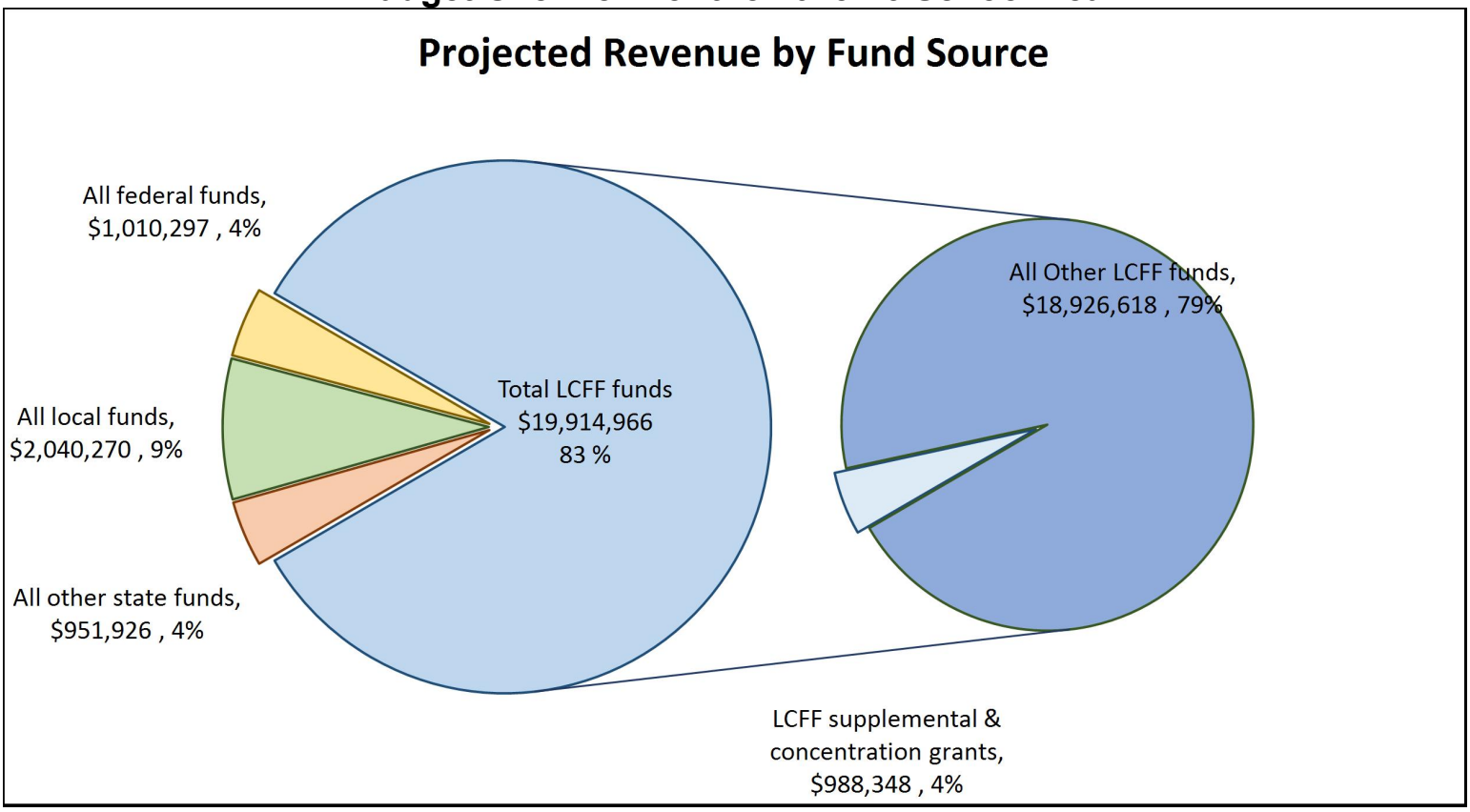
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa Academy
CDS Code: 33671160109843
School Year: 2025-26
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 2025-26 School Year

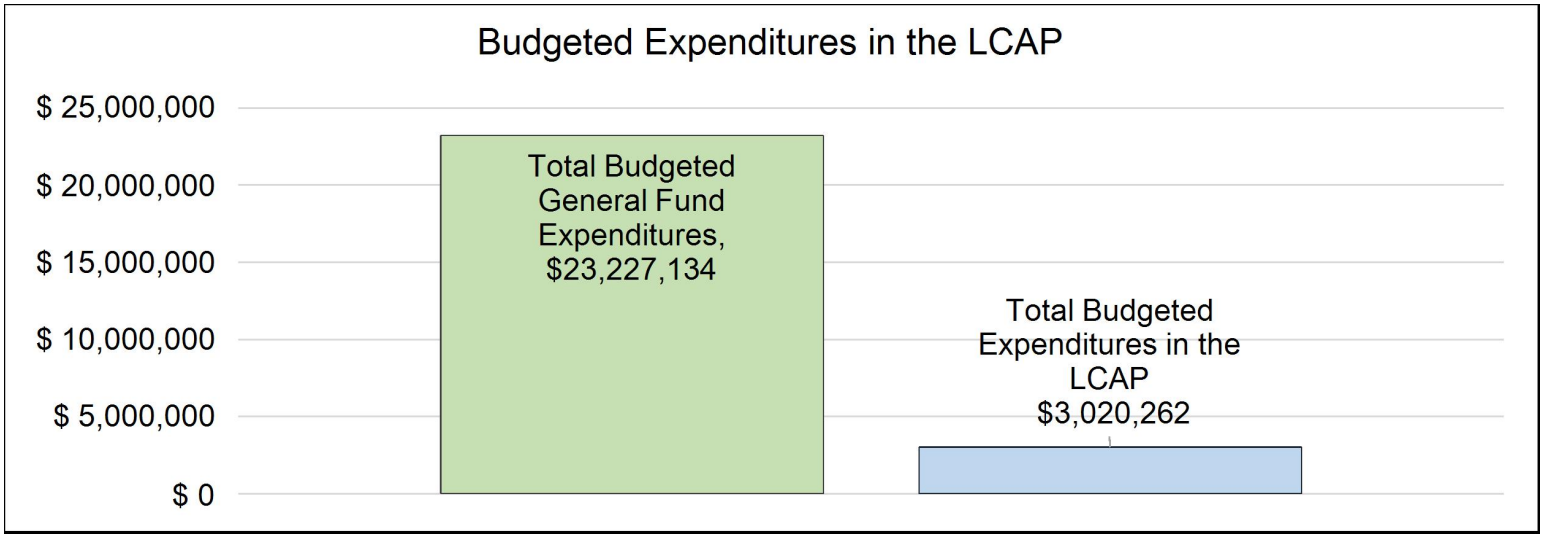


This chart shows the total general purpose revenue Santa Rosa Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa Academy is $23,917,459, of which $19914966 is Local Control Funding Formula (LCFF), $951926 is other state funds, $2040270 is local funds, and $1010297 is federal funds. Of the $19914966 in LCFF Funds, $988348 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 2025-26. 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 $23227134 for the 2025-26 school year. Of that amount, $3020261.58 is tied to actions/services in the LCAP and $20,206,872.42 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

One example of a General Fund Budget Expenditure not included in the Local Control and Accountability Plan (LCAP) is general operating expenses, such as facility maintenance, utilities, insurance, and administrative services. These expenditures are essential to the day-to-day operations of the school but are not directly aligned with the targeted goals, actions, and services outlined in the LCAP. As a result, they are budgeted separately within the school's General Fund to ensure the school remains functional and compliant with operational requirements.

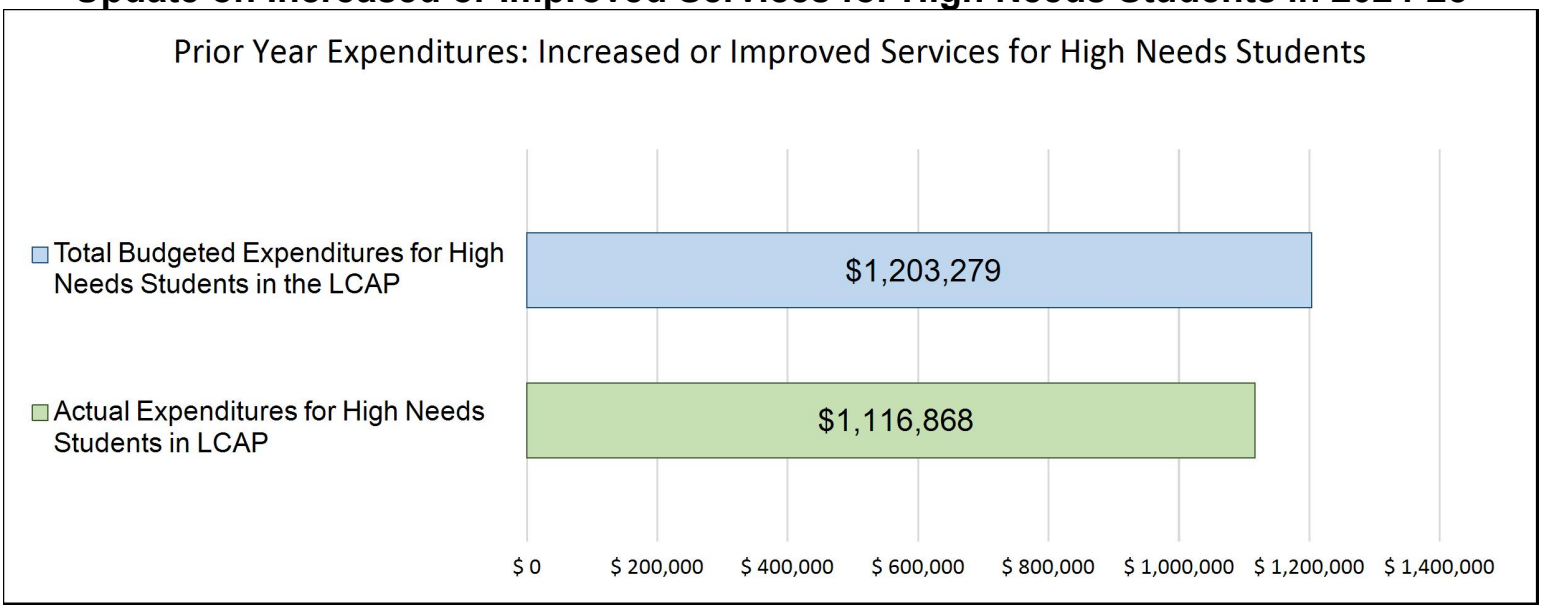
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Santa Rosa Academy is projecting it will receive $988348 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 $1196218.80 towards meeting this requirement, as described in the LCAP.

To meet and exceed the requirement to increase or improve services for these high needs student groups, Santa Rosa Academy plans to allocate funds toward targeted actions and supports as outlined in the LCAP. This investment represents a deliberate effort to go beyond the minimum funding requirement and reflects the school's commitment to closing achievement gaps and promoting equitable outcomes. Planned services include expanded intervention programs, increased access to counseling and mental health support, professional development focused on equity and inclusion, and enhanced family engagement initiatives tailored to the needs of high needs students. These actions are designed to ensure that foster youth, English learners, and low-income students receive meaningful, impactful support to thrive academically and socially.

LCFF Budget Overview for Parents

Update on Increased or Improved Services for High Needs Students in 2024-25



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 2024-25, Santa Rosa Academy's LCAP budgeted $1203279 for planned actions to increase or improve services for high needs students. Santa Rosa Academy actually spent $1116868 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $86,411 had the following impact on Santa Rosa Academy’s ability to increase or improve services for high needs students:

The difference between the total actual expenditures and the total budgeted expenditures for actions and services to increase or improve services for high needs students in 2024–25 had minimal impact on the overall delivery of services. In many cases, the planned actions and services were implemented as intended but at a lower cost due to factors such as staffing shifts, cost savings on contracted services, or more efficient resource allocation. Despite the reduced actual spending, the school maintained its commitment to improving outcomes for high needs students by preserving the quality and intent of the services, ensuring their academic and social-emotional needs continued to be met effectively.

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 [2025-26]

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. Chartered through the Menifee Union School District, our academy provides educational opportunities for students throughout Riverside County. We offer a variety of learning models, including site-based instruction, home study, and a combination of both. Our programs are fully accredited by the Schools Commission of the Western Association of Schools and Colleges (WASC).

At Santa Rosa Academy, our mission is to cultivate a highly regarded educational institution that fosters academic excellence within a flexible and innovative learning environment. Our vision is to develop, sustain, and enhance the skills necessary for students to become lifelong learners and productive citizens.

We are committed to challenging students to reach their full potential and become responsible, engaged members of society. Character development is a cornerstone of our educational approach, with students receiving grade-level-specific Character Education instruction that promotes trustworthiness, responsibility, respect, fairness, and compassion. Our program prioritizes individualized achievement, with teachers and staff working closely alongside parents to monitor and support each student's progress.

Santa Rosa Academy serves students from communities across Riverside County, including Lake Elsinore, Menifee, Murrieta Valley, Temecula Valley, and Romoland. Our student demographics closely reflect those of our authorizing district, Menifee Union School District. Notably, our Special Education enrollment has grown to nearly 10%, and we continue to see an increase in students qualifying for the National School Lunch Program and Title I services.

It is important to note that Santa Rosa Academy does not receive Equity Multiplier Funding.

Our recent assessment data indicate that we continue to perform ahead of county and state averages. However, mathematics remains a key area for improvement across all student groups. Our Local Control and Accountability Plan (LCAP) outlines targeted strategies to enhance math achievement school-wide. Additionally, we are addressing performance gaps in both English Language Arts (ELA) and mathematics for Students with Disabilities, supporting our African American students in mathematics, and working to reduce suspension rates among students identifying as Two or More Races.

Through our commitment to academic excellence, character development, and individualized student support, Santa Rosa Academy remains dedicated to preparing students for success in both education and life.

Our testing data from the last few years shows we continue to be ahead of the curve for the county-wide and state-wide data. However, Math is our leading focus for improvement within all student groups. In the LCAP, we will address Math Improvement school-wide. Additionally, we address our Students with Disabilities in both the areas of ELA and Math, our African- African-American students in the area of Math, and our students of Two or More Races in the area of suspensions.

Reflections: Annual Performance

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

Student Group Performance Overview
ALL STUDENTS
-Chronic Absenteeism: Orange
-Suspension Rate: Blue
-Graduation Rate: Blue
-English Language Arts (ELA): Yellow
-Mathematics: Orange
-College/Career Readiness: Green
-English Learners: Data not available (no indicators reported)
-Foster Youth: Data not available (no indicators reported)
-Homeless Students: Data not available (no indicators reported)

SOCIOECONOMICALLY DISADVANTAGED STUDENTS
-Chronic Absenteeism: Red
-Suspension Rate: Green
-Graduation Rate: Blue
-ELA: Orange

-Mathematics: Orange
-College/Career Readiness: Green

STUDENTS WITH DISABILITIES
-English Learner Progress: Orange
-Chronic Absenteeism: Orange
-Suspension Rate: Blue
-ELA: Orange
-Mathematics: Red
-College/Career Readiness: Green

AFRICAN-AMERICAN STUDENTS
-Chronic Absenteeism: Red
-Suspension Rate: Orange
-ELA: Yellow
-Mathematics: Yellow

AMERICAN INDIAN STUDENT
-Data not available (no indicators reported)

ASIAN STUDENTS
-Suspension Rate: Blue
-Filipino Students
-Chronic Absenteeism: Blue
-Suspension Rate: Blue
-Hispanic Students
-Chronic Absenteeism: Yellow
-Suspension Rate: Blue
-Graduation Rate: Blue
-ELA: Yellow
-Mathematics: Orange
-College/Career Readiness: Green

NATIVE INDIAN STUDENTS
- Data not available (no indicators reported)

WHITE STUDENTS
-Chronic Absenteeism: Orange
-Suspension Rate: Green
-Graduation Rate: Blue

-ELA: Yellow
-Mathematics: Orange
-College/Career Readiness: Orange

STUDENTS IDENTIFYING AS TWO OR MORE RACES
-Chronic Absenteeism: Yellow
-Suspension Rate: Green
-ELA: Green
-Mathematics: Orange

Our recent 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. Math was a key focus in our 2022-2023 WASC study and our Special Education Comprehensive Improvement Monitoring (CIM) report. To address this, our Local Control and Accountability Plan (LCAP) includes a school-wide strategy for math improvement, with targeted interventions for student groups identified at the RED performance level.
Specifically, the plan prioritizes:

Students with Disabilities – Support in both English Language Arts (ELA) and Math.

African American Students – Targeted improvement in Math.

Students Identifying as Two or More Races – Addressing suspension rates.

Based on findings from our WASC study, CIM report, Local Indicators, and both state and local assessments, we have identified three critical program needs:
Mathematics Achievement – Strengthening instructional practices and support for all student groups.

Character Education, School Culture, and Climate – Enhancing positive behavior supports and social-emotional learning.

Teacher Retention – Implementing strategies to recruit, develop, and retain highly qualified educators.

These focus areas will guide our continuous improvement efforts, ensuring that we provide a high-quality educational experience for all students.

Santa Rosa Academy does not receive the Equity Multiplier.

Status of Learning Recovery Emergency Block Grant (LREBG) Funds

Santa Rosa Academy has not yet fully expended LREBG funds. Therefore, LREBG-funded actions were selected based on the needs assessment, identifying:
-Low math achievement across multiple student groups on the CA Dashboard.
-Literacy gaps among emergent or struggling readers.
-Increased chronic absenteeism and engagement challenges, especially among unduplicated pupils.

All funded actions listed below align with allowable LREBG uses and support targeted learning recovery efforts.

Goal 1 – Actions 1.1 & 1.3: Professional Development and Instructional Tools
LREBG-Funded Enhancements
Goal 1, Actions 1.1 and 1.3 are designed to accelerate learning recovery, address persistent literacy gaps, and improve math performance among student groups identified as underperforming on the California School Dashboard.

- Action 1.1 supports the delivery of evidence-based professional development focused on Tier 2 and Tier 3 intervention strategies, including Universal Design for Learning (UDL) and data-driven instruction. This training directly addresses instructional gaps identified through the LEA's needs assessment and ensures educators are equipped to provide differentiated and targeted support to meet the diverse needs of students.
- Action 1.3 funds the purchase and implementation of curriculum-aligned digital assessment platforms, resources, and supplemental instructional materials. These tools support formative assessment practices, real-time progress monitoring, and data-driven instructional planning. This use of LREBG funds is aligned with EC?32526(c)(2) for technology and curriculum-related expenditures.

Together, these actions strengthen instructional capacity and support the LEA's efforts to close achievement gaps, improve student outcomes, and provide equitable access to high-quality teaching and learning.

Goal 3 – Action 3.1: Family Engagement and Community Connection
LREBG-Funded Enhancements

- Goal 3, Action 3.1 is designed to strengthen school-family partnerships in support of student motivation, social-emotional learning (SEL), and academic engagement, particularly for unduplicated pupils experiencing high rates of chronic absenteeism and disengagement.

LREBG funds will be used to support a series of family and community engagement events, such as literacy and math nights, wellness workshops, and SEL-focused activities. These events aim to build trust, increase home-school connectedness, and provide families with tools to reinforce learning and well-being at home.
This action aligns with EC?32526(c)(2) by supporting "educational assistance and engagement" and directly addresses needs identified in the LEA's 2024–25 needs assessment, which highlighted elevated chronic absenteeism and inconsistent student engagement among targeted student groups.
By fostering inclusive and supportive school environments through meaningful family engagement, this action is expected to positively impact

attendance, behavior, and academic outcomes for students most in need.

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	Staff surveys, monthly PDs, staff meetings, department meetings, department chair meetings, collaboration meeting
Principals	Department meetings, department chair meetings, weekly collaboration meeting
Administrators	Leadership meetings, weekly collaborations, department meetings
Other school personnel	Staff surveys, PD meetings, PD surveys, staff meetings
Parents	Parent surveys, monthly Townhall meetings, Principal meetings
Students	Student surveys, Student Leadership input
Parent Advisory Council	Parent surveys, LCAP presentations and discussions at Advisory Council meetings.
SELPA	SELPA and LEA collaborated on the CIM Plan, which included a data drill-down process to identify priorities in developing strategies and interventions to improve the academic performance of students with disabilities.
Public Hearing & Adoption LCAP, Local Indicators Report & Budget by the Governing Board	May and June Board Meetings

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

The 2025–26 LCAP for Santa Rosa Academy was significantly shaped by the input of our educational partners. The LEA prioritized meaningful engagement to ensure the plan reflects the needs and priorities of our students, families, staff, and broader community. Feedback collected through surveys, advisory groups, and public meetings played a critical role in guiding the development of a comprehensive and inclusive plan.

Partner input was instrumental in the goal-setting process. For example, in response to concerns about the achievement gap, we included a targeted goal focused on supporting underserved student groups. Educational partners also emphasized the importance of capturing a fuller picture of student success, which led us to incorporate additional performance metrics beyond those required by the state. These metrics will allow us to more accurately assess student progress and inform instructional practices.

Additionally, partner feedback influenced the determination of target outcomes and the prioritization of budgetary allocations. We carefully considered the requests and priorities expressed and made a concerted effort to align funding with the areas identified as most impactful. This collaborative process helped ensure that the adopted LCAP is both responsive and reflective of our shared vision for student success.

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		2026-2027 All: Increase by 5 points	All: 1.2 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.		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 14.7 points; from Baseline Hispanic: -2.1 points; fromBaseline White: -4.9 points; from Baseline Asian: 8.9 points; from Baseline Two or More Races: 2.9 points; from Baseline EL: No Change SED: -7.9 points from Baseline SWD: Improved 6.8 points from the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 points distance from standard EL: 11.4 below standard		2022-2023: 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: -6.9 points from Baseline AA:Increased 22.2 points; from Baseline Hispanic: maintained White:-20.3 points from Baseline Asian: -8.2 points from Baseline Two or More Races: -26.9 points; from Baseline EL: Improved 51 points 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
			SED: Decreased 5.1 points; 57 points away from standard SWD: Maintained 2.6 points; 116.2 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%	2024-2025 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		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 chronic absenteeism Hispanic: Maintained White: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						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 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 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 Prepared: Improved 8.3% from Baseline
1.5	Summative ELPAC Source: Data Quest	ELPAC Proficiency 10% (Well Developed Level 4)	ELPAC 63.6% making progress		ELPAC Proficiency Increase by 5%	ELPAC Proficiency improved 53.6% from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			towards ELPAC Proficiency.		(Well Developed Level 4)	
1.6	Access to Instructional Materials Source: Local Indicators: CA Dashboard	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		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 24 parking spaces to improve parking and traffic conditions.	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
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.		Increase CAST Met or Exceed percentage by 2%.	Students improved by .6%
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%		Target a 3% increase in the number of students completing A-G requirements for UC/CSU admission."	The percentage has increased by 1.6%
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		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%		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 18.5%
1.12	Percentage of EL students making progress on English Proficiency Source: CA School Dashboard Additional Reports	2022-2023: No placement data is available for the 2022 reporting year.	2023-2024: No placement data is available for this school for the 2023 reporting year.		When the LEA has significant numbers to report, EL Students make progress on English Proficiency Tests	No Difference from Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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.		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%	The 2023-2024 percentage of students meeting EAP was 21.66%		The Target for Year 3 Outcome is to increase the percentage of students meeting EAP by 5%	The Current Difference from Baseline is a 6.67% decrease.
1.15	School Attendance Rate Source P-2 ADA Report	2022-2023 School Attendance Rate: Elementary School = 95.98% Middle School = 96.16% High School = 96.25%	2023-2024 School Attendance Rate: Elementary School = 96.51% Middle School = 96.19% High School = 94.99%		The Target for Year 3 Outcome is for Elementary, Middle, and High School to maintain 95% ADA.	The is no difference from baseline. The ADA is maintained on average.
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 LEA will maintain a 0% dropout rate among middle school students.	Performance remains consistent with the baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from 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 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%.		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 courses to meet the A-G requirements of the CSU-UC system and are enrolled in courses that satisfy graduation requirements.	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 continued to be driven by student enrollment and academic need, ensuring that course offerings remained responsive and inclusive. High school academic counselors effectively		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 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.	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 coursework. Staffing and scheduling continue to reflect enrollment needs, and high school academic counselors consistently ensure that students are enrolled in

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			supported students in accessing and enrolling in courses that satisfy both CSU-UC A–G and graduation requirements.		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 advanced coursework and dual/concurrent enrollment opportunities.	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.

Goal Analysis [2024-25]

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.

In the 2024-2025 school year, Santa Rosa Academy focused on improving ELA and Math outcomes, especially for Students with Disabilities (SWD) and African American students. While some progress was made—such as a +6.9 point growth in ELA for SWD and notable gains for African American students in both ELA (+28.1) and Math (+22.1)—overall performance remains below state standards.

Key strategies included targeted professional development, collaborative planning among educators, and the use of data-driven assessment tools. However, challenges such as staffing limitations and inconsistent follow-through impacted the full and timely execution of all planned actions.

Action 1.2 – Curriculum:
The original budget allocated $150,000 for curriculum development and related resources. Actual expenditures totaled $79,243. The variance is primarily attributed to delays in adopting new curriculum materials and procurement challenges, which postponed some purchases into the current fiscal year. Additionally, some professional development and curriculum integration activities were scaled back due to staffing shortages and scheduling conflicts. These factors resulted in underutilization of the planned budget, though essential curriculum improvements were still initiated.

Action 1.4 – College and Career Readiness:
Planned spending for college and career readiness initiatives was $618,296; actual spending was $495,815. The lower expenditure reflects a combination of postponed or reduced scope for some career exploration events and partnerships due to scheduling constraints and staffing limitations. Some planned external vendor services and student programs were delayed, contributing to cost savings but also impacting the breadth of offerings. Despite these challenges, key programs supporting college awareness and readiness continued, but there is an ongoing need for enhanced support.

Successes:
Growth in priority student subgroups, particularly African American students; improved use of assessment data for instructional planning; and sustained professional development efforts.

Challenges:
Persistent performance gaps, uneven implementation across programs due to staffing and logistical challenges, and ongoing support needs for SWD and other underserved students.

In summary, while both actions saw underspending due to implementation delays and resource constraints, foundational progress was made that will inform and strengthen future efforts. Continued focus on aligning resources with strategic goals and improving implementation fidelity will be essential moving forward.

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 occurred between budgeted expenditures and estimated actuals due to evolving student needs, implementation challenges, and shifting priorities.

Action 1.2 – The Curriculum was budgeted at $150,000, but only $79,243 was expended. This is largely attributed to delayed adoption and procurement of curriculum materials, as well as a reduction in professional development activities due to staffing vacancies, scheduling conflicts, and vendor delays. As a result, curriculum-related services were underutilized compared to the original plan.

Action 1.4 – College and Career Readiness had a planned budget of $618,296, with actual expenditures totaling $495,815. This difference stemmed from adjustments in implementation, including the scaling back of certain college and career exploration events, shifts from holding a Middle School expo to a Middle School College and Career exploration class, and a reduced need for contracted external services. These changes lowered costs but also limited the breadth of programming originally envisioned.

Conversely, spending exceeded expectations in areas related to direct student support, particularly for Students with Disabilities and English Learners. Increased needs in these populations led to higher-than-anticipated expenditures on academic interventions, paraprofessional staffing, and behavioral support services.

These spending shifts led to differences between planned and actual percentages of improved services. Although the core goals remained consistent, resources were reallocated mid-year to address pressing student needs. This adaptive approach allowed the school to remain responsive, ensuring that services were prioritized for the most impacted student groups, even as some planned services were scaled back or delayed.

In summary, while certain planned services were not fully implemented as budgeted, the reallocation of resources toward high-impact student supports helped maintain alignment with the intent of the Local Control and Accountability Plan (LCAP) and its focus on equity and student achievement.

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

The actions implemented in 2024-2025 demonstrated mixed effectiveness in advancing progress toward the goal. Targeted supports for Students with Disabilities and African American students contributed to notable gains in ELA and Math, suggesting that intervention strategies, including the addition of paraprofessional support and expanded behavioral services, were effective. These improvements affirm the value of focused, data-driven supports for historically underserved student groups.

However, the underutilization of key planned actions, particularly in curriculum development (Action 1.2) and college and career programming (Action 1.4), limited the overall impact. Professional development and instructional initiatives were scaled back due to staffing vacancies, scheduling barriers, and vendor delays. As a result, some instructional quality and consistency goals were not fully realized.

Mid-year adjustments in resource allocation allowed the school to respond to emerging student needs, preserving momentum and ensuring essential services continued. While these adaptations were necessary and effective in some areas, inconsistent implementation across school sites hindered comprehensive progress toward goal attainment.

To sustain and expand growth in the coming year, Santa Rosa Academy will prioritize improved implementation fidelity, full execution of planned actions, and stronger alignment of services with identified student needs.

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 the implementation review and analysis of student performance data, several refinements will be made to strengthen the effectiveness of actions and improve outcomes—particularly for unduplicated students, Students with Disabilities, and African American students. While the overall goal remains unchanged, adjustments to actions, metrics, and service delivery models will enhance alignment with identified student needs and improve implementation fidelity. Examples include increasing targeted intervention time during the instructional day, refining progress monitoring systems using tools like PARSEC, providing differentiated professional development focused on culturally responsive teaching, and expanding access to tutoring and academic counseling. These refinements aim to ensure more equitable and measurable academic growth for the student groups most in need.

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	-Secondary and Elementary grade level teachers will attend Math professional development focused on curriculum, teaching strategies, and data management to keep them current on subject-based skills and techniques that can be applied in the classroom and foster 21st-century learning. -Teachers will attend educational conferences, workshops, seminars, and interactive sessions to enhance their professional growth, share experiences, incorporate new pedagogical techniques, and gain insights to maintain effective teaching and classroom management. • Staff will participate in professional development opportunities, including PLCs and charter school conferences, engage with technology aimed at differentiating learning, and utilize data	$343,475.99	Yes

Action #	Title	Description	Total Funds	Contributing
		analysis to enhance student engagement and inform instructional practices. • Support journalism students by attending the National High School Journalism Conference. • Data teams will continue to analyze ELA data of Students with Disabilities and Math data of Students with Disabilities and African-American students per quarter to determine growth and improve instructional practices among these student groups. -Secondary teachers will continue to participate in professional development opportunities to build the Ethnic Studies curriculum, which will be implemented starting in the 2025–2026 school year. -Purchase Goalbook for increased reading, math, and intervention support for struggling students and students with disabilities. LREBG-Funded Enhancements To address low math achievement across multiple student groups in all grade levels, LREBG funds the following targeted supports: Deliver evidence-based PD in Tier2/3 intervention strategies (UDL, Data-Driven instruction) to address instructional gaps highlighted in the assessment.		
1.2	Curriculum	• Continue to implement a more engaging, hands-on curriculum for phonics and reading, such as Heide Songs and Secret Stories etc. • Continue to implement reading programs for struggling elementary students, such as Linda Mood Bell, Orton Gillingham, etc, and provide training opportunities. • Add CommonLit resources for High school English classes -Purchase a grammar program for English courses to assist in teaching grammar and improving writing, such as NoRedInk, Quill.org, IXL, Big Blue Book of Grammar, etc.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• Add a variety of electives and online courses for all Secondary students through online platforms such as Edgenuity, Subject.com, etc. • Continue 4th period Red Track Tutoring -Provide Materials, supplies, software, and curriculum for CTE electives and Pathways. • Differentiate instructional strategies- lectures, presentations, small groups, visual aids, etc. -AI Checker for Teachers • Update computers with longer-lasting batteries • School-wide internet upgrade • Purchase the supplemental Kahoot and Edpuzzle programs for formative assessments and engagement activities.		
1.3	Assessment	• Elementary and Core Subject Secondary Teachers will have release time to recreate and revamp assessments for core subjects and grade levels to align with appropriate DOK levels and rigor. • Purchase various data sources and programs to measure student achievement and readiness. • Teachers will receive Professional development and training on creating common assessments with standardized Depth of Knowledge (DOK) rigor for all core subjects. • General and Special Education teachers can use, AERIES, OTUS, Renaissance DnA, IXL, and local assessments to measure student achievement and readiness for College and Career. LREBG-Funded Enhancements Purchase and implement assessment platforms and resources to support formative instruction. LREBG allowable under EC 32526(c)(2) (“technology”, “curriculum/materials”), meeting needs identified for data-driven instructional practices.	$219,355.13	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	College and Career Readiness	• Support the academic pathways and interests of students within the school, such as STEM, technology, business, healthcare, etc. • Create an Internship Program option to all Pathways, including skill development, career exploration, and real-world application knowledge. • Establish criteria for selecting internship hosts. • Establish partnerships and agreements with potential internship opportunities and match students with suitable hosts. • Provide guidance and support to students in preparing resumes, cover letters, and interview skills to secure internship placements. -Develop or purchase a system for tracking student attendance, progress, and feedback during their internship experience, including presentations and portfolio development. • Increase externships for CTE pathways. • Create more CTE courses, Pathways, and electives. -Increase opportunities for Work Experience within classes. • Integrate Speaking modules across Subjects: incorporate public speaking modules into various subjects across the high school curriculum. • Establish a Speaking Club: create a school-wide speaking club where students can practice speaking skills in a supportive environment. • Host an Annual Speaking Showcase to include speeches, debates, and presentations. etc. • In High School offer an alternative A-G third-year math course and second-year Science course. • Counselors provide In-Class presentations: A-G, College Courses, Career Paths, etc. • Counselors arrange and plan College tours/field trips, College and Career Fairs, and Community Speakers. • Offer Calculus to High School students. • Host CTE Night to market CTE classes • Create additional opportunities for students to complete certifications for Microsoft, Google, and Adobe for students if students are in their 4th-year pathway class. • Purchase Centerpoint Certifications	$618,269.50	Yes

Action #	Title	Description	Total Funds	Contributing
		• Additional recognition or incentives to students who complete 4 years of their pathway.		
1.5	English Learner Curriculum and EL Advisor Professional Development	-EL Advisors will attend professional development on how to support the varying needs of English Language learners. • Purchase English Language Development curriculum for Elementary students to improve reading and writing skills during designated EL support.	$10,690.79	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		2026-2027 All: Increase by 5 points AA: Increase by 10 points	All: 1.2 from baseline AA:Increased 14.7 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.		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: -2.1 points; fromBaseline White: -4.9 points; from Baseline Asian: 8.9 points; from Baseline Two or More Races: 2.9 points; from Baseline EL: No Change SED: -7.9 points from Baseline SWD: Improved 6.8 points from the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 EL: 11.4 below standard SED: Decreased 5.1 points; 57		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: -6.9 points from Baseline AA:Increased 22.2 points; from Baseline Hispanic: maintained White:-20.3 points from Baseline Asian: -8.2 points from Baseline Two or More Races: -26.9 points; from Baseline EL: Improved 51 points 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 away from standard SWD: Maintained 2.6 points; 116.2 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.		Continue to Meet the Standard	The LEA met the Baseline Standard.

Goal Analysis [2024-25]

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.

In 2024-2025, Santa Rosa Academy made significant strides toward the goal of providing a comprehensive system of support, with a strong emphasis on prevention and intervention, social-emotional learning (SEL), and improving student engagement and outcomes. While progress was evident in several areas, there were notable variances between planned and actual expenditures due to shifts in implementation driven by evolving student needs and staffing conditions.

Action 2.1 – Targeted Interventions and Supports was originally budgeted at $50,500, but actual expenditures totaled $223,428. This substantial increase was the result of urgent and increased needs among Students with Disabilities (SWD) and English Learners (EL), particularly in response to attendance, academic, and behavioral challenges. The funding was redirected to expand paraprofessional support, intensive academic interventions, and behavioral services, which were essential to stabilizing learning environments and providing equitable access. This action proved to be highly effective in addressing critical needs, though it exceeded the initial scope and budget.

Action 2.2 – Math Intervention Support was budgeted at $178,724.37, but only $43,327 was expended. The variance was primarily due to delays in hiring and implementation barriers that limited the rollout of planned math intervention programs. Staffing shortages and difficulties securing external vendor services for additional math support led to scaled-back delivery. While the interventions that were implemented showed promise, the limited scope impacted the overall effectiveness of this action. Additional planning and staffing efforts are now underway to ensure more robust implementation in the upcoming year.

Action 2.3 – ELA/Reading Support was budgeted at $110,000, but no expenditures were recorded. This was due to delays in launching the planned literacy intervention programs, as well as the reallocation of resources to higher-priority needs identified mid-year, particularly in behavior and special education support. Although this action was not implemented as planned, the underlying goal of improving literacy remains a priority and has been restructured for the upcoming year to align with available capacity and resources.

Despite these variances, many components of the goal were successfully implemented. Notable accomplishments included the expansion of paraprofessional support in high-need classrooms, effective academic interventions for students, and enhanced SEL programming through staff training, character education initiatives, and mental health services. These contributed to a more positive and inclusive school climate.

Overall, while not all actions were executed as originally planned, the flexible, needs-responsive approach allowed the school to address urgent student needs effectively. Lessons learned around staffing, timing, and prioritization have informed key adjustments for the upcoming year

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.

During the 2024-2025 school year, material differences between budgeted and estimated actual expenditures were largely due to implementation delays, evolving student needs, and site-level adjustments. Several planned services—particularly those involving professional development and instructional program rollouts—were delayed or scaled back due to staffing shortages, vendor availability, and scheduling conflicts. As a result, expenditures for some actions came in below projections.

Action 2.2 – Math Intervention Support was budgeted at $178,724.37, but only $43,327 was spent due to delays in staffing and limited capacity to fully implement the planned math interventions across all sites.

Action 2.3 – ELA/Reading Support had a planned expenditure of $110,000, but no funds were expended. Implementation was deferred as resources were reallocated to meet more urgent needs, and foundational planning was not finalized during the year.

In contrast, some actions required significantly higher investment than initially projected:

Action 2.1 – Targeted Interventions and Supports was budgeted at $50,500 but ultimately expended $223,428. This increase was driven by urgent and expanded needs for paraprofessional support, intensive academic and behavioral interventions, and additional instructional resources to support Students with Disabilities and English Learners.

These variances also influenced the estimated actual percentage of improved services. While the LEA met its overall obligations regarding increased services for unduplicated pupils, the distribution of services shifted. The LEA prioritized high-impact, student-centered adjustments in real time to respond to documented academic and social-emotional needs, particularly in high-need classrooms and underserved populations.

Overall, while not all expenditures followed the original plan, the flexibility in implementation ensured that resources were directed where they were most urgently needed, reinforcing the LEA's commitment to equitable access, responsive supports, and continuous improvement for all students.

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

In 2024–2025, actions to support a comprehensive system of academic and social-emotional support were moderately effective.

Action 2.1 – Targeted Interventions and Supports was highly effective, exceeding its planned budget ($50,500 planned; $223,428 spent) due to increased needs for paraprofessionals, behavioral supports, and interventions for Students with Disabilities and English Learners. These investments led to measurable progress, particularly in ELA.

In contrast, Action 2.2 – Math Intervention Support ($178,724 budgeted; $43,327 spent) and Action 2.3 – ELA/Reading Support ($110,000 budgeted; $0 spent) were less effective due to implementation delays, staffing shortages, and shifting priorities. As a result, some planned instructional supports were not fully delivered, limiting impact in core academic areas.

Social-emotional learning (SEL) efforts, including trauma-informed training and advisory programs, had a positive impact where fully implemented, though results varied across sites. Challenges included inconsistent implementation and limited use of real-time data to adjust supports.

Despite these gaps, the year provided a foundation for improvement, with lessons learned guiding more focused, data-informed efforts for the upcoming school 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.

Progress monitoring will be enhanced by increasing the frequency of data reviews within PLCs and expanding the use of formative assessments. This will allow staff to respond more quickly to student needs and adjust instruction accordingly. Based on underutilized funds and shifting needs, budgeted expenditures have been revised to prioritize areas with demonstrated impact, such as paraprofessional support, intervention staffing, and counseling services. PD will now focus more specifically on data-driven instruction, inclusive practices, and effective use of intervention technology, with differentiated sessions offered based on staff needs and roles . Family and student voice will be incorporated more intentionally into program planning, including through feedback loops and participation in school site advisory groups. These changes aim to improve service delivery, increase impact across student groups, particularly SWD, ELs, and African American students, and better align practice with the intended outcomes of the goal.

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 intervention support for students with disabilities through small group instruction, allowing for more personalized attention and support. • Deliver focused interventions for students performing below benchmark standards in ELA and Math, with specific attention to students with disabilities, African American students, and Unduplicated Students. • Differentiate instructional strategies to meet the needs of struggling students. • Incorporate multi-sensory techniques into ELA instruction to enhance engagement and comprehension. • Regularly review student progress, share effective strategies, and adjust interventions as needed to ensure continuous growth in ELA skills. • Foster open communication and collaboration among teachers, support staff, parents, and relevant specialists.	$50,500.00	Yes
2.2	Math Intervention Support	• Hire additional math tutor/Math Intervention Specialist for high school math classes. • Offer alternative A-G third-year math courses and second-year science courses in high school. • Continue to offer cohort math support courses for grades 6-12. • Additional training for teachers in data collection tools, data analysis, and intervention implementation strategies. • Collaboration with the SpEd department with data collected.	$178,724.37	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	ELA/Reading Support	• Offer additional intervention support for reading interventions. • Hire a Reading intervention specialist for struggling readers. • Implement research-based systematic intervention programs for phonics, word attack strategies, and struggling readers.	$110,000.00	Yes
2.4	Social-Emotional Learning and Support	• Provide SEL curriculum for K-8 teachers (Second Step, Second Step Bullying Prevention Program, Character Strong) • Continue providing extra counseling support services in elementary, middle, and high schools to safeguard students' social and emotional health, ensure they're ready for their grade level, and adequately prepared for college or career paths after graduation. • Give priority social-emotional learning and support access to unduplicated students and identified populations, such as those in foster care, experiencing homelessness, English learners, low-income households, African Americans, and students with disabilities. • Proved flexible seating options and adjustable height tables that allow for movement.	$31,600.00	Yes

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		2026-2027 All: Increase by 5 points	All: 1.2 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.		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 14.7 points; from Baseline Hispanic: -2.1 points; fromBaseline White: -4.9 points; from Baseline Asian: 8.9 points; from Baseline Two or More Races: 2.9 points; from Baseline EL: No Change SED: -7.9 points from Baseline SWD: Improved 6.8 points from the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 points distance from standard EL: 11.4 below standard SED: Decreased 5.1 points; 57		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: -6.9 points from Baseline AA:Increased 22.2 points; from Baseline Hispanic: maintained White:-20.3 points from Baseline Asian: -8.2 points from Baseline Two or More Races: -26.9 points; from Baseline EL: Improved 51 points 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 away from standard SWD: Maintained 2.6 points; 116.2 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 excellence, integrity, and respect.		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, especially in the area of math • Improve Character Education, document	-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 qualified educators. The retention rate has increased. • Character Education, School Culture, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					ed reduction in office referral, detentions, and expulsions. • Build a well supportive, well compensated staff of teachers to increase the number of retained teachers.	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% Expulsion rate: 0.18%	2023-2024: Suspension rate: 1.4% suspended at least one day; this declined by 2.2% Expulsion rate: 0.07%		2026-2027 • Continue to utilize PBIS and MTSS interventions to maintain the suspension rate below 8%.	Suspension rate has improved by 2.2%. There is decrease in suspensions from 3.6% to 1.4%

Goal Analysis [2024-25]

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.

The school made notable progress in school climate and student behavior, while efforts in math achievement and staff retention remain ongoing and continue to shape strategic planning for the upcoming year.

Positive gains in school culture were evident. The suspension rate declined by 2.2%, with only 1.4% of students suspended at least once, and the expulsion rate remained low at 0.07%. These improvements reflect the effectiveness of ongoing social-emotional learning (SEL), character education, and restorative practices implemented across grade levels.

One planned action in this area, Action 3.5 – Increase School Spirit, Community, and Culture, had a budgeted amount of $15,000, but only $4,412 was expended. This variance resulted from the cancellation or scaling back of several planned school-wide and community-building events due to logistical issues, competing site-level priorities, and limited staffing availability to coordinate extracurricular activities. While smaller events and recognitions were held, the full range of planned initiatives to promote spirit and community, such as family engagement events, were not fully implemented. As a result, while progress was made in improving the climate, the underutilization of funds limited the reach of school spirit and community-building efforts.

Efforts to improve math achievement included scheduling intervention blocks, expanding the use of formative assessment tools, and providing some targeted supports. Student gains were modest and varied by subgroup, highlighting the continued need for structured intervention models and increased instructional capacity.

To improve staff retention, the school implemented mentoring for new teachers, created leadership opportunities, and provided professional learning aligned to staff-identified needs. While these efforts were positively received by some, challenges related to planning time, workload, and compensation remained. Retention rates held steady, but further efforts are needed to foster a sustainable and supportive work environment.

In summary, the school successfully addressed all focus areas to some extent, but implementation varied across actions. Lessons learned from these variances, including the underutilization of planned funding for culture-building activities, are informing strategic adjustments for the upcoming year to enhance fidelity of implementation, strengthen academic supports, and further embed a consistent, character-driven school culture.

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.

The material differences between budgeted and actual expenditures were driven by implementation delays, staffing limitations, and shifting site-level priorities. While several actions were implemented successfully, some were underutilized or modified in response to evolving student and campus needs.

One example is Action 3.5 – Increase School Spirit, Community, and Culture, which was budgeted at $15,000 but expended only $4,412. Several planned events, such as school-wide celebrations and community engagement activities, were canceled or scaled back due to limited staff capacity and competing demands. As a result, spending was significantly lower than anticipated, and the reach of community-building initiatives was reduced.

In contrast, other areas required greater investment than originally planned, including expanded paraprofessional support, increased mental health services, and supplemental instructional materials to support intervention and differentiation. These shifts ensured students—particularly unduplicated and high-need populations—received necessary supports, even if not through the originally budgeted actions.

While the planned percentage of improved services for unduplicated students was maintained overall, the form and delivery of those services shifted. These adjustments reflect the LEA's commitment to responsive decision-making and equity, prioritizing student needs in real time.

These lessons have informed more targeted and flexible budgeting practices, with a focus on implementation capacity and alignment to both site-level feedback and student outcome data.

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

The specific actions implemented during the 2023–2024 school year demonstrated varying levels of effectiveness in advancing the goal of improving school culture, promoting student character, and increasing academic achievement, particularly in math during the 2024-2025 school year.

School culture and behavior-related actions were among the most effective. Character education programs, restorative practices, and targeted SEL supports contributed to a 2.2% decline in the suspension rate and maintained a low expulsion rate of 0.07%. These improvements reflect meaningful progress in fostering the school's pillars of excellence, integrity, and respect. SEL lessons and behavior intervention systems were especially effective when implemented consistently, improving both student engagement and behavior.

However, Action 3.5 – Increase School Spirit, Community, and Culture was significantly underutilized, with only $4,412 spent of the $15,000 budget. Several planned activities and community-building events were postponed or canceled due to staffing limitations and competing priorities. While smaller initiatives supported positive school climate, the reduced implementation limited the broader impact on school spirit and community engagement.

Actions aimed at improving math achievement, including intervention supports, professional development, and curricular alignment, showed mixed results. While structures such as intervention blocks and assessment tools were established, implementation fidelity varied across sites. Some subgroups showed growth where data-driven instruction and monitoring were effectively applied. However, persistent achievement gaps indicate a need for deeper academic support, improved consistency, and strengthened accountability.

Overall, while school culture initiatives yielded clear positive outcomes, academic improvement efforts, particularly in math, require more robust execution. The variances in spending and implementation have informed targeted improvements for the upcoming year to ensure broader and more consistent impact across all campuses.

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 the analysis of implementation and outcomes from 2024-2025, several key adjustments have been made to the planned goals, metrics, and actions for the upcoming year to strengthen impact and improve alignment with student needs. Actions will include increased use of formative assessments to guide instruction, continued math intervention blocks during the school day, and targeted professional development focused on data-driven instruction and conceptual math strategies. PLC structures will more intentionally focus on overall performance data. Metrics have been adjusted to better reflect progress, including site-level tracking of suspension/attendance trends and subgroup performance in both academics and social-emotional development. Targets have been recalibrated based on actual growth rates observed in 2024-2025 to ensure goals remain ambitious yet attainable. These changes reflect a commitment to using evidence from prior practice to inform continuous improvement and promote equitable outcomes 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
3.1	Increase Community/Family Engagement Interactions	-Bring in guest speakers from the community members or motivational speakers who can share stories/experiences relating to the character trait of the month, or other experts who would be able to share their experiences or culture with students, with relevance to the topics in which they are studying. -Continue Coffee with the Counselors and Doughnuts with the Principals. -Create Art Night/Night at the Museum and other Cultural evening events LREBG Funded Enhancements: To address chronic absenteeism and engagement challenges with unduplicated student groups Host quarterly family workshops and community events to support literacy/math achievement. Family/community nights foster partnerships that support student motivation, SEL, and academic engagement at home. This is aligned with EC 32526(c)(2) ("family engagement," "educational	$185,295.91	No

Action #	Title	Description	Total Funds	Contributing
		assistance") to support learning gaps and improve school-family connection per needs assessment.		
3.2	Create a Career Fair (for Middle School and Elementary)	Community members from diverse industries and charities will schedule classroom visits to provide students with the opportunity to interact with the professional.	$20,000.00	No
3.3	Character-Building Activities	• Continue to review and revisit the Character Education Program so it aligns with monthly character traits. • Create opportunities for students at different grade levels to interact positively, such as the Big Brother/Big Sister type cohort, so older students can help guide younger students in character-building activities.	$10,000.00	No
3.4	Supporting Existing School Programs to create safe, inclusive, and Engaging Learning Environments.	• Staff training in Positive Behavior Support and Interventions • CPI or Pro-Act Training for Crisis Intervention • Expand PBIS reward opportunities to Red Track students • Social and Emotional Support in Elementary • Hire an additional support staff to provide student SEL support	$60,000.00	No
3.5	Increase school spirit, community and culture.	• Create more opportunities for different grade levels to collaborate • Have 8th-grade shadow Sophomores or Juniors to learn more about High School • Create a "Link Crew" program • Hold day camps where students/athletes work with younger children in the community on how to play different sports.	$25,000.00	No

Action #	Title	Description	Total Funds	Contributing
		-Community Engagement activities		

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		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%		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%		• 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	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
					and at home. • Continue to Meet the "Good Repair" Standard for all school facilities.	

Goal Analysis [2024-25]

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 2024-2025 school year, the goal of maintaining clean, safe, and well-equipped facilities was effectively implemented across all sites. Survey results reflect strong stakeholder confidence: 97.1% of parents, 93.1% of students, and 100% of staff reported that SRA is safe and secure. Similarly, 97.1% of parents and 100% of staff agreed that facilities are clean, although student satisfaction in this area (70.8%) indicates an opportunity for further engagement or perception improvement.

All students had access to standards-aligned instructional materials for both school and home use, and no deficiencies were reported in facilities meeting the “Good Repair” standard. Teachers were appropriately assigned, contributing to overall instructional quality.

One area of growth was in expanding and improving dedicated instructional space for Special Education, which progressed but will continue into the next year to fully meet program needs. Overall, actions aligned closely with the planned goal, with minimal variance in implementation. Continued investment in learning environments remains a priority for promoting engagement, achievement, and school connectedness.

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.

There were minimal material differences between budgeted and actual expenditures related to maintaining clean, safe, and well-equipped facilities. Most planned projects were carried out as anticipated, including routine maintenance, safety upgrades, and access to instructional materials. However, slight underspending occurred in the area of facilities upgrades due to delayed timelines for improving dedicated Special

Education instructional spaces. These improvements were postponed to align with long-term planning and construction schedules, resulting in the reallocation of some funds to the following year. The percentage of improved services provided remained consistent with original projections, as core conditions of learning and access to materials were successfully maintained for all students.

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

The actions implemented to ensure clean, safe, and well-maintained facilities have proven highly effective in supporting a positive school climate and conditions for learning. Stakeholder feedback was overwhelmingly positive, with 97.1% of parents and 100% of staff reporting facilities are clean, and 93.1% of students affirming the campus feels safe and secure. The school also maintained 0% instances of facilities not meeting the "Good Repair" standard, and 100% of students had access to standards-aligned instructional materials at school and at home. These results indicate that the school's efforts have effectively supported the goal of fostering an environment conducive to student engagement, achievement, and overall well-being. The primary area for continued improvement is enhancing dedicated instructional space for Special Education, which is being prioritized moving forward.

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 reflections from the 2024-2025 implementation, the primary adjustment for the coming year will be to accelerate and prioritize improvements to dedicated instructional spaces for Special Education to better support student needs. Additionally, student perception data indicating a lower rating on cleanliness (70.8%) compared to staff and parents prompted plans to increase student voice in facilities-related feedback and implement more visible cleanliness and maintenance efforts. While core goals and metrics remain the same—focused on safety, cleanliness, and access to materials—actions will include enhanced student engagement strategies and more targeted facilities upgrades aligned with evolving program needs.

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	• Create additional classroom space for the K-12 SPED program to house students in support classes and provide pull-out services, testing, sensory needs, etc. • Provide more cubicles or classrooms for teachers to use as workspace. • Create additional storage for the science department as needed for all lab materials and chemicals	$927,349.89	No

Action #	Title	Description	Total Funds	Contributing
4.2	Increase environmentally friendly facilities improvements	-Ongoing purchases of Solar LED lights for other areas of the school site to help with light coverage. -Additional environmentally friendly improvements to the whole campus, both exterior and interior. This would be in phases and installed during school breaks.	$80,000.00	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$988348	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.222%	0.000%	$0.00	5.222%

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 2024 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.

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:**	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.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	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)		

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	
Staff-to-student ratio of certificated staff providing direct services to students	26:1	

2025-26 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	18926618	988348	5.222%	0.000%	5.222%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$2,117,010.60	$529,113.98	$331,000.00	$43,137.00	$3,020,261.58	$904,262.57	$2,115,999.01

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development Opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$88,344.57	$255,131.42	$202,585.00	$106,853.99		$34,037.00	$343,475.99	
1	1.2	Curriculum		Yes	LEA-wide		All Schools	Ongoing	$0.00	$150,000.00	$77,448.00	$72,552.00			$150,000.00	
1	1.3	Assessment		Yes	LEA-wide		All Schools	Ongoing	$65,723.71	$153,631.42	$112,501.14	$106,853.99			$219,355.13	
1	1.4	College and Career Readiness	Low Income	Yes	LEA-wide	Low Income	All Schools		$309,134.75	$309,134.75	$618,269.50				$618,269.50	
1	1.5	English Learner Curriculum and EL Advisor Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Elementary Students	Ongoing	$2,190.79	$8,500.00	$10,690.79				$10,690.79	
2	2.1	Targeted Interventions and Supports	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$50,500.00	$16,000.00	$16,000.00	$16,000.00	$2,500.00	$50,500.00	
2	2.2	Math Intervention Support		Yes	LEA-wide		All Schools	Ongoing	$68,724.37	$110,000.00	$78,724.37	$50,000.00	$50,000.00	$0.00	$178,724.37	
2	2.3	ELA/Reading Support		Yes	LEA-wide		All Schools	Ongoing	$40,000.00	$70,000.00	$50,000.00	$55,000.00		$5,000.00	$110,000.00	
2	2.4	Social-Emotional Learning and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$10,000.00	$21,600.00	$30,000.00			$1,600.00	$31,600.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
						Low Income										
3	3.1	Increase Community/Family Engagement Interactions	All	No			All Schools	Ongoing	$57,794.49	$127,501.42	$68,441.91	$111,854.00	$5,000.00		$185,295.91	
3	3.2	Create a Career Fair (for Middle School and Elementary)	All	No			All Schools	Ongoing	$5,000.00	$15,000.00	$10,000.00	$5,000.00	$5,000.00		$20,000.00	
3	3.3	Character-Building Activities	All	No			All Schools	Ongoing	$0.00	$10,000.00	$5,000.00		$5,000.00		$10,000.00	
3	3.4	Supporting Existing School Programs to create safe, inclusive, and Engaging Learning Environments.	All	No			All Schools	Ongoing	$50,000.00	$10,000.00	$55,000.00	$5,000.00			$60,000.00	
3	3.5	Increase school spirit, community and culture.	All	No			All Schools	Ongoing	$0.00	$25,000.00	$25,000.00				$25,000.00	
4	4.1	Additional Classroom Spaces	All Students with Disabilities	No				Ongoing	$177,349.89	$750,000.00	$677,349.89		$250,000.00		$927,349.89	
4	4.2	Increase environmentally friendly facilities improvements	All	No			All Schools	Ongoing	$30,000.00	$50,000.00	$80,000.00				$80,000.00	

2025-26 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
18926618	988348	5.222%	0.000%	5.222%	$1,196,218.80	0.000%	6.320 %	**Total:**	$1,196,218.80
								LEA-wide Total:	$1,185,528.01
								Limited Total:	$10,690.79
								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	$202,585.00	
1	**1.2**	Curriculum	Yes	LEA-wide		All Schools	$77,448.00	
1	**1.3**	Assessment	Yes	LEA-wide		All Schools	$112,501.14	
1	**1.4**	College and Career Readiness	Yes	LEA-wide	Low Income	All Schools	$618,269.50	
1	**1.5**	English Learner Curriculum and EL Advisor Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Elementary Students	$10,690.79	
2	**2.1**	Targeted Interventions and Supports	Yes	LEA-wide	English Learners	All Schools	$16,000.00	
2	**2.2**	Math Intervention Support	Yes	LEA-wide		All Schools	$78,724.37	
2	**2.3**	ELA/Reading Support	Yes	LEA-wide		All Schools	$50,000.00	
2	**2.4**	Social-Emotional Learning and Support	Yes	LEA-wide	English Learners Foster Youth	All Schools	$30,000.00	

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			
3	**3.1**	Increase Community/Family Engagement Interactions				All Schools	$68,441.91	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$2,618,325.90	$2,336,758.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Professional Development Opportunities	Yes	$158,344.57	146816
1	**1.2**	Curriculum	Yes	$150,000.00	79243
1	**1.3**	Assessment	Yes	$94,223.71	99399
1	**1.4**	College and Career Readiness	Yes	$618,296.51	495815
1	**1.5**	English Learner Curriculum and EL Advisor Professional Development	Yes	$7,690.79	3540
2	**2.1**	Targeted Interventions and Supports	Yes	$50,500.00	223428
2	**2.2**	Math Intervention Support	Yes	$178,724.37	43327
2	**2.3**	ELA/Reading Support	Yes	$110,000.00	0
2	**2.4**	Social-Emotional Learning and Support	Yes	$31,600.00	25300
3	**3.1**	Increase Community/Family Engagement Interactions	No	$72,794.49	72676
3	**3.2**	Create a Career Fair (for Middle School and Elementary)	No	$43,897.25	31031

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	4142
3	**3.4**	Supporting Existing School Programs to create safe, inclusive, and Engaging Learning Environments.	No	$60,000.00	57405
3	**3.5**	Increase school spirit, community and culture.	No	$15,000.00	4412
4	**4.1**	Additional Classroom Space	No	$927,349.89	979751
4	**4.2**	Increase environmentally friendly facilities improvements	No	$89,904.32	70473

2024-25 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)
992489	$1,203,279.95	$1,116,868.00	$86,411.95	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	$158,344.57	146816		
1	1.2	Curriculum	Yes	$150,000.00	79243		
1	1.3	Assessment	Yes	$94,223.71	99399		
1	1.4	College and Career Readiness	Yes	$618,296.51	495815		
1	1.5	English Learner Curriculum and EL Advisor Professional Development	Yes	$7,690.79	3540		
2	2.1	Targeted Interventions and Supports	Yes	$16,000.00	223428		
2	2.2	Math Intervention Support	Yes	$78,724.37	43327		
2	2.3	ELA/Reading Support	Yes	$50,000.00	0		
2	2.4	Social-Emotional Learning and Support	Yes	$30,000.00	25300		

2024-25 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)
18434039	992489	0	5.384%	$1,116,868.00	0.000%	6.059%	$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 2025-26, 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 32526(d), to provide the information identified above or to include actions funded with LREBG funds within the 2025-26, 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 32526(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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