualify as : Not Prepared: 5% Approaching Prepared: 10% Prepared: 85%	The percent of students in Class of 2027 that qualify as Not Prepared: Improved 7.35% from Baseline Approaching Prepared:Improved 0.7% from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Prepared: Improved 8.3% from Baseline
1.5	Summative ELPAC Source: Data Quest	ELPAC Proficiency 10% (Well Developed Level 4)	ELPAC Proficiency 15.38% (Well Developed Level 4)	ELPAC 24.24% (Well Developed Level 4)	ELPAC Proficiency Increase by 5% (Well Developed Level 4)	ELPAC Proficiency improved 14.14% from Baseline
1.6	Access to Instructional Materials Source: Local Indicators: CA Dashboard	The percent of Students Without Access to their own copies of Standards-Aligned Instructional Materials for use at School and Home is 0%. All students have access to their own copies of materials	Percent of Students Without Access to their own copies of Standards- Aligned Instructional Materials for use at School and Home is 0%. All students have accesses to their own copies of materials	Standard Met Percent of Students Without Access to their own copies of Standards- Aligned Instructional Materials for use at School and Home is 0%. All students have accesses to their own copies of materials	Percent of Students Without Access to their own copies of Standards- Aligned Instructional Materials for use at School and Home is 0%. All students have accesses to their own copies of materials	No discrepancy to Baseline. All students continue to have access to their own copies of Standards-Aligned Instructional Materials for Use at School and At Home.
1.7	Safe, Clean, and Functional School Facilities: Source: FIT Report as reported on SARC Report	The overall Facility Rate is Exemplary. The School Facility Conditions and Planned Improvements. In the library to create a new student service area for our counseling department. We also plan to create additional classroom space for the special education department, and the Independent Study Program. We also plan to create an additional	Facilities rating continues to be Exemplary. School facilities scored a Rate of Good in all areas of Systems inspected: Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and External.	Standard Met Facilities rating continues to be Exemplary. School facilities scored a Rate of Good in all areas of Systems inspected: Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and External.	Facilities rating continues to be Exemplary. School facilities scored a Rate of Good in all areas of Systems inspected: Systems, Interior, Cleanliness, Electrical, Restrooms/Fountains, Safety, Structural, and External.	All Planned facilities improvements were completed. The LEA is now looking to build an additional Elementary building to complete the final phase of build out.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		24 parking spaces to improve parking and traffic conditions.				
1.8	CAST Percent Met/Exceeded	2023: 28.5% of students Met or Exceeded the Standard	No Performance color in 2024: 29.1% of students Met or Exceeded the Standard.	2024-2025: 41.47% Met or Exceeded the Standard	Increase CAST Met or Exceed percentage by 2%.	Students improved by 12.97% from baseline.
1.9	Percentage of Students Completing UC/CSU Entrance Requirements (A-G): Source: Local Student Information Systems Data; SARC	The 2022-2023 percentage of students completing UC/CSU entrance requirements (A-G) is 36.4%	The 2023-2024 percentage of students completing UC/CSU entrance requirements (A-G) is 38%	2024-2025: 61% students completed UC/CSU (A-G)	Target a 3% increase in the number of students completing A-G requirements for UC/CSU admission."	The percentage has increased by 24.6%
1.10	Percentage of Students Completing CTE Programs Source: SARC	2022-2023 Number of Students Completing CTE Programs: 20 students	2023-2024 Number of Students Completing CTE Programs: 17 students	2024-2025: 34.7% (41 students)	To increase the number of students completing CTE programs by 10 students.	The current difference from Baseline is 3 less students completing CTE programs.
1.11	Percentage of students completing UC/CSU entrance requirements (A-G) and CTE Programs: Source: Local Student Information System; SARC Report	2022-2023 Percentage of students completing UC/CSU entrance requirements (A-G) and CTE programs: 45%	2023-2024 Percentage of students completing UC/CSU entrance requirements (A-G) and CTE Programs: 26.5%	2024-2025: 24.6% of students completed A-G and CTE.	To increase the percentage of students completing UC/CSU entrance requirements (A-G) and CTE Programs by 5%.	The current difference from the Baseline is -20.4%.
1.12	Percentage of EL students making progress on English Proficiency	2022-2023: No placement data is available for the 2022 reporting year.	2023-2024: 63.6% of ELs are making progress.	2024-2025: 48.3% of ELs are making progress	When the LEA has significant numbers to report, EL Students make progress on	The difference from baseline is: 15.3 %. The EL student numbers increased from baseline to year 1,

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard Additional Reports				English Proficiency Tests	which affected the percentage.
1.13	Percentage of students completing AP exams with a score of 3 or higher.	This Metric is not applicable. The Charter school does not offer AP courses. The LEA, however, partners with local Community Colleges to provide opportunities for students to participate in Dual, Concurrent, and Articulated college courses.	This Metric is not applicable. The Charter school does not offer AP courses. The LEA, however, partners with local Community Colleges to provide opportunities for students to participate in Dual, Concurrent, and Articulated college courses.	Not Applicable	This Metric is not applicable. The Charter school does not offer AP courses. The LEA, however, partners with local Community Colleges to provide opportunities for students to participate in Dual, Concurrent, and Articulated college courses.	This Metric is not applicable. The Charter school does not offer AP courses. The LEA, however, partners with local Community Colleges to provide opportunities for students to participate in Dual, Concurrent, and Articulated college courses.
1.14	Percentage of students meeting EAP Source: Local Student Information System data; CAASPP Data	The 2022-2023 percentage of students meeting EAP was 28.33% CORRECTED BASELINE: 22-23 EAP: ELA 68.91% CORRECTED BASELINE: 22-23 EAP Math: 30.77%	2023-2024 EAP: ELA: 67.53% EAP: Math: 22.61%	2024-2025: EAP: ELA: 52.2% EAP: Math: 26.47%	The Target for Year 3 Outcome is to increase the percentage of students meeting EAP by 5%	EAP: ELA: -16.71% difference from baseline. EAP: Math: 4.3% difference from baseline. (CORRECTED: 22-23 EAP: ELA: 68.91%) (CORRECTED: 22-23 EAP Math: 30.77%)
1.15	School Attendance Rate Source P-2 ADA Report	2022-2023 School Attendance Rate: Elementary School = 95.98%	2023-2024 School Attendance Rate: Elementary School = 96.51%	2024-2025 School Attendance Rate: Elementary School = 96.53%	The Target for Year 3 Outcome is for Elementary, Middle, and High	Current difference from baseline: School Attendance Rate:

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Middle School = 96.16% High School = 96.25%	Middle School = 96.19% High School = 94.99%	Middle School = 96.16% High School = 95.19%	School to maintain 95% ADA.	Elementary School = .55% Middle School = 0% High School = -1.06%
1.16	Middle School Dropout Rate Source: Local SIS and CALPADS Reports 1.8, 1.12	Middle School Dropout Rate is 0 zero	The Middle School Dropout Rate is 0 zero	The Middle School Dropout Rate is 0 zero	The LEA will maintain a 0% dropout rate among middle school students.	Performance remains consistent with the baseline.
1.17	High School Dropout Rate Source: Dataquest 4-year Adjusted Cohort Outcome Report: Dropouts	For the 2022–2023 academic year, there were no reported high school dropouts (0%)	The high school dropout rate stayed at 0% during the 2023–2024 school year, matching the Year 1 result.	The high school dropout rate stayed at 0% during the 2024-2025 school year,	The LEA will sustain a 0% dropout rate among high school students in Year 3.	Remains consistent with baseline.
1.18	High School Graduation Rate Source: Dashboard District Graduation Rate	In 2022–2023, the high school achieved a graduation rate of 99.2%.	In 2023-2024, the high school achieved a graduation rate of 99.1%.	2024-2025: 99.2% graduated Maintained -0.1%	Ensure the graduation rate remains at or above 99% for Year 3.	The high school graduation rate remains consistent with the baseline.
1.19	Access to a Broad Course of Study Source: Local Indicators and Course Enrollment	All students, including every student group, have access to a comprehensive course of study. As a single-site charter, our staffing and course scheduling decisions depend on the enrollment needs of our student body. The high school academic counselors ensure that all students can access	In Year One, Santa Rosa Academy maintained equitable access to a comprehensive course of study for all students, including all student groups. Staffing and course scheduling	Standard Met In Year Two, Santa Rosa Academy maintained equitable access to a comprehensive course of study for all students, including all student groups. Staffing and	By the end of Year 3, Santa Rosa Academy will continue to ensure that all students, including every student group, have equitable access to a comprehensive course of study. The school will expand course	There has been no significant change from the baseline in terms of access to a broad course of study. All students, including every student group, continue to have equitable access to core academic content and A–G aligned

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		courses to meet the A-G requirements of the CSU-UC system and are enrolled in courses that satisfy graduation requirements.	continued to be driven by student enrollment and academic need, ensuring that course offerings remained responsive and inclusive. High school academic counselors effectively supported students in accessing and enrolling in courses that satisfy both CSU-UC A–G and graduation requirements.	course scheduling continued to be driven by student enrollment and academic need, ensuring that course offerings remained responsive and inclusive. High school academic counselors effectively supported students in accessing and enrolling in courses that satisfy both CSU-UC A–G and graduation requirements.	offerings to include additional college- and career-preparatory options, such as new Career Technical Education (CTE) pathways, and increase participation in A–G aligned courses. High school academic counselors will continue to guide students to ensure 100% enrollment in courses that meet graduation and A–G requirements. The LEA also aims to increase A–G completion rates by 3% and ensure that all subgroups, particularly students with disabilities, English Learners, and socioeconomically disadvantaged students, are equitably represented in	coursework. Staffing and scheduling continue to reflect enrollment needs, and high school academic counselors consistently ensure that students are enrolled in graduation and CSU-UC A–G requirement courses. While the level of access remains stable, Santa Rosa Academy is exploring expansion of course offerings, particularly in Career Technical Education (CTE) and dual enrollment, to further enhance opportunities and address emerging student interests and college/career readiness needs.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					advanced coursework and dual/concurrent enrollment opportunities.	

Goal Analysis [2025-26]

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.

During the 2025–2026 school year, Santa Rosa Academy implemented Goal 1 through Action 1.1 Professional Development Opportunities, Action 1.2 Curriculum, Action 1.3 Assessment, Action 1.4 College and Career Readiness, and Action 1.5 English Learner Curriculum and EL Advisor Professional Development.

Action 1.1 was partially implemented through professional learning, collaboration, and staff support intended to strengthen instruction in mathematics, English language arts, intervention, differentiation, assessment literacy, data analysis, technology integration, classroom management, and student engagement. Implementation included staff support connected to learning recovery and intervention systems. A success of this action was continued staff support in academic intervention and instructional improvement. A challenge was that the action was not fully implemented primarily through the full range of conferences, workshops, and training opportunities originally envisioned, and staffing costs became a more significant part of implementation than originally planned.

Action 1.2 was partially implemented through the provision of standards-aligned curriculum, instructional materials, intervention resources, digital tools, and supplemental supports to strengthen reading, writing, mathematics, and other academic content areas. This included curriculum and instructional materials for core subjects, intervention supports, online platforms, and resources for electives and CTE pathways. A success of this action was that curriculum and instructional resources were actively implemented to support student learning and classroom instruction. A challenge was the ongoing need to refine materials and supports in response to student data and implementation needs.

Action 1.3 was partially implemented through assessment systems, data tools, staff support, and related practices that strengthened the development and use of common assessments, formative assessments, and progress monitoring tools. This action supported staff in monitoring student achievement, identifying student needs, and informing instruction. A success of this action was continued implementation of assessment tools and data systems that supported instructional decision-making. A challenge was that staffing and assessment-related support costs shifted implementation from the original plan and affected how resources were used within the action.

Action 1.4 was partially implemented through college and career readiness opportunities that included pathway development, counseling support, college and career exploration, experiential learning opportunities, and other activities that connected students to postsecondary preparation. This included continued support for college and career awareness, pathway-based learning, and related student experiences. A success of this action was the continuation of pathway and readiness opportunities aligned to student interests and future planning. A challenge was that some internships, externships, certifications, field-based opportunities, partnerships, and related experiences were implemented on a more limited basis than originally planned.

Action 1.5 was partially implemented through English Learner curriculum and program supports intended to strengthen services for English Learners. This action included EL-related support and instructional resources designed to improve access to designated and integrated English Language Development. A success of this action was that the budgeted EL support was fully implemented. A challenge remains that English Learners continue to demonstrate significant academic need, particularly in mathematics, indicating the need for continued strengthening of EL-focused supports and professional learning.

Overall, successes under Goal 1 included improvement in several student outcome areas. Santa Rosa Academy improved in ELA to 15.4 distance from standard, improved math by 16.9 points, increased the College/Career Indicator to 48.3%, and improved science to 58.3 points, while maintaining a 99.2% graduation rate. Challenges included persistent mathematics gaps for English Learners (-77 DFS) and Students with Disabilities (-90 DFS), as well as the need to strengthen implementation and alignment across some actions, particularly college and career readiness and targeted English Learner support.

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.

Several material differences existed between budgeted expenditures and estimated actual expenditures for Goal 1.

For Action 1.1 Professional Development Opportunities: The budgeted amount was $343,475.99, and estimated actual expenditures were $187,289.50, resulting in a variance of $156,186.49. This material difference reflects that while professional development, staffing support, and related instructional improvement efforts were implemented, the full range of planned conferences, workshops, release time, and other professional learning opportunities was not carried out at the level originally budgeted. Within this action, personnel costs exceeded the personnel budgeted amount, indicating that staffing represented a larger share of implementation than originally planned, while non-personnel professional development expenditures were lower than anticipated.

For Action 1.2 Curriculum: The budgeted amount was $150,000.00, and estimated actual expenditures were $103,416.59, resulting in a variance of $46,583.41. This difference reflects that while curriculum, instructional materials, and related supports were actively implemented, not all planned curriculum-related expenditures were needed or fully realized during the year.

For Action 1.3 Assessment, the budgeted amount was $65,723.71, and estimated actual expenditures were $102,000.00, resulting in an overage of $36,276.29. This material difference reflects that staffing and/or assessment-related support costs exceeded the original budget and that implementation relied more heavily on personnel support than originally projected.

For Action 1.4 College and Career Readiness, the budgeted amount was $618,269.50 and estimated actual expenditures were $673,292.00, resulting in an overage of $55,022.50. This material difference reflects that college and career readiness activities required greater investment than originally planned, including staffing, student opportunities, pathway-related supports, and experiential learning activities connected to postsecondary readiness.

For Action 1.5 English Learner Curriculum and EL Advisor Professional Development, the budgeted amount was $2,190.79, and estimated actual expenditures were $2,190.79, resulting in no variance. This indicates that the planned expenditures for this action were implemented as budgeted.

Overall, the most notable material differences within the personnel data occurred in Actions 1.1 and 1.3, where actual expenditures exceeded budgeted amounts. These shifts indicate that staffing and support costs played a larger role in implementation than originally planned. To the extent that these actions supported unduplicated pupils and other student groups with identified needs, SRA continued to direct services toward the intent of Goal 1, even where expenditure patterns differed from the original plan.

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

The actions under Goal 1 demonstrated mixed effectiveness in making progress toward the goal.

Action 1.1 Professional Development Opportunities was partially effective. Professional development, instructional support, and related staffing helped strengthen staff capacity in data use, intervention, differentiation, and instructional response to student needs. However, because overall implementation occurred at a lower expenditure level than budgeted, the full scope of planned conferences, workshops, release time, and related professional learning opportunities was not fully realized. As a result, the action supported progress but was not fully effective in delivering the complete range of professional development originally intended.

Action 1.2 Curriculum was effective in supporting progress toward the goal. Curriculum, materials, and instructional resources supported classroom implementation and student access to academic content across reading, writing, mathematics, and other subjects. This action likely contributed to continued improvement in student outcomes, including movement in ELA and support for academic programming.

Action 1.3 Assessment was partially effective. Assessment systems, data tools, and progress monitoring supported instructional decision-making and helped staff identify student needs and monitor growth. These supports likely contributed to ongoing academic improvement. However, the action also reflected a shift in implementation and spending, suggesting that its delivery differed from the original plan.

Action 1.4 College and Career Readiness was partially effective. Santa Rosa Academy continued to provide pathway-based opportunities, counseling support, and college and career exploration. The College/Career Indicator improved to 48.3%, showing positive progress in readiness outcomes. At the same time, because some internships, externships, certifications, field-based learning opportunities, and related activities were implemented more narrowly than planned, the full intended impact of the action was not fully realized.

Action 1.5 English Learner Curriculum and EL Advisor Professional Development was partially effective. The action was implemented at the budgeted level, which suggests that planned EL-related supports were provided. However, English Learners continue to show significant

academic need, particularly in mathematics at -77 DFS, indicating that while this action provided support, it was not sufficient on its own to close achievement gaps and must continue to be strengthened.

Overall, Goal 1 actions contributed to positive progress in ELA, math, science, graduation rate, and college/career readiness, but they were not equally effective. Curriculum and assessment supports appear to have had the strongest influence on implementation, while college and career readiness and English Learner supports require continued strengthening to fully address student need. Persistent subgroup gaps, especially for English Learners and Students with Disabilities, indicate the need for continued refinement and stronger implementation in the coming year.

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.

Based on reflection on implementation, student performance data, and educational partner input, Santa Rosa Academy will continue Goal 1 in 2026–2027 with refinements to strengthen effectiveness and improve implementation fidelity. The overall goal remains unchanged; however, SRA will continue to refine actions, service delivery, and monitoring practices to better address identified student needs, especially for unduplicated pupils, English Learners, Students with Disabilities, and other student groups experiencing persistent academic gaps.

For the coming year, Santa Rosa Academy will place increased emphasis on mathematics achievement through strengthened tiered intervention, more consistent progress monitoring, targeted subgroup analysis, and continued support for differentiated instruction. SRA will also continue to refine literacy and intervention supports, strengthen the use of assessment data to guide instruction, and maintain professional development aligned to student needs and instructional priorities.

Goal 1 metrics were also updated to reflect corrected baseline and reporting data. For EAP, corrected 2022–2023 baseline data include 68.91% in ELA and 30.77% in Math. Updated reporting now reflects aligned annual data points for all years, including 2023–2024 EAP results of 67.53% in ELA and 22.61% in Math. Based on the corrected baselines, the difference from baseline to the most recent year is -16.71 percentage points in ELA and -4.3 percentage points in Math, which will be used to more accurately measure future college and career readiness progress.

In addition, the English Learner metric was revised to reflect available data from the California School Dashboard Additional Reports. While no performance color was generated due to minimum student count requirements, the LEA will report the available results. The 2022–2023 baseline for English Learners in ELA was 0.2 points above standard (increased 7.2 points, n=19), and the 2024–2025 result was 47.9 points below standard (declined 6.9 points, n=22), representing a 48.1-point decline from the baseline. Interim 2023–2024 results showed 41 points below standard (declined 41.1 points, n=25).

In addition, Santa Rosa Academy will continue to strengthen Action 1.4 College and Career Readiness by expanding meaningful and engaging academic and career-connected opportunities for students. This includes continued development of pathways, internships, externships, certifications, counseling support, and other experiential learning opportunities that allow students to apply academic skills in real-world contexts, explore career interests, and strengthen postsecondary readiness. Student voice and educational partner input will continue to inform refinement of these services.

These refinements are intended to improve alignment between services and student need, strengthen consistency of implementation across actions, and increase the overall effectiveness of Goal 1 in improving academic outcomes and readiness for college, career, and life.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development Opportunities	Provide ongoing professional development for elementary and secondary staff to strengthen instruction in mathematics, English language arts, intervention, differentiation, assessment literacy, data analysis, technology integration, classroom management, and student engagement. Professional learning may include workshops, conferences, PLCs, collaboration, release time, coaching, curriculum development, and other training opportunities aligned to identified student needs, including supports for Students with Disabilities, English Learners, and other student groups experiencing achievement gaps. This action may also support specialized program development, including journalism, Ethnic Studies, and other instructional initiatives, as well as tools and resources that enhance intervention and differentiated instruction. LREBG-Funded Enhancements: Santa Rosa Academy used its 2025-26 LREBG allocation of $362,771 to support learning recovery through key staffing and intervention supports. Funds supported the MTSS Coordinator salary and benefits ($173,508), the School Counselor ($114,239), and a TOSA ($147,622) who provided math intervention and other academic supports. These investments strengthened the school's capacity to coordinate intervention, monitor student progress, and respond to academic recovery needs. The revised 2026–2027 LREBG allocation of $329,444 will support Goal 1, Action 1.1 through Instructional Aides, a School Counselor, and 0.50 FTE School Psychologist. These positions will strengthen learning recovery efforts by expanding targeted academic support, intervention access, student wellness support, and coordinated services for students with identified needs.	$585,348.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.2	Curriculum	Provide and refine standards-aligned curriculum, instructional materials, intervention programs, digital resources, and supplemental supports to strengthen student achievement in reading, writing, mathematics, and other core content areas. This action may include hands-on and research-based literacy supports, grammar and writing resources, online learning platforms, tutoring, technology upgrades, classroom engagement tools, and materials, supplies, software, and curriculum for electives, Career Technical Education pathways, and other academic programs. Services and resources may be adjusted throughout the year to respond to student performance data, program implementation needs, and access to engaging, rigorous learning opportunities.	$93,954.00	Yes
1.3	Assessment	Provide assessment systems, data tools, release time, and professional learning to strengthen the development, alignment, and use of common assessments, formative assessments, and other measures of student achievement and readiness. This action supports general education and special education staff in using data platforms, local assessments, and progress monitoring tools to inform instruction, identify student needs, measure growth, and improve readiness for college and career. Services may include assessment development, calibration of rigor and Depth of Knowledge, staff training, and purchase or implementation of assessment-related resources and technology.	$116,000.00	Yes
1.4	College and Career Readiness	Expand and strengthen college and career readiness opportunities that support student interests, pathway development, postsecondary preparation, and real-world learning. This action may include support for CTE pathways, dual enrollment and articulated coursework, internships, externships, work-based learning, certifications, counseling services, college and career exploration, student presentations, public speaking opportunities, field trips, college tours, career fairs, pathway promotion, and related academic or elective offerings. Services may also include systems, materials, staffing, partnerships, events, and student supports that increase access to meaningful experiential learning and preparation for college, career, and civic life.	$531,365.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.5	English Learner Curriculum and EL Advisor Professional Development	Provide curriculum, instructional resources, professional development, coaching, and targeted program supports to strengthen services for English Learners. This action may include designated and integrated English Language Development supports, elementary ELD curriculum, staff collaboration, release time, training on language acquisition and instructional strategies, and other professional learning opportunities that build staff capacity to meet the varying academic and language needs of English Learners. Services may be adjusted throughout the year based on student performance data, implementation needs, and program priorities.	$5,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a comprehensive system of support that includes individualized prevention and intervention strategies to address achievement gaps, provide equitable access, foster a positive school culture, promote student and family engagement, and prioritize social-emotional learning through targeted programs and activities.	Broad 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 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Efforts in prevention, intervention, and targeted support are crucial to meeting the academic needs of all students. Our analysis of academic achievement data on the 2024 Dashboard highlights the ongoing importance of focusing intentionally on these efforts to address learning gaps and close achievement disparities, particularly for students with disabilities and identified student groups. Mathematics performance is rated low for most student groups, while English Language Arts performance, overall high, still shows low performance among emergent or struggling readers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA CAASPP measured by Distance from standard (DFS) Source: CA School Dashboard	2022-2023: All: 7.4 points above standard AA: 42.8 points below standard	2023-2024: All: 6.2 points distance from standard AA:Increased 28.1 points; 14.7	2024-2025: All: 15.4 points distance from standard. Increased 14.1 Points	2026-2027 All: Increase by 5 points AA: Increase by 10 points	All: 8 from baseline AA:Increased 33.8 points; from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 3.3 points above standard White: 9 points above standard Asian: 55.8 points above standard Two or More Races: 15.8 points above standard EL: 0.2 points above standard SED: 5 points below standard SWD: 82.8 points below standard	distance from standard Hispanic: Decreased 5.4 points; 2.1 distance from standard White: 4.1 points distance from standard Asian: 46.9 above standard. Standard Met Two or More Races: decreased 8.6 points; 12.9 points above standard EL: No Change SED: Decreased 8.6 points; 12.9 distance from standard SWD: Increased 6.9 points; 76 points distance from Standard.	AA:Increased 5.7 points; 9 distance from standard Hispanic: Increased 10.1 points; 8.1 distance from standard White: Increased 24.2 points; 20.1 points distance from standard Asian: Increased 3.2 point; 41.1 above standard. Standard Met Two or More Races: increased 26.8 points; 39.7 points above standard EL: 47.9 points below standard Declined 6.9 Points SED: Increased 6 points; 7.5 distance from standard	Hispanic: Increase by 6 points White: Increase by 12 points Asian: Maintain above standard status Two or More Races: Increase by 15 points EL: Increase by 9 points SED: Increase by 9 points SWD: Increase by 9 points	Hispanic: 11.4 points; from Baseline White: 33.2 points; from Baseline Asian: 3.2 points; from Baseline Two or More Races: 23.9 points; from Baseline EL: 48.1 points from baseline SED: -2.5 points from Baseline SWD: 25.8 points from the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				SWD: Increased 19 points; 57 points distance from Standard.		
2.2	MATH CAASPP measured by Distance from standard (DFS) Source: CA School Dashboard	2022-2023: All: 37.4 points below standard AA: 104.4 points below standard Hispanic: 48.5 points below standard White: 25.7 points below standard Asian: 21.2 points below standard Two or More Races: 12 points below standard EL: 62.4 points below standard SED: 51.8 points below standard SWD: 113.6 points below standard	2023-2024: All: Declined 6.8 points; 44.3 points distance from standard AA: Increased significantly by 22.1 points; 82.2 points distance from standard. Hispanic: Maintained 0.5 points; 48.1 points from standard White: Declined 20.2 points; 46 points from standard Asian: 29.4 points above the standard Two or More Races:Declined 26.9 points; 38.9 points distance from standard	2024-2025: All: Increased 16.9 points; 27.4 points distance from standard AA: Increased significantly by 8 points; 74.2 points distance from standard. Hispanic: Increased 9.2 points; 38.4 points from standard. White: Increased 31.1 points; 14.9 points from standard Asian: Increased 15.3 points; 5.2 points from standard. Two or More Races: Increased 27.9 points; 11 points distance from standard	2026-2027 All: Increase by 12 points AA: Increase by 10 points Hispanic: Increase by 10 points White: Increase by 10 points Asian: Increase by 10 points Two or More Races: Increase by 10 points EL: Increase by 10 points SED: Increase by 10 points SWD: Increase by 9 points	All: 27.4 points from Baseline AA:Increased 8 points; from Baseline Hispanic: 9.2 point from baseline White:31.1 points from Baseline Asian: 15.3 points from Baseline Two or More Races: 27.9 points; from Baseline EL: 14.6 point from Baseline SED: -5.2 points from Baseline SWD: -2.6 points from the Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			EL: 11.4 below standard SED: Decreased 5.1 points; 57 points away from standard SWD: Maintained 2.6 points; 116.2 points distance from standard.	EL: Decreased 77 points below standard, Maintained 0.5 Points SED: Maintained 2.7 points; 54.2 points from standard SWD: Increased 26.2 points; 90 points distance from standard		
2.3	Implementation of Academic Content Standards and EL Access to CA Standards, including ELD Standards: Local Indicators	Standard Met: The LEA is at full implementation and sustainability of academic content standards and EL access to CA standards, including ELD standards.	Standard Met: The LEA is at full implementation and sustainability of academic content standards and EL access to CA standards including ELD standards.	Standard Met: The LEA is at full implementation and sustainability of academic content standards and EL access to CA standards including ELD standards.	Continue to Meet the Standard	The LEA met the Baseline Standard.

Goal Analysis [2025-26]

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.

During the 2025–2026 school year, Santa Rosa Academy implemented Goal 2 through Action 2.1 Targeted Interventions and Supports, Action 2.2 Math Support, Action 2.3 ELA/Reading Support, and Action 2.4 Social-Emotional Learning and Student Support.

Action 2.1 was partially implemented through targeted academic intervention for students performing below benchmark in English language arts and mathematics, with prioritized attention to Students with Disabilities, African American students, unduplicated pupils, and other students demonstrating need. Implementation included small-group support, differentiated instruction, collaboration among teachers and

support staff, progress monitoring, and communication with families. A success of this action was continued intervention support for students with identified academic needs. A challenge was ensuring consistent intensity of intervention across all student groups and content areas.

Action 2.2 was partially implemented through mathematics intervention and support intended to strengthen achievement and close performance gaps across grade spans. Implementation included math support services, intervention assistance, progress monitoring, collaboration with Special Education staff, and instructional support for students performing below standard. A success of this action was that math support structures remained in place and contributed to continued attention on the school's primary academic area of need. A challenge was that the full scope of math intervention originally envisioned was not fully implemented, limiting the breadth of support available.

Action 2.3 was partially implemented through literacy and reading intervention support for students with identified needs in foundational reading, comprehension, and written language development. This action included limited intervention support and literacy-related services for struggling readers. A success of this action was that reading support remained an identified priority within the goal. A challenge was that implementation was limited in scope, reducing the level of support that could be provided for students with significant literacy needs.

Action 2.4 was partially implemented through social-emotional learning, counseling, behavioral, and wellness supports intended to strengthen student well-being, readiness to learn, school connectedness, and positive school climate. Implementation included counseling services, SEL supports, student wellness services, and related interventions that improved access to support for students. A success of this action was the continuation and expansion of social-emotional and counseling supports during the year. A challenge was the continued need to respond to attendance, engagement, and wellness needs for student groups experiencing greater barriers to success.

Overall, Goal 2 implementation supported the school's broader efforts to address academic intervention, student wellness, and readiness to learn. Successes included continued intervention and student support systems, along with positive movement in schoolwide academic outcomes, including improvement in ELA to 15.4 distance from standard and improvement in math by 16.9 points, although math remains an area of need overall. Challenges included persistent subgroup needs in mathematics, continued literacy needs for struggling readers, and chronic absenteeism for some student groups, indicating the need for continued strengthening of intervention and support systems.

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.

Several material differences existed between budgeted expenditures and estimated actual expenditures for Goal 2, based on the Annual Update table.

For Action 2.1 Targeted Interventions and Supports, the budgeted amount was $50,500.00 and estimated actual expenditures were $31,190.39, resulting in a variance of $19,309.61. This variance indicates that while targeted interventions were implemented, not all planned expenditures were needed or fully realized during the year.

For Action 2.2 Math Support, the budgeted amount was $178,724.37 and estimated actual expenditures were $54,112.68, resulting in a variance of $124,611.69. This material difference reflects that the full scope of planned math intervention services, staffing, or supports was not implemented at the level originally budgeted.

For Action 2.3 ELA/Reading Support, the budgeted amount was $110,000.00 and estimated actual expenditures were $3,972.00, resulting in a variance of $106,028.00. This is a material difference and reflects that literacy and reading intervention services were implemented at a much lower level than planned.

For Action 2.4 Social-Emotional Learning and Student Support, the budgeted amount was $31,600.00 and estimated actual expenditures were $45,101.47, resulting in an overage of $13,501.47. This material difference reflects that social-emotional, counseling, and student support services required greater investment than originally planned during the year.

Overall, the most notable material differences occurred in Actions 2.2, 2.3, and 2.4. These differences indicate that math and literacy intervention actions were implemented at a lower level than budgeted, while social-emotional learning and student support services required greater-than-anticipated expenditures to address student wellness, engagement, and support needs.

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

The actions under Goal 2 demonstrated mixed effectiveness in making progress toward the goal.

Action 2.1 Targeted Interventions and Supports was partially effective. This action supported students performing below benchmark through intervention, differentiated instruction, progress monitoring, and collaboration among staff. These supports helped maintain a system of academic assistance for students with identified needs and contributed to the school's broader efforts to improve student achievement. The action was beneficial, but continued subgroup needs indicate that further strengthening of intervention intensity and consistency is still needed.

Action 2.2 Math Support was partially effective. The action maintained focus on mathematics as a primary area of need and supported intervention for students performing below standard. Schoolwide math performance improved by 16.9 points, which indicates positive movement. However, mathematics remains in the Low performance level overall, and the largest gaps remain for English Learners (-77 DFS) and Students with Disabilities (-90 DFS). These outcomes indicate that while Action 2.2 supported progress, it was not fully effective in addressing the depth of need in mathematics.

Action 2.3 ELA/Reading Support was limited in effectiveness because implementation occurred at a much lower level than planned. While literacy support remained an identified priority, the limited level of actual expenditure suggests that the full intended reading intervention model was not in place. Because of this, the action was not fully effective in providing the level of literacy support originally intended for struggling readers.

Action 2.4 Social-Emotional Learning and Student Support was effective in supporting student well-being, engagement, and readiness to learn. This action required greater investment than budgeted, which reflects the level of student need in counseling, wellness, behavior, and

connectedness supports. The continuation of SEL and counseling services strengthened the school's response to student engagement and wellness needs and supported the broader conditions necessary for learning. At the same time, chronic absenteeism remains a concern for some student groups, indicating that continued support in this area remains necessary.

Overall, Goal 2 actions supported progress toward the goal by maintaining intervention and student support systems; however, the actions were not equally effective. Action 2.1 and Action 2.4 appear to have provided the strongest support during the year, while Action 2.2 and especially Action 2.3 require stronger implementation to more fully address mathematics and literacy needs. Continued refinement of intervention delivery, progress monitoring, and social-emotional supports will be important in the coming year.

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.

Based on reflection on implementation, student outcome data, and educational partner input, Santa Rosa Academy will continue Goal 2 in 2026–2027 with refinements to strengthen effectiveness and improve implementation fidelity. The overall goal remains unchanged; however, SRA will continue to refine supports, service delivery, and progress monitoring to better respond to student need.

For the coming year, Santa Rosa Academy will place increased emphasis on strengthening math intervention, reading support, and small-group targeted intervention, particularly for student groups with persistent needs such as English Learners, Students with Disabilities, and other unduplicated pupils. SRA will also continue to strengthen progress monitoring, use of student data, and alignment of intervention supports to identified areas of need.

In addition, Santa Rosa Academy will continue to maintain and strengthen SEL curriculum, counseling services, and student wellness supports to improve readiness to learn, student connectedness, and school engagement. Family engagement and communication will continue to be important components of Goal 2, as the SRA works to strengthen the connection between academic intervention, well-being, and student success.

These refinements are intended to improve consistency of implementation across actions, strengthen support for students performing below standard, and better align Goal 2 services with the school's identified academic, engagement, and wellness priorities.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Targeted Interventions and Supports	Provide targeted academic intervention and support for students performing below benchmark in English language arts and mathematics, with prioritized attention to Students with Disabilities, African American	$10,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, unduplicated pupils, and other student groups demonstrating need. Services may include small-group instruction, differentiated instruction, multi-sensory strategies, progress monitoring, collaboration among teachers and support staff, parent communication, and other intervention practices designed to accelerate learning and improve student access and achievement.		
2.2	Math Intervention Support	Provide targeted mathematics intervention and support to strengthen student achievement and close performance gaps across grade spans. This action may include math tutors, intervention specialists, support courses, alternative course offerings, teacher training, progress monitoring, collaboration with Special Education staff, and other instructional supports or services that improve math access, intervention, and achievement for students performing below standard.	$8,000.00	Yes
2.3	ELA/Reading Support	Provide targeted literacy and reading intervention supports for students with identified needs in foundational reading, comprehension, and written language development. This action may include intervention staffing, reading specialists, research-based literacy programs, phonics and word study supports, supplemental materials, and other instructional services designed to strengthen reading achievement and support struggling readers.	$10,000.00	Yes
2.4	Social-Emotional Learning and Support	Provide social-emotional learning, counseling, behavioral, and wellness supports to strengthen student well-being, school connectedness, readiness to learn, and positive school climate. This action may include SEL curriculum, counseling services, behavior supports, school climate and engagement initiatives, restorative practices, consultation or contracted services, student wellness programming, flexible learning environment supports, and other resources or interventions designed to improve engagement, belonging, attendance, and access to support for unduplicated pupils and other identified student groups, including foster youth, students experiencing homelessness, English Learners, low-income students, African American students, and Students with Disabilities.	$53,500.00	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Facilitate educational partner involvement in character education, social-emotional learning (SEL), and positive behavioral interventions to create safe, inclusive, and engaging learning environments. These efforts aim to strengthen family and community partnerships, support student well-being, enhance school culture, promote staff retention, and improve student engagement and connectedness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (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.

This goal was developed in response to educational partner input and school climate data, which emphasize the need for stronger systems that support students' social-emotional well-being and behavior. Suspension and absenteeism data, as well as feedback from families and staff, indicate a continued need for character education, behavior intervention systems, and family engagement efforts that foster safe and inclusive environments. Strengthening school climate not only enhances student outcomes and connection to school but also supports staff satisfaction and long-term retention. Educational partners consistently identified the importance of cultivating a culture rooted in respect, integrity, and support for the whole child.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELA CAASPP measured by Distance from standard (DFS)	2022-2023: All: 7.4 points above standard	2023-2024: All: 6.2 points distance from standard	2024-2025: All: 15.4 points distance from standard.	2026-2027 All: Increase by 5 points	All: 8 from baseline AA:Increased 33.8 points; from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	AA: 42.8 points below standard Hispanic: 3.3 points above standard White: 9 points above standard Asian: 55.8 points above standard Two or More Races: 15.8 points above standard EL: 0.2 points above standard SED: 5 points below standard SWD: 82.8 points below standard	AA:Increased 28.1 points; 14.7 distance from standard Hispanic: Decreased 5.4 points; 2.1 distance from standard White: 4.1 points distance from standard Asian: 46.9 above standard. Standard Met Two or More Races: decreased 8.6 points; 12.9 points above standard EL: No Change SED: Decreased 8.6 points; 12.9 distance from standard SWD: Increased 6.9 points; 76 points distance from Standard.	Increased 14.1 Points AA:Increased 5.7 points; 9 distance from standard Hispanic: Increased 10.1 points; 8.1 distance from standard White: Increased 24.2 points; 20.1 points distance from standard Asian: Increased 3.2 point; 41.1 above standard. Standard Met Two or More Races: increased 26.8 points; 39.7 points above standard EL: 47.9 points below standard Declined 6.9 Points SED: Increased 6 points; 7.5	AA: Increase by 10 points Hispanic: Increase by 6 points White: Increase by 12 points Asian: Maintain above standard status Two or More Races: Increase by 15 points EL: Increase by 9 points SED: Increase by 9 points SWD: Increase by 9 points	Hispanic: 11.4 points; from Baseline White: 33.2 points; from Baseline Asian: 3.2 points; from Baseline Two or More Races: 23.9 points; from Baseline EL: 48.1 points from baseline Number of Students: 22 SED: -2.5 points from Baseline SWD: 25.8 points from the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
				distance from standard SWD: Increased 19 points; 57 points distance from Standard.		
3.2	MATH CAASPP measured by Distance from standard (DFS) Source: CA School Dashboard	2022-2023: All: 37.4 points below standard AA: 104.4 points below standard Hispanic: 48.5 points below standard White: 25.7 points below standard Asian: 21.2 points below standard Two or More Races: 12 points below standard EL: 62.4 points below standard SED: 51.8 points below standard SWD: 113.6 points below standard	2023-2024: All: Declined 6.8 points; 44.3 points distance from standard AA: Increased significantly by 22.1 points; 82.2 points distance from standard. Hispanic: Maintained 0.5 points; 48.1 points from standard White: Declined 20.2 points; 46 points from standard Asian: 29.4 points above the standard Two or More Races:Declined 26.9 points; 38.9	2024-2025: All: Increased 16.9 points; 27.4 points distance from standard AA: Increased significantly by 8 points; 74.2 points distance from standard. Hispanic: Increased 9.2 points; 38.4 points from standard. White: Increased 31.1 points; 14.9 points from standard Asian: Increased 15.3 points; 5.2 points from standard. Two or More Races: Increased 27.9 points; 11	2026-2027 All: Increase by 12 points AA: Increase by 10 points Hispanic: Increase by 10 points White: Increase by 10 points Asian: Increase by 10 points Two or More Races: Increase by 10 points EL: Increase by 10 points SED: Increase by 10 points SWD: Increase by 9 points	All: 27.4 points from Baseline AA:Increased 8 points; from Baseline Hispanic: 9.2 point from baseline White:31.1 points from Baseline Asian: 15.3 points from Baseline Two or More Races: 27.9 points; from Baseline EL: 14.6 point from Baseline SED: -5.2 points from Baseline SWD: -2.6 points from the Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points distance from standard EL: 11.4 below standard SED: Decreased 5.1 points; 57 points away from standard SWD: Maintained 2.6 points; 116.2 points distance from standard	points distance from standard EL: Decreased 77 points below standard, Maintained 0.5 Points SED: Maintained 2.7 points; 54.2 points from standard SWD: Increased 26.2 points; 90 points distance from standard		
3.3	Educational Partner Input Source: WASC School-wide Action plan	2022-2023 WASC Action Plan address the following Critical Learner Needs • Increase Math Achievement • Increase Staff Retention • Increase student modeling of Character pillars of excellence, integrity, and respect.	2022-2023 WASC Action Plan address the following Critical Learner Needs • Increase Math Achievement • Increase Staff Retention • Increase student modeling of Character pillars of excellenc	2024-2025:Critical Learner Needs • Increase Math Achievement • Increase Staff Retention • Increase student modeling of Character pillars of excellence, integrity,	2026-2027 • Decrease percentage of students in bands "standard not met" and "standard nearly met" • Decrease in the number of students receiving D's and F's,	-Assessment data indicate that we continue to perform above county and state averages. However, mathematics remains a primary area for improvement across all student groups. -Teacher Retention – Implementing strategies to recruit, develop, and retain highly

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			e, integrity, and respect.	and respect.	especially in the area of math • Improve Character Education, documented reduction in office referral, detentions, and expulsions. • Build a well supportive, well compensated staff of teachers to increase the number of retained teachers.	qualified educators. The retention rate has increased. • Character Education, School Culture, and Climate – Enhancing positive behavior supports and social-emotional learning, this has led to a decrease in discipline and suspension rates.
3.4	Suspension and Expulsion Rate Source: CA School Dashboard	2022-2023: Suspension rate: 3.6 % suspended at least one day; this increased by 1.1%	2023-2024: Suspension rate: 1.4% suspended at least one day; this declined by 2.2%	2024-2025: Suspension rate: 1.7% suspended at least one day; this maintained by 0.0%	2026-2027 • Continue to utilize PBIS and MTSS interventi	Suspension rate has improved by 1.9%. There has maintained in suspensions from 3.6% to 1.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Expulsion rate: 0.18%	Expulsion rate: 0.07%	Expulsion rate: 0.00%	ons to maintain the suspensio n rate below 8%.	

Goal Analysis [2025-26]

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.

During the 2025–2026 school year, Santa Rosa Academy implemented Goal 3 through Action 3.1 Increase Community and Family Engagement, Action 3.2 Career Fair and Career Awareness, Action 3.3 Character-Building Activities, Action 3.4 Support Existing School Programs to Create Safe, Inclusive, and Engaging Learning Environments, and Action 3.5 Increase School Spirit, Community, and Culture.

Action 3.1 was partially implemented through family workshops, community outreach, school events, partnerships, parent engagement activities, FACE-related efforts, guest speakers, and other opportunities intended to strengthen school-home relationships and family connection to the school. A success of this action was continued emphasis on family engagement and community partnership as part of the school's climate and connectedness efforts. A challenge was coordinating the full range of events, recognition opportunities, and outreach activities across the year.

Action 3.2 was implemented through career awareness, exploration, and exposure opportunities that connected students to professionals, community members, and future career pathways. Implementation included career-related activities, outreach, and student exposure to college and career possibilities across grade spans. A success of this action was that career awareness opportunities were expanded beyond the originally planned level, increasing student exposure to future pathways. A challenge was ensuring consistent coordination, scheduling, and alignment of these opportunities across elementary, middle, and high school levels.

Action 3.3 was implemented through character education and student leadership activities designed to reinforce monthly character traits, strengthen relationships, and promote a respectful and inclusive school culture. This included continued emphasis on character development, leadership, and relationship-building opportunities across grade spans. A success of this action was that character education remained part of the school's culture and student support efforts. A challenge was that implementation occurred on a more limited scale than originally planned, reducing the breadth of character-building activities and related student experiences.

Action 3.4 was implemented through staff training, PBIS-related supports, SEL services, student supports, and other school-based interventions intended to strengthen safe, inclusive, and engaging learning environments. This included continued support for PBIS, staff

development, crisis-related response supports, and student wellness services. A success of this action was strong implementation of school-based supports that improved access to behavioral, SEL, and student wellness resources. A challenge was the continuing need to respond to engagement, attendance, and wellness concerns for students requiring greater support.

Action 3.5 was partially implemented through school spirit, cross-grade activities, transition supports, mentoring, leadership opportunities, and community-building experiences that strengthened belonging, connection, and positive culture. A success of this action was that school spirit and culture-building efforts continued across the year. A challenge was that these activities were implemented at a lower level than originally planned, which limited the broader impact of some school culture and community-building efforts.

Overall, Goal 3 supported the school's efforts to strengthen school climate, student belonging, family connection, and educational partner engagement. These priorities remain important because Dashboard data shows continued need in chronic absenteeism for some student groups, including Students with Disabilities (17.6%), Socioeconomically Disadvantaged students (14.8%), and Hispanic students (11.2%). Successes included continued implementation of family engagement, school climate, PBIS, and student support systems. Challenges included maintaining the full scope and consistency of event-based and culture-building activities across all actions.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

Several material differences existed between budgeted expenditures and estimated actual expenditures for Goal 3, based on the Annual Update table.

For Action 3.1 Increase Community and Family Engagement, the budgeted amount was $297,149.49 and estimated actual expenditures were $153,206.93, resulting in a variance of $143,942.56. This material difference reflects that while family engagement, outreach, and related community connection activities were implemented, the full level of planned expenditures was not realized during the year.

For Action 3.2 Career Fair and Career Awareness, the budgeted amount was $20,000.00 and estimated actual expenditures were $55,925.27, resulting in an overage of $35,925.27. This material difference reflects that career awareness and exposure opportunities required greater investment than originally planned.

For Action 3.3 Character-Building Activities, the budgeted amount was $10,000.00 and estimated actual expenditures were $1,527.04, resulting in a variance of $8,472.96. This material difference indicates that character-building and related student leadership activities were implemented at a lower level than originally budgeted.

For Action 3.4 Support Existing School Programs, the budgeted amount was $60,000.00 and estimated actual expenditures were $53,040.23, resulting in a variance of $6,959.77. This indicates that the action was implemented at a level relatively close to the original budget.

For Action 3.5 Increase School Spirit, Community, and Culture, the budgeted amount was $25,000.00 and estimated actual expenditures were $11,793.76, resulting in a variance of $13,206.24. This indicates that while school culture and spirit-building activities were implemented, they were carried out at a lower level than originally planned.

Overall, the most notable material differences occurred in Actions 3.1, 3.2, and 3.3. These differences show that family engagement expenditures were lower than budgeted, career awareness activities required greater investment than planned, and character-building activities were implemented at a lower expenditure level than originally projected.

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

The actions under Goal 3 demonstrated mixed effectiveness in making progress toward the goal.

Action 3.1 Increase Community and Family Engagement was partially effective. This action supported family outreach, school-home connection, and community partnership efforts that are important to improving student engagement, belonging, and school connectedness. Because family engagement is an important support for student attendance, motivation, and school climate, this action contributed positively toward the goal. However, because it was implemented at a lower expenditure level than planned, its full intended impact was not fully realized.

Action 3.2 Career Fair and Career Awareness was effective in expanding student exposure to careers and future opportunities. The greater-than-budgeted expenditure indicates that this action was implemented more extensively than originally planned. This action supported student engagement by helping connect school experiences to future goals and strengthening awareness of college and career pathways.

Action 3.3 Character-Building Activities was partially effective but limited in impact. Character education and leadership remained part of the school culture, supporting the school's emphasis on respect, responsibility, and positive relationships. However, because implementation occurred at a much lower level than budgeted, the full intended effect of cross-grade mentoring, leadership, and character-building activities was not fully realized.

Action 3.4 Support Existing School Programs was effective in supporting school climate, student belonging, and access to behavioral and SEL-related supports. This action helped maintain PBIS, staff training, student support services, and wellness systems that contributed to safer, more inclusive, and more engaging learning environments. Given the continued need to support students with attendance, wellness, and engagement barriers, this action played an important role in progressing toward the goal.

Action 3.5 Increase School Spirit, Community, and Culture was partially effective. This action supported positive culture, transition activities, community-building, and student belonging. However, implementation occurred at a lower level than planned, which limited the full impact of school spirit and culture-building efforts across grade spans.

Overall, Goal 3 actions supported progress toward stronger school climate, family engagement, student connection, and belonging. These actions remain important because chronic absenteeism continues to be elevated for some student groups, including Students with Disabilities (17.6%), Socioeconomically Disadvantaged students (14.8%), and Hispanic students (11.2%). Actions 3.2 and 3.4 appear to have

been the strongest in implementation and effect, while 3.1, 3.3, and 3.5 require continued strengthening to more fully realize the intended impact of the goal.

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.

Based on reflection on implementation, educational partner feedback, and student outcome data, Santa Rosa Academy will continue Goal 3 in 2026–2027 with refinements to strengthen implementation and increase the impact of engagement and school climate actions. The overall goal remains unchanged; however, SRA will continue to refine activities, timing, and delivery of services to better support student well-being, family connection, and positive school culture.

For the coming year, Santa Rosa Academy will continue to strengthen family and community engagement opportunities, expand character education and student leadership experiences, and maintain SEL, PBIS, and behavior support systems that promote safe, inclusive, and engaging learning environments. SRA will also continue to increase opportunities that strengthen student belonging, school connectedness, and cross-grade collaboration, while improving consistency in implementation of event-based and culture-building activities.

In addition, Santa Rosa Academy will continue to use attendance, climate, and engagement data to guide refinement of Goal 3 actions, with particular attention to student groups experiencing higher rates of chronic absenteeism and disconnection from school. These refinements are intended to improve implementation fidelity, strengthen family-school partnerships, and ensure that Goal 3 actions more fully support student engagement, school climate, and well-being.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase Community/Family Engagement Interactions	Provide activities, events, partnerships, and outreach efforts that strengthen family engagement, community connection, and school-home relationships in support of student success, belonging, and positive school climate. This action may include family workshops, cultural events, guest speakers, parent engagement activities, school-community celebrations, recognition of parent volunteers and business/community partners, Family and Community Engagement (FACE) initiatives, consultant or contracted services, trainings, and other opportunities that build meaningful educational partner involvement and strengthen connections between families, students, school staff, and the broader community.	$15,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		LREBG-Funded Enhancements: To address chronic absenteeism and engagement challenges among unduplicated student groups, LREBG funds may support family workshops, community events, and family/community nights that promote literacy, mathematics, social-emotional learning, student motivation, and academic engagement at home. These services align with allowable uses related to family engagement and educational assistance and support improved school-family connection based on identified needs.Provide career awareness, exploration, and exposure opportunities for elementary, middle, and high school students through career fairs, classroom visits, guest speakers, partnerships, and related activities. This action may include participation by community members, business partners, charitable organizations, industry representatives, and other professionals who help students explore careers, connect learning to future opportunities, and strengthen college and career awareness across grade spans.		
3.2	Create a Career Fair (for Middle School and Elementary)	Provide career awareness, exploration, and exposure opportunities for elementary, middle, and high school students through career fairs, classroom visits, guest speakers, partnerships, and related activities. This action may include participation by community members, business partners, charitable organizations, industry representatives, and other professionals who help students explore careers, connect learning to future opportunities, and strengthen college and career awareness across grade spans.	$22,600.00	Yes
3.3	Character-Building Activities	Provide character education and student leadership opportunities that reinforce monthly character traits, strengthen relationships across grade levels, and promote a positive, respectful, and inclusive school culture. This action may include revision and implementation of the character education program, peer leadership opportunities, cross-grade mentoring, student recognition, and other activities that support character development, responsibility, and school connectedness.	$25,615.00	Yes
3.4	Supporting Existing School Programs to	Provide staff training, student supports, behavioral interventions, and related services that strengthen safe, inclusive, and engaging learning	$27,900.00	Yes

Action #	Title	Description	Total Funds	Contributing
	create safe, inclusive, and Engaging Learning Environments.	environments across the school. This action may include Positive Behavioral Interventions and Supports (PBIS), crisis prevention and response training, SEL supports, additional staffing, student wellness services, and other school-based programs or resources that improve behavior, engagement, belonging, and access to support for students.		
3.5	Increase school spirit, community and culture.	Provide activities, programs, and student experiences that strengthen school spirit, build community, and promote a positive school culture across grade spans. This action may include cross-grade collaboration, student transition supports, peer leadership programs, mentoring, community engagement activities, athletics- or enrichment-based outreach, and other events or experiences that increase belonging, connection, pride, and engagement within the school community.	$18,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide clean and safe facilities that create a flexible and innovative learning environment.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 6: School Climate (Engagement)

An explanation of why the LEA has developed this goal.

Efforts in providing clean and safe facilities that create a flexible and innovative learning environment is important to maintain a positive school climate, improve pupil achievement, and increase parental involvement. Clean and safe environments foster increase conditions of learning and engagement.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Educational Partner Input Source: WASC School-wide Action plan	- Improve dedicated instructional space for Special Education	Created an instructional space for Special Education	Created an instructional space for Special Education	Create dedicated instructional space for Special Education	The first phase of Instructional Space for Special Education has been completed. Phase 2 is in progress.
4.2	Educational Partner Input Source: Parent/Staff/Student LCAP Survey	Agree SRA Facilities are clean: -Parents: 97.1% very/mostly clean -Students:70.8% very/mostly clean -Staff: 100%	Agree SRA Facilities are clean: -Parents: 97.1% -Students: 88.2% -Staff: 94.8%	Pending: Spring Survey Administration	Percentages for all Educational Partners will increase to 98% or above in both Cleanliness and Safety and Security.	Facilities has maintained an average percentage of 93% overall with parents, students, and staff in the area of

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		very/mostly clean Agree SRA is Safe and Secure: -Parent: 97.1% very/mostly safe -Students: 93.1% very/mostly • Staff: 100% very/mostly	Agree SRA is Safe and Secure: -Parent: 97.8% -Students: 92.8% • Staff: 94.8%			cleanliness, safety, and security.
4.3	Priority 1 Metrics Source: Local Indicators	-Appropriately Assigned Teachers: Above Average -Percent of Students without Access to their own copies of Standards-Aligned Instructional Materials for Use At school and At Home: 0% • Instances Where Facilities Do Not Meet the "Good Repair" Standard: 0%	-Appropriately Assigned Teachers: 89.1% -Percent of Students without Access to their own copies of Standards-Aligned Instructional Materials for Use At school and At Home: 0% • Instances Where Facilities Do Not Meet the "Good Repair" Standard: 0%	-Appropriately Assigned Teachers: 89.1% -Percent of Students without Access to their own copies of Standards-Aligned Instructional Materials for Use At school and At Home: 0% • Instances Where Facilities Do Not Meet the "Good Repair" Standard: 0%	• Continue to maintain a Above the Statewide comparison in the area of Appropriately Assigned Teachers. • Continue to provide Instructional materials to all students for use at school and at home.	The LEA continues to maintain an above average percentage of Appropriately Assigned Teachers.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					• Continue to Meet the "Good Repair" Standard for all school facilities.	

Goal Analysis [2025-26]

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.

During the 2025–2026 school year, Santa Rosa Academy implemented Goal 4 through Action 4.1 Additional Classroom Space and Action 4.2 Environmentally Friendly Facility Improvements.

Action 4.1 was implemented through efforts to expand classroom, support, and workspace to better meet student, staff, and program needs across the campus. This included work related to instructional and specialized support space for the K–12 Special Education program, areas for pull-out services, testing, sensory and student support needs, teacher workspace, and storage or facility improvements supporting academic programs such as science. A success of this action was continued progress toward improving campus functionality and creating additional space to support instruction and student services. A challenge was that facilities projects require phased planning and coordination, which can affect the pace of implementation across the year.

Action 4.2 was implemented through phased environmentally friendly facility improvements intended to enhance campus safety, lighting, functionality, efficiency, and conditions for learning. This included progress on solar lighting and other exterior and interior campus improvements designed to support a clean, safe, and innovative learning environment. A success of this action was that environmentally friendly improvements moved forward during the year rather than remaining pending. A challenge was that facilities-related improvements often depend on project timing, installation windows, and coordination with school operations, which can affect how quickly implementation occurs.

Overall, Goal 4 supported the school’s efforts to improve learning conditions, campus safety, and access to functional instructional and support space. Successes included continued progress in both classroom/support space expansion and environmentally friendly facility improvements. Challenges included the phased nature of facilities work and the need to align implementation timelines with construction schedules, school operations, and campus priorities.

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.

Several material differences existed between budgeted expenditures and estimated actual expenditures for Goal 4, based on the Annual Update table.

For Action 4.1 Additional Classroom Space, the budgeted amount was $856,853.99 and estimated actual expenditures were $244,936.59, resulting in a variance of $611,917.40. This material difference reflects that classroom expansion, specialized support space, and related facility improvements are part of larger phased projects that often extend over time and are not fully expended within a single year.

For Action 4.2 Environmentally Friendly Facility Improvements, the budgeted amount was $80,000.00 and estimated actual expenditures were $44,163.86, resulting in a variance of $35,836.14. This difference reflects that environmentally friendly improvements were implemented during the year, but not at the full level originally budgeted.

Overall, these material differences reflect the phased and project-based nature of facilities work. Facility improvements often require planning, sequencing, and implementation across longer timelines than instructional actions, which can result in lower estimated actual expenditures within the reporting year even when the actions are actively underway.

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

The actions under Goal 4 were partially effective in making progress toward the goal.

Action 4.1 Additional Classroom Space was effective in supporting progress toward the goal. This action contributed to expanding and improving classroom, support, and workspace needed for instruction, student services, and campus functionality. Additional space for Special Education services, testing, sensory support, staff workspace, and academic program storage directly supports cleaner, safer, and more functional learning environments. Although the action was not fully expended, it made meaningful progress toward improving campus conditions and meeting school facility needs.

Action 4.2 Environmentally Friendly Facility Improvements was partially effective. This action supported improvements to lighting, campus efficiency, and environmentally friendly facility conditions. Because expenditures occurred during the year, the action demonstrated implementation and progress toward the goal. However, because the action was implemented below the budgeted level, its full intended impact was not yet fully realized.

Overall, Goal 4 actions moved Santa Rosa Academy in a positive direction by improving campus conditions, functionality, and support space. Action 4.1 appears to have had the strongest effect because it directly addressed classroom and program space needs, while Action 4.2 contributed to facility improvement but will require continued implementation to fully realize the intended benefit of the goal.

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.

Based on reflection on implementation, facilities planning, and school needs, Santa Rosa Academy will continue Goal 4 in 2026–2027 with refinements that support full implementation of planned facility improvements. The overall goal remains unchanged; however, SRA will continue to prioritize expansion of clean, safe, flexible, and innovative learning spaces that support student achievement, student services, staff effectiveness, and school climate.

For the coming year, Santa Rosa Academy will continue to focus on expanding classroom and specialized support space, particularly to better serve Special Education and other student support needs. SRA will also continue phased facility improvements that enhance campus functionality, learning conditions, and environmental quality. This includes continued attention to environmentally friendly improvements and campus enhancements that can be implemented in a strategic and sustainable manner.

These refinements are intended to strengthen alignment between facilities planning and student need, improve the timing and execution of projects, and ensure that campus improvements continue to support a positive, engaging, and future-focused learning environment for all students.

A report of the Total Estimated Actual Expenditures for last year's actions may be found in the Annual Update Table. A report of the Estimated Actual Percentages of Improved Services for last year's actions may be found in the Contributing Actions Annual Update Table.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Additional Classroom Spaces	Provide additional classroom, support, and workspace to meet student, staff, and program needs across the campus. This action may include expansion of instructional and specialized support space for the K–12 Special Education program, areas for pull-out services, testing, sensory and student support needs, teacher workspace, and storage or facility improvements that support academic programs such as science and other instructional areas.	$12,002.00	Yes
4.2	Increase environmentally friendly facilities improvements	Provide environmentally friendly facility improvements that enhance campus safety, functionality, efficiency, and learning conditions. This action may include solar lighting, exterior and interior campus improvements, and other phased facility enhancements implemented over time to support a clean, safe, and innovative learning environment.	$10,000.00	Yes

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1046240	$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
4.884%	0.000%	$0.00	4.884%

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	**Action:** Professional Development Opportunities **Need:** Based on the analysis of implementation and student performance data, there is a continued need to provide targeted academic support in English Language Arts and Math for unduplicated students. These groups benefit from increased access to differentiated instruction, intervention during the school day,	The professional development actions are provided on an LEA-wide basis to create an inclusive learning environment that benefits all students while specifically addressing the needs of unduplicated pupils. This approach ensures that instructional staff are equipped with strategies to differentiate instruction, implement culturally responsive teaching, and provide targeted interventions. Delivering professional development systemwide allows the LEA to avoid isolating unduplicated students, promote equity, and ensure	The LEA will monitor progress through interim assessments, local measures like PARSEC, and district benchmarks, with data reviewed regularly in team meetings. Metrics include growth in ELA and Math proficiency for English Learners, Foster Youth,

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
	and culturally responsive teaching practices to better meet their unique academic and social-emotional needs and ensure equitable access to grade-level standards. **Scope:** LEA-wide	these students have access to the resources necessary to accelerate their academic progress and close performance gaps.	and Socioeconomically Disadvantaged students, intervention participation and success rates, teacher engagement in targeted professional development, and staff feedback. Progress will also be measured by reductions in achievement gaps between unduplicated students and the overall student population.
1.2	**Action:** Curriculum **Need:** Analysis of the 2025 CAASPP scores reveals that while the overall student population scored 7.6 points above the standard, this represents a 6.8-point decline from prior results. Among unduplicated pupils, including English Learners, Foster Youth, and Socioeconomically Disadvantaged students, there are demonstrated academic challenges requiring focused support to reverse this trend. These data highlight the need to strengthen academic supports, particularly in ELA and Math, to close achievement gaps and improve outcomes for unduplicated pupils. **Scope:** LEA-wide	This action addresses the academic needs of unduplicated pupils who require targeted support to improve proficiency in ELA and writing. By providing high-quality, standards-aligned instruction and interventions across the LEA, we ensure that these students receive equitable access to resources needed to close achievement gaps. Implementing this action on an LEA-wide basis allows us to support all students, maintaining progress for those meeting standards while accelerating growth for those currently below proficiency.	The LEA will monitor effectiveness by consistently implementing interim assessments, local assessment measures, and district benchmarks. Data will be regularly collected and reviewed during data team meetings to track student progress and inform instructional adjustments.

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
1.3	**Action:** Assessment **Need:** Standardized common assessments are needed to assist with reteaching, vertical alignment, and grade-level articulation. **Scope:** LEA-wide	Data collection and common assessments are needed to drive instruction and to improve teaching and intervention practices.	The LEA will monitor progress through the consistent implementation of interim assessments, local assessment tools, and district benchmarks. Data will be collected and analyzed during data team meetings to evaluate student growth and guide instructional decisions.
1.4	**Action:** College and Career Readiness **Need:** Unduplicated pupils are underrepresented in the “Prepared” and “Approaching Prepared” levels on the College and Career Indicator (CCI). There is a demonstrated need to provide targeted guidance, academic support, and access to college and career exploration opportunities to increase post-secondary preparedness for these student groups. **Scope:** LEA-wide	These actions are designed to expand college and career readiness opportunities for unduplicated students by increasing access to A–G aligned coursework, dual/concurrent enrollment, CTE pathways, and individualized academic counseling. Providing these supports on an LEA-wide basis ensures equitable access without isolating specific student groups, while allowing all students to benefit from a comprehensive system of college and career preparation. This inclusive approach helps remove barriers and creates a cohesive support structure that directly addresses the needs of unduplicated pupils while promoting readiness for all learners.	The LEA will monitor effectiveness using disaggregated College and Career Indicator (CCI) data for unduplicated students, counseling records tracking A–G completion and dual/CTE enrollment, student and post-secondary surveys, and graduate follow-up reports. These tools will help assess progress in improving post-secondary preparedness among unduplicated students and guide future program adjustments.
2.1	**Action:** Targeted Interventions and Supports **Need:**	These actions are designed to provide targeted academic support to unduplicated students who have demonstrated a need for additional intervention based on assessment data. The strategies focus on closing achievement gaps through small group instruction, differentiated	Local benchmark measures, unit assessments, data collection, CAASPP data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	These students require targeted academic interventions and instructional support to address persistent achievement gaps. **Scope:** LEA-wide	teaching, and progress monitoring. The actions are implemented on an LEA-wide basis to ensure equitable access for all students. This approach avoids isolating specific groups, promotes inclusive practices, and maximizes the overall impact on student achievement across the entire school community.	
2.2	**Action:** Math Intervention Support **Need:** The Dashboard Academic Indicator for Math shows that unduplicated students are performing below standard and continue to face persistent achievement gaps. These student groups require targeted academic support and intervention to improve outcomes in mathematics and close disparities in performance compared to their peers. **Scope:** LEA-wide	These actions address the math achievement gaps experienced by unduplicated students—English Learners, Foster Youth, and Socioeconomically Disadvantaged students—by providing targeted support such as access to intervention tutors and math specialists, alternative math course pathways, and dedicated support classes. Teachers receive professional development focused on math interventions and differentiated instruction to better meet the needs of struggling students. While these supports are designed to meet the specific needs of unduplicated pupils, they are implemented on an LEA-wide basis to foster inclusive practices and ensure all students benefit from a comprehensive system of academic support, without isolating or stigmatizing any particular group.	Effectiveness will be monitored using local benchmark assessments, unit assessments, classroom-based data collection, and CAASPP results. Data will be disaggregated by student group to measure progress specifically for unduplicated students and to inform adjustments to instructional strategies and interventions.
2.3	**Action:** ELA/Reading Support **Need:** There is a need in elementary grade levels to address struggling readers who do not show proficiency in various subject areas due to reading difficulties. **Scope:**	These actions address ELA/Reading needs by offering targeted support, using research-based programs for improved phonics and word attack strategies, and enhancing reading proficiency and overall language skills. Struggling readers will receive tailored interventions, one-on-one or small group support, and learn from research-based strategies to improve reading skills.	Benchmark assessment data, local assessment data, standards-based report cards

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		
2.4	**Action:** Social-Emotional Learning and Support **Need:** There is a critical need for social-emotional learning (SEL) and support for unduplicated students across all grade levels. Additionally, students experiencing homelessness require targeted SEL interventions to address unique challenges and promote well-being. Providing comprehensive SEL supports helps foster resilience, engagement, and academic success for these vulnerable student groups. **Scope:** LEA-wide	These actions enhance SEL by providing research-based curriculum and counseling services designed to support students' emotional health and academic readiness. Priority access is provided for unduplicated students to ensure equitable support. Offering these supports LEA-wide fosters an inclusive environment that benefits all students while targeting the specific needs of unduplicated pupils.	Effectiveness will be monitored through student surveys, behavioral incident data, academic performance indicators, and attendance rates, with data disaggregated to track progress for unduplicated students.
3.1	**Action:** Increase Community/Family Engagement Interactions **Need:** Dashboard data and local feedback indicate an ongoing need to strengthen school connectedness, family engagement, and student attendance, particularly for student groups experiencing higher rates of chronic absenteeism. Educational partner input also supports the need for stronger school-home partnerships, family outreach, and inclusive opportunities that help families feel connected to the school community. This action addresses those needs by providing family	This action is provided on an LEA-wide basis because positive school-home relationships, family engagement, and community connection benefit all students and contribute to improved school climate, attendance, and belonging across grade spans. While unduplicated pupils and other identified student groups are expected to benefit significantly, strengthening family engagement systems and community partnerships supports the overall school environment and helps create more equitable access to school resources and opportunities.	Chronic absenteeism rate; local family engagement survey results; participation rates in family workshops, community events, and outreach activities; educational partner feedback; school climate survey data.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	workshops, outreach activities, cultural events, community-building opportunities, FACE initiatives, and school-community partnerships that strengthen trust, increase communication, and support student motivation, belonging, and academic engagement. **Scope:** LEA-wide		
3.2	**Action:** Create a Career Fair (for Middle School and Elementary) **Need:** Student voice, local planning discussions, and the school's college and career readiness focus indicate a need for more structured opportunities for students to explore careers, connect classroom learning to future opportunities, and build awareness of college and career pathways across grade spans. This action addresses that need by providing career fairs, classroom visits, guest speakers, partnerships, and exposure to professionals and industries that help students connect learning to future goals and strengthen college and career awareness. **Scope:** LEA-wide	This action is provided on a schoolwide basis because career awareness and exposure are beneficial for all students, including elementary, middle, and high school students. Early and ongoing exposure to careers, community partners, and future opportunities supports schoolwide college and career readiness, broadens student understanding of possible pathways, and helps all students see relevance in their academic experiences.	Participation rates in career fairs and career awareness activities; student survey data related to college and career awareness; number of guest speakers/partners/classroom visits; College/Career Indicator data, as applicable.
3.3	**Action:** Character-Building Activities	This action is provided on a schoolwide basis because character education, leadership development, and positive peer relationships are	Local school climate survey results; suspension rate; student participation

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
	Need: Educational partner input and school climate priorities indicate a continued need to strengthen student belonging, positive behavior, respect, responsibility, and connection across grade levels. Santa Rosa Academy's mission and philosophy also emphasize character development as a foundation for student success. This action addresses that need by providing character education, student leadership activities, peer mentoring, cross-grade opportunities, and student recognition that reinforce monthly character traits and promote a positive, respectful, and inclusive school culture. **Scope:** LEA-wide	foundational to the school culture and benefit all students. Implementing these supports across grade spans helps create consistency in expectations, strengthens student relationships, and reinforces the schoolwide values of excellence, integrity, and respect.	in leadership, mentoring, and character-building activities; educational partner feedback; attendance and connectedness indicators.
3.4	**Action:** Supporting Existing School Programs to create safe, inclusive, and Engaging Learning Environments. **Need:** Dashboard data, local climate needs, and educational partner input indicate a continued need to strengthen student behavior supports, school connectedness, student wellness, and safe and inclusive learning environments. Some student groups continue to experience higher rates of absenteeism and need additional supports to remain engaged and connected to school. This action addresses those needs by providing PBIS, staff training, SEL supports, crisis prevention and response	This action is provided on an LEA-wide basis because safe, inclusive, and engaging learning environments are essential for all students and staff across the school. Schoolwide behavior systems, SEL supports, and student wellness services create consistent conditions for learning and are intended to benefit the overall campus climate, while also providing meaningful support to students with the greatest needs.	Suspension rate; chronic absenteeism rate; local school climate survey results; student support referral data; participation in SEL/PBIS-related supports; educational partner feedback.

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
	training, student wellness services, staffing support, and other school-based interventions that improve behavior, engagement, belonging, and access to support. **Scope:** LEA-wide		
3.5	**Action:** Increase school spirit, community and culture. **Need:** Local feedback and school climate priorities indicate a need to strengthen belonging, connection, pride, and engagement across grade spans. Student transition points, cross-grade relationships, and opportunities for community-building are important to maintaining a positive school culture and helping students feel connected to school. This action addresses that need by providing school spirit activities, cross-grade collaboration, transition supports, peer leadership, mentoring, and community-building experiences that strengthen belonging and positive school culture. **Scope:** LEA-wide	This action is provided on a schoolwide basis because school spirit, culture, and community-building are intended to benefit all students and contribute to the overall learning environment. These activities help create a stronger sense of identity and belonging across the school and support a positive campus culture for students at all grade levels.	Local school climate survey results; participation in school culture and spirit activities; student connectedness data; attendance data; educational partner feedback.
4.1	**Action:** Additional Classroom Spaces **Need:**	This action is provided on an LEA-wide basis because adequate classroom, support, and workspace contributes to safe, functional, and effective learning environments for all students and staff. While some areas, such as Special	Local facilities inspection/tool data; implementation/completion of additional classroom and support space

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
	Santa Rosa Academy has identified a need for additional classroom, support, and workspace to better serve students and staff, including the K–12 Special Education program, student testing and support needs, teacher workspace, and storage for instructional programs such as science. As enrollment, student support needs, and program demands continue to grow, the school must ensure that facilities are adequate to support instruction, interventions, specialized services, and efficient school operations. This action addresses that need by expanding classroom and support space to improve access to services, functionality, and learning conditions for students and staff. **Scope:** LEA-wide	Education space, directly support identified student needs, overall facility expansion benefits the full school program by improving instructional access, campus organization, and conditions for learning.	projects; student and staff access to instructional/support spaces; educational partner feedback regarding facilities and space needs.
4.2	**Action:** Increase environmentally friendly facilities improvements **Need:** The school has identified a need to continue improving campus safety, lighting, efficiency, and overall conditions for learning through phased facility enhancements. Well-maintained and environmentally friendly facility improvements support safety, functionality, and a positive learning environment for students and staff. This action addresses that need by providing solar lighting and other interior and exterior campus improvements that strengthen campus conditions, operational efficiency, and the overall school environment.	This action is provided on an LEA-wide basis because facility improvements to lighting, safety, and campus functionality benefit all students, staff, and families who access the school. Improvements to the physical environment contribute to the overall quality, safety, and usability of the campus and support schoolwide conditions for learning.	Local facilities inspection/tool data; completion of planned lighting and facility improvement projects; educational partner feedback related to campus safety and functionality; observations of improved campus conditions.

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
	Scope: LEA-wide		

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
1.5	**Action:** English Learner Curriculum and EL Advisor Professional Development **Need:** EL students need more reading and writing support across subject matter to be able to access grade-level curriculum. **Scope:** Limited to Unduplicated Student Group(s)	The actions are designed to address the needs by providing students with additional resources to support their language development needs.	The LEA will utilize ELPAC scores and the local benchmark assessments.

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.

English Language Learners are not associated with a Planned Percentage. The total funds for this action will go English Language Learners

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.

The LEA does not have a high concentration of foster youth, English learners or low-income. This area is not applicable.

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	21:1	NA
Staff-to-student ratio of certificated staff providing direct services to students	26:1	NA

2026-27 Total Planned 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	21421789	1046240	4.884%	0.000%	4.884%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,046,207.00	$459,743.00	$0.00	$38,334.00	$1,544,284.00	$588,865.00	$955,419.00

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	Professional Development Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$31,000.00	$554,348.00	$162,000.00	$385,014.00	$0.00	$38,334.00	$585,348.00	
1	1.2	Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$93,954.00	$19,225.00	$74,729.00	$0.00	$0.00	$93,954.00	
1	1.3	Assessment	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$46,000.00	$70,000.00	$116,000.00	$0.00	$0.00	$0.00	$116,000.00	
1	1.4	College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$442,865.00	$88,500.00	$531,365.00	$0.00	$0.00	$0.00	$531,365.00	
1	1.5	English Learner Curriculum and EL Advisor Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	$0.00	$5,000.00	$5,000.00	$0.00	$0.00	$0.00	$5,000.00	
2	2.1	Targeted Interventions and Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	
2	2.2	Math Intervention Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$8,000.00	$8,000.00	$0.00	$0.00	$0.00	$8,000.00	
2	2.3	ELA/Reading Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	

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
2	2.4	Social-Emotional Learning and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$38,500.00	$15,000.00	$53,500.00	$0.00	$0.00	$0.00	$53,500.00	
3	3.1	Increase Community/Family Engagement Interactions		Yes	LEA-wide		All Schools	Ongoing	$0.00	$15,000.00	$15,000.00	$0.00	$0.00	$0.00	$15,000.00	
3	3.2	Create a Career Fair (for Middle School and Elementary)	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$17,600.00	$5,000.00	$22,600.00	$0.00	$0.00	$0.00	$22,600.00	
3	3.3	Character-Building Activities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$25,615.00	$25,615.00	$0.00	$0.00	$0.00	$25,615.00	
3	3.4	Supporting Existing School Programs to create safe, inclusive, and Engaging Learning Environments.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$12,900.00	$15,000.00	$27,900.00	$0.00	$0.00	$0.00	$27,900.00	
3	3.5	Increase school spirit, community and culture.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$18,000.00	$18,000.00	$0.00	$0.00	$0.00	$18,000.00	
4	4.1	Additional Classroom Spaces	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$12,002.00	$12,002.00	$0.00	$0.00	$0.00	$12,002.00	
4	4.2	Increase environmentally friendly facilities improvements	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$10,000.00	$10,000.00	$0.00	$0.00	$0.00	$10,000.00	

2026-27 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
21421789	1046240	4.884%	0.000%	4.884%	$1,046,207.00	0.000%	4.884 %	**Total:**	$1,046,207.00
								LEA-wide Total:	$1,041,207.00
								Limited Total:	$5,000.00
								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	Professional Development Opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$162,000.00	
1	1.2	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$19,225.00	
1	1.3	Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$116,000.00	
1	1.4	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$531,365.00	
1	1.5	English Learner Curriculum and EL Advisor Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$5,000.00	
2	2.1	Targeted Interventions and Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.2	Math Intervention Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$8,000.00	

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 (%)
					Low Income			
2	2.3	ELA/Reading Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	2.4	Social-Emotional Learning and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,500.00	
3	3.1	Increase Community/Family Engagement Interactions	Yes	LEA-wide		All Schools	$15,000.00	
3	3.2	Create a Career Fair (for Middle School and Elementary)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$22,600.00	
3	3.3	Character-Building Activities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$25,615.00	
3	3.4	Supporting Existing School Programs to create safe, inclusive, and Engaging Learning Environments.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$27,900.00	
3	3.5	Increase school spirit, community and culture.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$18,000.00	
4	4.1	Additional Classroom Spaces	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$12,002.00	
4	4.2	Increase environmentally friendly facilities improvements	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$10,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$3,020,261.58	$3,452,997.16

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**	Professional Development Opportunities	Yes	$343,475.99	$448,074.00
1	**1.2**	Curriculum	Yes	$150,000.00	$150,000.00
1	**1.3**	Assessment	Yes	$219,355.13	$220,000.00
1	**1.4**	College and Career Readiness	Yes	$618,269.50	$673,292.00
1	**1.5**	English Learner Curriculum and EL Advisor Professional Development	Yes	$10,690.79	$9,087.15
2	**2.1**	Targeted Interventions and Supports	Yes	$50,500.00	$42,925.00
2	**2.2**	Math Intervention Support	Yes	$178,724.37	$178,725.00
2	**2.3**	ELA/Reading Support	Yes	$110,000.00	$110,000.00
2	**2.4**	Social-Emotional Learning and Support	Yes	$31,600.00	$45,101.47
3	**3.1**	Increase Community/Family Engagement Interactions	No	$185,295.91	$185,300.00
3	**3.2**	Create a Career Fair (for Middle School and Elementary)	No	$20,000.00	$55,925.27

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	**3.3**	Character-Building Activities	No	$10,000.00	$1,527.04
3	**3.4**	Supporting Existing School Programs to create safe, inclusive, and Engaging Learning Environments.	No	$60,000.00	$53,040.23
3	**3.5**	Increase school spirit, community and culture.	No	$25,000.00	$25,0000.00
4	**4.1**	Additional Classroom Spaces	No	$927,349.89	$950,000.00
4	**4.2**	Increase environmentally friendly facilities improvements	No	$80,000.00	$80,000.00

2025-26 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)
962083	$1,196,218.80	$1,656,074.44	($459,855.64)	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	Professional Development Opportunities	Yes	$202,585.00	$326,301.25		
1	1.2	Curriculum	Yes	$77,448.00	$127,500.00		
1	1.3	Assessment	Yes	$112,501.14	$186,451.86		
1	1.4	College and Career Readiness	Yes	$618,269.50	$673,292.00		
1	1.5	English Learner Curriculum and EL Advisor Professional Development	Yes	$10,690.79	$9,087.15		
2	2.1	Targeted Interventions and Supports	Yes	$16,000.00	$42,925.00		
2	2.2	Math Intervention Support	Yes	$78,724.37	$151,915.71		
2	2.3	ELA/Reading Support	Yes	$50,000.00	$93,500.00		
2	2.4	Social-Emotional Learning and Support	Yes	$30,000.00	$45,101.47		

2025-26 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)
18637808	962083	0	5.162%	$1,656,074.44	0.000%	8.886%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

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

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

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

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

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

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

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

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

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

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE 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.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

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.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted 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.

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

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

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.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

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.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

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

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

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.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

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).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

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.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

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.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

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.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

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