

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Santa Rosa Charter School For the Arts
CDS Code:	49 70912 0113530
LEA Contact Information:	Name: Sarah Cranke Imperato Position: Principal Email: simperato@srcs.k12.ca.us Phone: 707-890-3920
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	Amount Whole Numbers
Total LCFF Funds	\$4,201,313
LCFF Supplemental & Concentration Grants	\$335,766
All Other State Funds	\$293,368
All Local Funds	\$45,154
All federal funds	\$0
Total Projected Revenue	\$4,539,835

Total Budgeted Expenditures for the 2025-26 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$4,722,296
Total Budgeted Expenditures in the LCAP	\$341,512
Total Budgeted Expenditures for High Needs Students in the LCAP	\$341,512
Expenditures not in the LCAP	\$4,380,784

Expenditures for High Needs Students in the 2024-25 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$299,415
Actual Expenditures for High Needs Students in LCAP	\$302,415

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2025-26 Difference in Projected Funds and Budgeted Expenditures	\$5,746
2024-25 Difference in Budgeted and Actual Expenditures	\$3,000

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice Principals, and school office staff. Maintenance and operations i.e. custodians, custodial supplies, grounds workers, maintenance workers, and maintenance supplies.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024-25 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2024-25.

These additional funds were invested in the services to these students to provide additional support towards their academic achievement.

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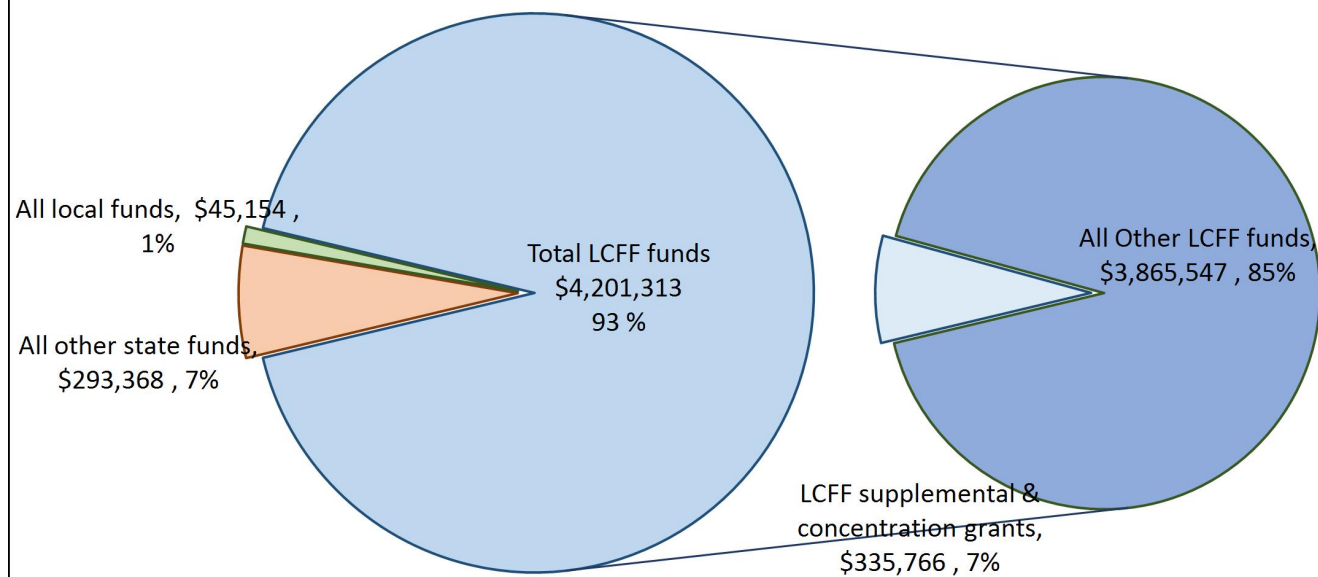
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School districts receive funding from different sources: state funds under the Local Control Funding Formula (LCFF), other state funds, local funds, and federal funds. LCFF funds include a base level of funding for all LEAs and extra funding - called "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

Projected Revenue by Fund Source

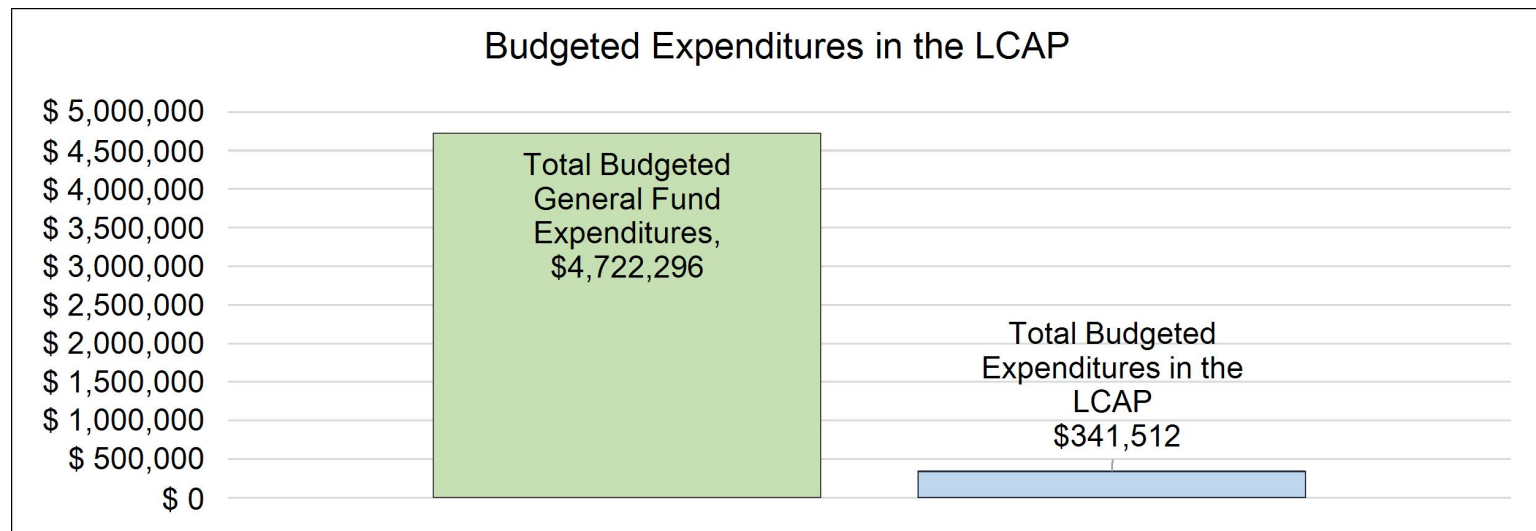


This chart shows the total general purpose revenue Santa Rosa Charter School For the Arts expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa Charter School For the Arts is \$4,539,835, of which \$4,201,313 is Local Control Funding Formula (LCFF), \$293,368 is other state funds, \$45,154 is local funds, and \$0 is federal funds. Of the \$4,201,313 in LCFF Funds, \$335,766 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 Charter School For the Arts 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 Charter School For the Arts plans to spend \$4,722,296 for the 2025-26 school year. Of that amount, \$341,512 is tied to actions/services in the LCAP and \$4,380,784 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice Principals, and school office staff. Maintenance and operations i.e. custodians, custodial supplies, grounds workers, maintenance workers, and maintenance supplies.

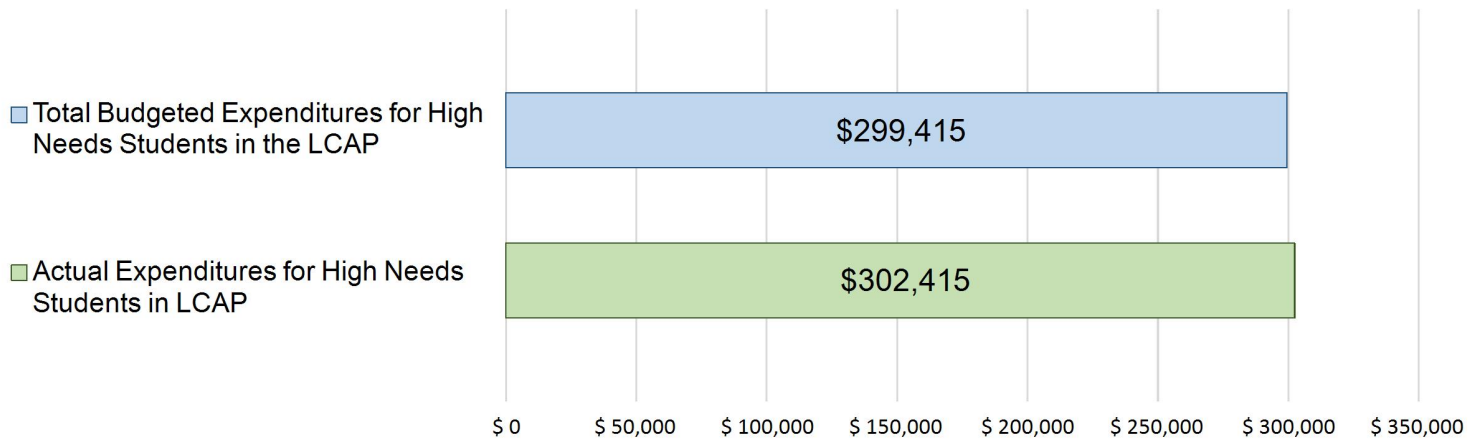
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Santa Rosa Charter School For the Arts is projecting it will receive \$335,766 based on the enrollment of foster youth, English learner, and low-income students. Santa Rosa Charter School For the Arts must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rosa Charter School For the Arts plans to spend \$341,512 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Santa Rosa Charter School For the Arts 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 Charter School For the Arts 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 Charter School For the Arts's LCAP budgeted \$299,415 for planned actions to increase or improve services for high needs students. Santa Rosa Charter School For the Arts actually spent \$302,415 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$3,000 had the following impact on Santa Rosa Charter School For the Arts's ability to increase or improve services for high needs students:

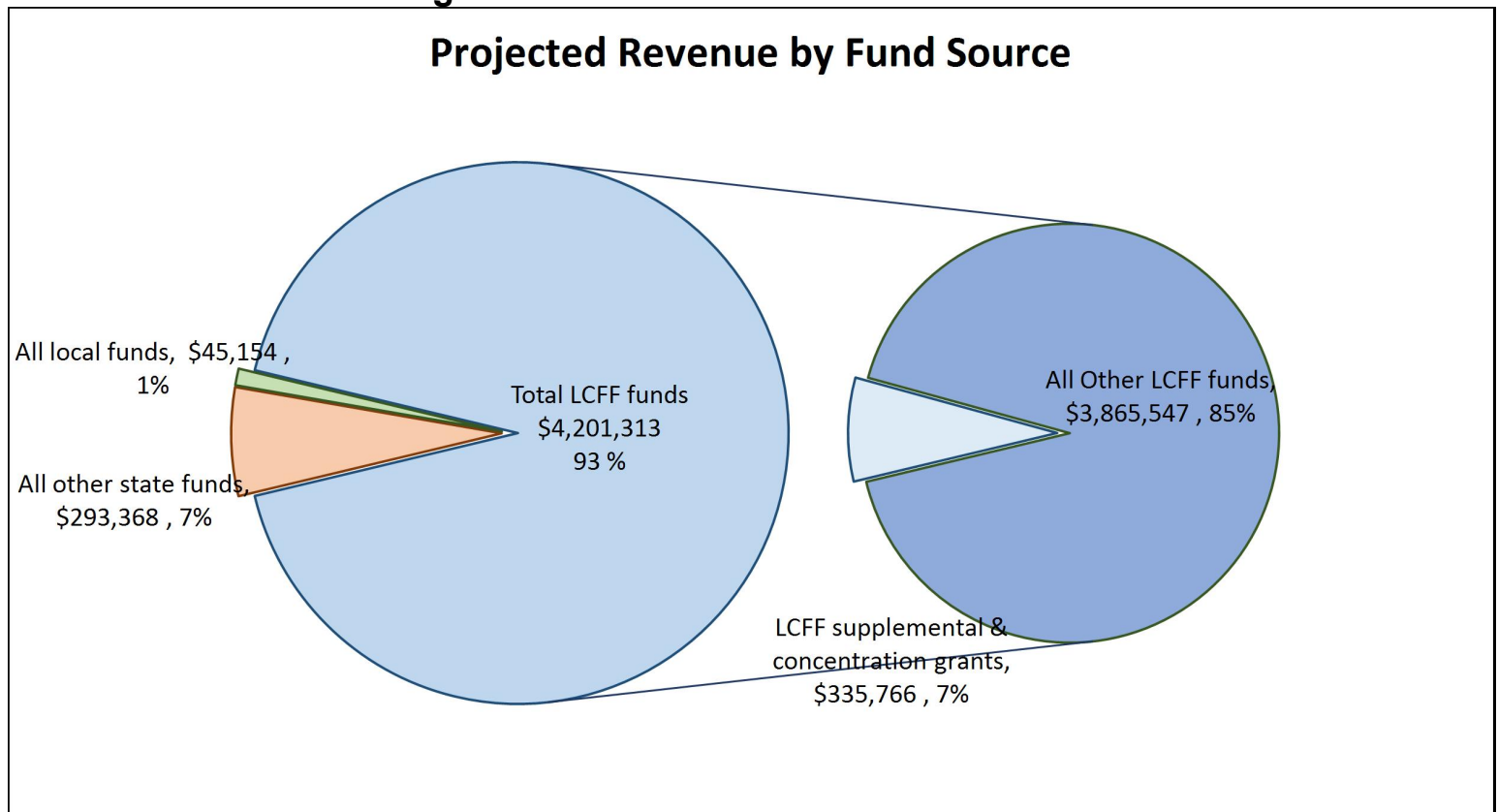
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Budget Overview for the 2025-26 School Year

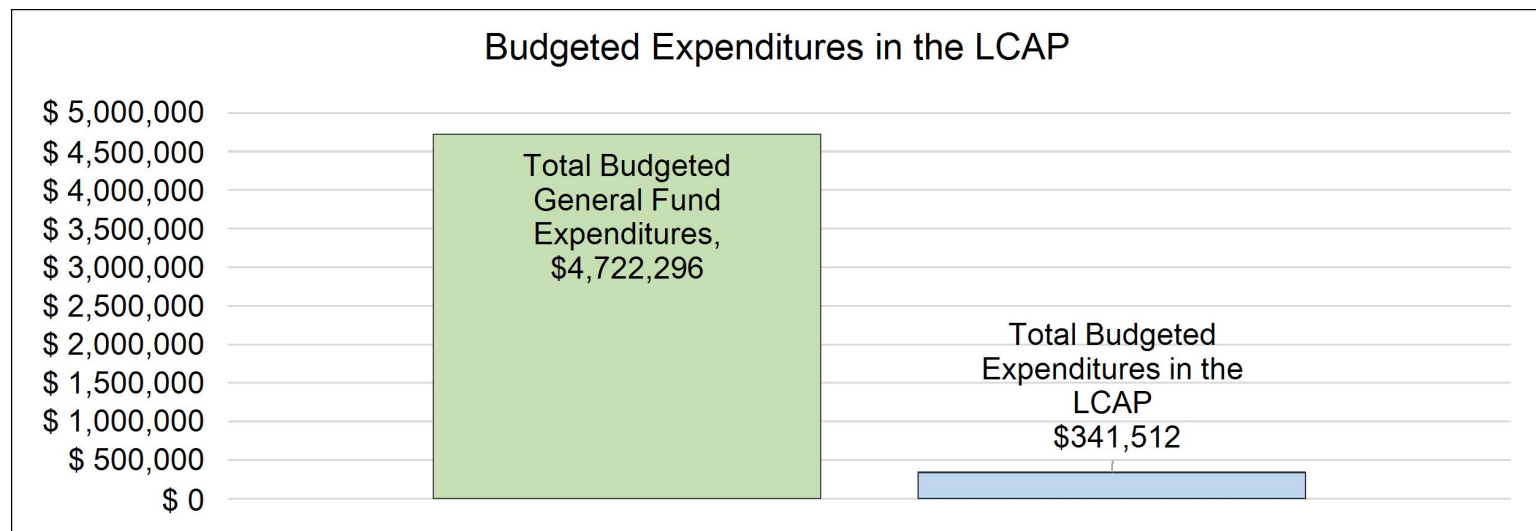


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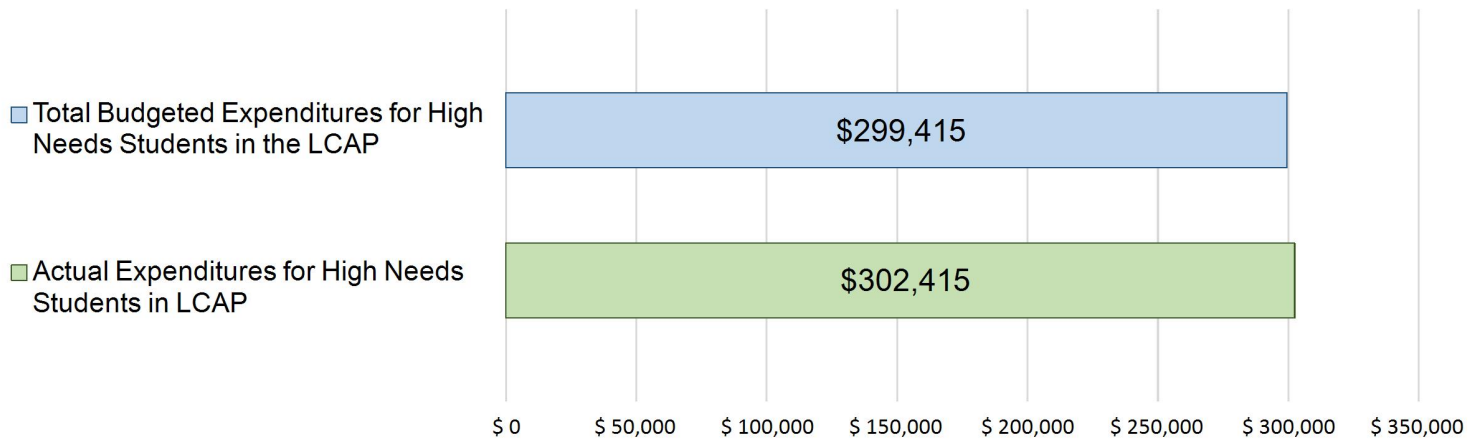
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LCFF Budget Overview for Parents

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

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Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa Charter School For the Arts	Sarah Cranke Imperato Principal	simperato@srcs.k12.ca.us 707-890-3920

Plan Summary [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 Charter School for the Arts is a collaborative school community changing education by providing an academically rigorous program using an arts-integrated approach. All members cultivate creativity and empathy, while embracing challenges, to engage and develop the whole child in a safe environment. As part of our commitment to the Common Core Standards along with the Next Generation Science Standards and California Social Studies Standards, SRCSA TK-5 teachers have been developing and implementing the SRCS elementary Units of Study. Core units are developed with arts integrated foundations and rely on a project based curriculum wheel to support all students with academic success.

The middle school at the Santa Rosa Charter School for the Arts is comprised of all 6th, 7th, and 8th grade students. The math curriculum is supported by Santa Rosa City Schools’ professional development for helping all students reach their highest potential. Sixth through eighth grade students are receiving instruction anchored in the Next Generation Science Standards. This allows students to learn Life Science, Physical Science, Earth Science, and Engineering Sciences. We continue to teach students emotional regulation skills through the social emotional learning program entitled Toolbox. Our Counselor utilizes the Kimochis program for our younger students to help them learn about feelings and social emotional well being. After school homework club is available for students of all ages to participate in. Social groups are available to provide additional social supports for those who would benefit.

We provide Designated English Language instruction for our English Language Learners through direct instruction provided by our ELD specialist. Students receive these services through our school wide intervention model referred to as W.I.N. (What I Need) and takes place 30 minutes per day, 5 days per week. All students are provided many opportunities to engage in the Arts through specialty classes as well

as core curriculum instruction provided through Arts Integration instructional methodologies. We as a staff and a community have much to be thankful for, including our beautiful campus with a state of the art music room, art rooms, dance studio, and Black Box Theater. The beautiful rainbow mural facing the quad of our campus is a testament to the inclusivity for all of our students and families to feel safe and welcomed at the Arts Charter. Our students are provided social, emotional and academic support through our on campus counseling support services. A valuable part of our school community is the School for the Arts Community Organization, or SACO. It is a non-profit parent organization that raises funds to support both academic and arts endeavors at SRCSA. They coordinate volunteers for school-wide events and individual classrooms. Santa Rosa Charter School for the Arts will be in compliance by adding a Transitional Kindergarten aide for the 23/24 school year as the Transitional Kindergarten class is now full with 24 students.

Starting with the 25/26 school year, Santa Rosa Charter School for the Arts has been designated as a Title I school. This designation provides additional federal funding to support the academic success of all students, particularly those who may need additional resources to meet grade-level standards. In alignment with our strategic goal to increase student access to and proficiency in the Common Core, NGSS, History-Social Science, and Visual and Performing Arts standards, we will utilize Title I funds to support a dedicated Instructional Aid position. This position will focus on providing targeted small group interventions across grade levels, ensuring students receive individualized academic support within the school day. The strategic investment in this instructional support role underscores our commitment to equity and personalized learning. By addressing learning gaps and offering timely interventions, we aim to accelerate student achievement, improve classroom outcomes, and provide every learner the opportunity to succeed.

Reflections: Annual Performance

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

In the 2024–25 school year, Santa Rosa Charter School for the Arts demonstrated notable progress in English Language Arts (ELA), with 47.55% of students meeting or exceeding state standards—a 3.95% increase from the previous year. This improvement reflects the school's commitment to enhancing literacy outcomes. However, mathematics achievement declined, with only 22.64% of students meeting or exceeding standards, marking a 5.36% decrease from 2023. The school's robust arts program continues to be a cornerstone of its educational approach, offering students opportunities in music, dance, visual arts, and theater. Initiatives such as introducing violin instruction for third graders and restructuring middle school schedules to include specialized art instruction have enriched the curriculum. Despite these strengths, challenges persist, notably a significant increase in chronic absenteeism, rising from 10.1% in 2017–18 to 28.5% in 2022–23. Addressing attendance issues and bolstering math proficiency, particularly among economically disadvantaged and minority students, will be critical for the school's continued success.

Reflections: Technical Assistance

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

Our ongoing technical assistance efforts within the LCAP framework are focused on several key areas to enhance student success and school performance. This includes targeted support for improving math and English language arts (ELA) proficiency across student subgroups, particularly for socioeconomically disadvantaged, Hispanic, and English learner students. Additionally, we are implementing

specialized interventions to address the needs of students with disabilities, aiming to increase their proficiency levels. Our strategies include data-driven approaches, professional development for educators, and collaborative partnerships with parents and the community. Through these concerted efforts, we aim to create a more equitable and inclusive learning

Comprehensive Support and Improvement

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

Schools Identified

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

n/a

Support for Identified Schools

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

n/a

Monitoring and Evaluating Effectiveness

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

n/a

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
* Staff, Students and Parents complete the Youth truth survey annually which provides data regarding all areas of the school. * Students in 4th-8th grades participated in the Panorama survey. * Parent Advisory Board (PAB)- Meets monthly, Aug- June * School of the Arts Community Organization (SACO)- Meets monthly, Aug- June * Leadership/Article 6 committee meetings- Meets monthly, Aug- June * Arts Charter Newsletter sent out weekly to all families via ParentSquare	Regular meetings are conducted with stakeholders throughout the school year. These meetings are important in informing stakeholders regarding school matters. In addition, these meetings create the opportunity for stakeholders to provide informed insight and recommendations in regard to the function and programs of the school.

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

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase student access to and proficiency of standards within the Common Core, Next Generation Science, California History and Social Studies, Visual and Performing Arts (VAPA), through Arts Integration techniques and curriculum in all grades/subjects. As a dependent charter school focused on Arts instruction, it is imperative that we are able to provide robust Arts programming to our students as it is specified in our Charter document. All students will increase in their academic achievement levels on state, local and observational measures. The Arts Charter has developed this goal to address learning loss and equity in terms of what students have access to and the resulting outcomes. Our educators will use best teaching and learning practices to promote student engagement and achievement, as well as to foster the life-ready habits of an engaged citizen. Arts integrated professional development for teachers will also support intervention for all subjects and specifically in English and Math.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	VAPA performance event participation	Bi-monthly	VAPA performances continue to support in depth learning for students to perform via art integration (i.e. weather report showcasing tableau and visual literacy, monthly assemblies, school day and evening performances). These are highly attended events and continue to grow.		SRCSA will continue holding regular arts performances throughout each school year. These performances may include music, dance, drama, and visual fine arts showcases as presentations for grade levels, schools, families, and other venues.	Last year served as a baseline for schoolwide and family participation in our Visual and Performing Arts performances and presentations, and this year we have seen remarkable growth in both attendance and engagement. Our events are now filled with joyful families eager to witness the creativity, confidence, and growth their children display on stage. This increase reflects not only stronger community connections but also the powerful

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						impact of our arts integration model, where students don't just perform—they demonstrate deep learning through the arts. Whether it's a music recital, dance showcase, or theatrical performance, families can see how academic concepts are brought to life through creative expression, making the learning process more meaningful and memorable for everyone involved.
1.3	Students served on a daily basis through music, drama, and art programs via art integration and support with specialty teachers.	Weekly	All students at the Arts Charter have been supported through art integration and will continue throughout the second semester as well. Art specialty teachers have been working with core content		SRCSA's target for year 3 outcome in grades TK-8th is to demonstrate significant proficiency growth towards grade level standards, particularly in ELA and Math. We are focusing on achieving this	Over the past year, students who are served daily through music, drama, and visual art programs have shown significant growth from last year's baseline, demonstrating how an arts-integrated approach

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			teachers and supporting interventions throughout the day in grade band segments.		through dedicated art integration and specialty teachers with project based learning as students are being supported in drama and music programs via art integration, along with specialized teaching support. Our goal is to see improved academic performance among our students, reflecting their increased proficiency in these key subjects as learned through PBL and Art Integrated practices.	enhances their understanding of core academic content. Through consistent collaboration between specialty teachers and core classroom teachers, instruction has been designed to meet the diverse needs of all learners. This integrated model not only fosters creativity and engagement but also supports academic development, with targeted interventions and supports built into lessons to ensure that every student can succeed. The result has been clear growth in both skill acquisition and student confidence, as the arts provide a meaningful and effective pathway

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						for learning across subject areas.
1.4	SBA Math	In the 2023 Smarter Balanced Assessment (SBA) for mathematics, Santa Rosa Charter School for the Arts reported that 27% of students achieved proficiency, meaning they met or exceeded the state standard. This performance is slightly below the California state average of 33% proficiency in math. Despite this, the school ranks within the top 50% of California schools for math performance. Notably, students in grades 4 and 5 demonstrated stronger outcomes, with 39% and 17% meeting or exceeding standards, respectively. However, proficiency rates declined in higher grades, with only 14% of 7th graders and 19% of 8th graders meeting or exceeding the standard.	In the 2024 Smarter Balanced Assessment (SBA) for mathematics, 22.64% of students at Santa Rosa Charter School for the Arts met or exceeded the state standards. While this reflects a decrease from the previous year, it highlights a continued opportunity for growth and targeted support. A notable portion of students—37.36%—were close to meeting the standard, indicating that with strategic interventions, many are within reach of proficiency. The school remains committed to improving		All student subgroups show growth on the dashboard.	Compared to the 2023 baseline, where 27% of students at Santa Rosa Charter School for the Arts met or exceeded standards on the Smarter Balanced Assessment (SBA) for math, the 2024 results show a slight decline to 22.64%. While this decrease of approximately 4.36 percentage points may seem concerning, it's important to recognize that these results reflect student performance from the prior academic year. SBA data is always reported on a one-year delay, meaning that the impact of this year's targeted interventions—such as expanded

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			outcomes through arts integration, small group instruction, and data-driven practices that support all learners, especially those nearing grade-level expectations.			arts integration, small-group supports, and data-informed instructional adjustments—won't be fully visible until the updated scores are released in the fall. The current data also shows that 37.36% of students are approaching proficiency, suggesting a strong foundation for future growth. With continued implementation of supports tailored to students' needs, we anticipate measurable progress in the upcoming assessment cycle.
1.5	SBA ELA	In the 2023 Smarter Balanced Assessment (SBA) for English Language Arts (ELA), Santa Rosa Charter School for the Arts	In the 2024 Smarter Balanced Assessment (SBA) for English Language Arts (ELA), Santa Rosa		All student subgroups show growth on the dashboard.	This upward trend reflects the school's commitment to enhancing literacy through arts-

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		reported that 43.6% of students met or exceeded the state standards. This performance was slightly below the California state average of 47%. The school's proficiency rate placed it within the top 50% of California schools for ELA performance. Grade-level data indicated that 4th and 8th graders performed particularly well, with 60% and 67% meeting or exceeding standards, respectively. Conversely, 6th and 7th graders showed lower proficiency rates, at 21% and 37%, respectively. These results highlight areas of strength and opportunities for targeted instructional support.	Charter School for the Arts demonstrated notable progress, with 47.55% of students meeting or exceeding the state standards—an increase of nearly 4 percentage points from the 43.6% proficiency rate in 2023.			integrated instruction and targeted support strategies. Particularly impressive gains were observed in 4th and 5th grades, where 64.29% and 60% of students, respectively, met or exceeded standards. These improvements suggest that the school's focus on integrating the arts into the curriculum is positively impacting student achievement in ELA. While some grade levels, such as 6th and 7th, continue to present opportunities for growth, the overall increase in proficiency indicates that the school's interventions are yielding positive results. As these

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						efforts continue, further advancements in student performance are anticipated in future assessments.
1.6	ELPAC	22/23 ELPAC (English Language Proficiency Assessments for California) results at Santa Rosa Charter School for the Arts indicated that a majority of English learner (EL) students were progressing steadily in their language development. Several students achieved Level 3 (Moderately Developed) and Level 4 (Well Developed), showing strong growth from previous years. However, a notable percentage of EL students remained at Level 2 (Somewhat Developed), indicating a continued need for targeted supports. Reclassification rates remained low, highlighting the	24/25 ELPAC data shows promising gains across grade levels at Santa Rosa Charter School for the Arts. A larger percentage of students reached Level 4 (Well Developed), and several students were reclassified as Fluent English Proficient, signaling effective support strategies and increased access to academic language. Fewer students are performing at Level 1 (Minimally Developed), and many students who were previously at Level		All EL students show growth toward mastery in each of the language domains.	The difference between this year's ELPAC results and last year's baseline clearly demonstrates growth in English language development at Santa Rosa Charter School for the Arts. Compared to last year, when a significant portion of students remained at Level 2 and reclassification rates were low, this year shows a shift with more students moving into Levels 3 and 4, and an increase in the number of students achieving

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		importance of ongoing intervention and support to accelerate English language acquisition, particularly for long-term English learners.	2 have now progressed to Level 3 or higher. These outcomes reflect the school's strengthened focus on integrated and designated ELD instruction, staff training, and arts-integrated strategies to promote language development and engagement.			reclassification. This upward trend indicates that the instructional strategies and supports implemented over the past year—such as targeted ELD instruction, professional development for teachers, and the integration of language-rich arts activities—are effectively helping English learners build proficiency. The reduction in students performing at Level 1 also suggests early intervention efforts are working, leading to stronger foundational language skills and greater access to the core curriculum

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.

Overall implementation of this goal was strong, with most planned actions executed as intended. Arts integration was embedded into instructional planning, and teachers received targeted professional development throughout the year. A key success was the collaboration between classroom teachers and the Art Coordinator to help with implementing interdisciplinary units. Additionally, students across all grade levels participated in performances, showcases, and project-based learning that aligned with academic and VAPA standards. Some challenges arose, particularly related to a reduction in staffing due to budget constraints that led to the combining of some classrooms and a reduced number of teachers on site, which impacted the full scope of integration and collaboration.

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 minor material differences between budgeted and actual expenditures. Some professional development funds allocated for off-site training were not used due to scheduling conflicts and travel limitations, resulting in lower actual expenditures in that category. However, funds were reallocated to support on-site coaching and collaboration time for teachers to plan integrated lessons.

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

Santa Rosa Charter School for the Arts made significant progress in implementing arts integration strategies across all grade levels to support standards-based instruction in core academic subjects. Teachers received professional development in arts integration, and curriculum maps were updated to reflect cross-curricular learning goals. Grade-level teams collaborated to embed music, visual arts, drama, and movement into units aligned with Common Core and NGSS standards. Intervention supports were integrated with arts-based strategies to enhance engagement and reinforce academic concepts, particularly in ELA and Math. Emphasis was also placed on culturally relevant instruction and equity in access to learning experiences.

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 previous year, the school will make a few adjustments to this goal. Metrics will be refined to more closely monitor student growth in both academic and arts-integrated settings, including rubrics that assess depth of understanding through project-based assessments. Target outcomes will emphasize narrowing achievement gaps for unduplicated pupils by prioritizing intervention blocks within the master schedule and training staff on differentiated instruction using arts strategies. Planned actions for the coming year include embedding intervention supports within arts-based lessons, and leveraging community arts partnerships to extend learning beyond the classroom. Additionally, more consistent data collection and review cycles will be implemented to better track progress throughout the year.

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
1.2	Music Teacher	Arts programming in Music education including Arts Integrated core instruction. The integration of music education into core instruction for all students will facilitate multisensory learning experiences, foster cross-curricular connections, support cognitive development, nurture creativity and innovation, and enrich students' cultural understanding. These benefits will contribute to a holistic and enriching educational experience that prepares students for success in academics and beyond. 5 days a week.	\$71,835.00	Yes
1.3	ELD Specialist and ELD Art Integration Specialist.	Serve EL students with small group daily ELD instruction. Provide a robust ELD program that provides designated English instruction on a daily basis and integrates language instruction through collaboration with other teachers, including art integration. All levels of ELD including newcomers are able to participate in art integrated drama units. This approach will ensure that students receive comprehensive language support and have opportunities to develop their English language skills across diverse content areas, enhancing their academic achievement and overall learning experience. 5 days a week.	\$52,100.00	Yes
1.4	Instructional Aide	Instructional aide to provide targeted small group intervention services and other support as needed to benefit students with access to personalized learning, early intervention, and consistent academic support ultimately leading to improved student outcomes and academic success. 5 days a week.	\$16,654.00	Yes
1.5	Art Coordinator	1 day a week to supplement the The Art Coordinator who ensures that the school's artistic vision and mission are integrated into all aspects of education, aligning curriculum and activities with the charter's artistic focus. Embedded within this position is the test coordinator responsible for tracking and assessment data, including supporting the administration of assessments such as the English Language Proficiency Assessments for	\$21,559.23	Yes

Action #	Title	Description	Total Funds	Contributing
		California (ELPAC) and the California Assessment of Student Performance and Progress (CAASPP) tests. This involves coordinating testing schedules, preparing materials, and managing test administration logistics. The Art Coordinator also provides Social-Emotional Support by collaborating with teachers and counselors to identify and address students' social-emotional needs and interventions. The Art Coordinator assists in developing and monitoring Student Assistance Plans (SAPs) for students who require additional academic support. By coordinating resources, interventions, and progress monitoring this support helps students achieve academic success. The Art Coordinator's role is multifaceted, encompassing academic support, social-emotional well-being, and adherence to the school's artistic mission and charter foundation.		
1.6	Drama Teacher	Arts programming in Drama education including Theater Arts Integrated core instruction. Theater arts and incorporating drama into integrated core instruction at the arts charter school will enhance communication skills, foster empathy and social awareness, develop critical thinking and problem-solving abilities, build confidence, promote cultural understanding, and cultivate collaboration and teamwork. These benefits contribute to a well-rounded education that prepares students for academic success, personal growth, and active participation in society. The Drama teacher will teach a specific elective period at the middle school, push in for Art Integration and skill building support, and work with students directly to support theatrical and oratory productions including announcing at assemblies, theater art productions for families, students and staff. 5 days a week	\$26,050.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Foster active involvement of all stakeholders, including students, parents, staff, and the community, to create a positive and inclusive school climate. Support student well-being by providing a nurturing and safe environment that promotes academic, social, and emotional growth. Strengthen our school-to-home partnership by enhancing communication, collaboration, and engagement between the school and families, ensuring a holistic approach to education and student success.	Focus Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Panorama Survey Student Response	Panorama Survey School Year 23-24 Elementary: Supportive Relationships 85% Classroom Effort 75% Positive Feelings 58% Challenging Feelings 53%	Panorama Survey School Year 24-25 Elementary: Supportive Relationships 85% Classroom Effort 74% School Safety 66% (new metric)		Continue to show growth in all areas of the Panorama Survey	This year's Panorama Student Survey results offer a meaningful window into how our students feel about their school experience and how well we are supporting their

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Self Efficacy 51% Middle: Supportive Relationships 81% Classroom Effort 69% Challenging Feelings 51% Positive Feelings 43% Self Efficacy 39%	Challenging Feelings 64% Positive Feelings 57% Self Efficacy 44% Middle: Supportive Relationships 77% Classroom Effort 69% School Safety 54% Challenging Feelings 43% Positive Feelings 36% Self Efficacy 19%			social-emotional development. We are proud to recognize several areas of strength and growth across both elementary and middle grades. Elementary Highlights Consistently Strong Supportive Relationships (85%) Elementary students continue to report high levels of supportive relationships, with no change from last year. This shows our students feel cared for and connected to adults and peers — a vital foundation for emotional well-being and academic growth. Improvement in Challenging Feelings (from 53% to 64%)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						A significant 11-point increase in this area indicates that more students are feeling capable of managing difficult emotions, stress, and adversity. This suggests our SEL programming, classroom climate efforts, and emotional support strategies are having a real impact. Stability in Positive Feelings (slight dip from 58% to 57%) While there's a small decrease, it remains relatively stable. Continued attention to activities that spark joy and engagement will help keep this strong. New Metric: School Safety at 66% The introduction of the School Safety

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						measure provides a new baseline, and a 66% score is a positive starting point, reflecting students' perception of both physical and emotional safety on campus. Middle School Highlights Classroom Effort Holds Steady at 69% Middle school students maintained their effort in class, showing resilience and academic focus even as social-emotional needs evolve. This consistent level of engagement is something to celebrate. New Metric: School Safety at 54%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						While lower than elementary, a majority of middle school students feel safe at school. This gives us a clear area to continue prioritizing, and the new data point gives us a starting place for goal-setting and dialogue. Supportive Relationships Remain Strong at 77% Although there's a slight dip from 81%, the data still reflects that a large portion of our middle school students feel supported by the adults and peers around them. Areas of Notable Growth

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						Elementary Challenging Feelings +11 points Middle Classroom Effort remains stable despite dips in other areas Elementary Self-Efficacy only declined slightly (from 51% to 44%), and it remains higher than middle school, showing younger students may still feel more capable of achieving goals. What This Means for Us These results demonstrate that our efforts to foster supportive relationships, maintain high levels of classroom effort, and increase student resilience are paying off. While some measures

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						like self-efficacy and positive feelings saw slight decreases—especially in middle school—this gives us a clear roadmap for where to deepen support. Our elementary students are developing strong emotional skills, and middle schoolers are showing strong academic effort and relationships during a period of immense change in their development. We will continue to build on these bright spots and use student voice to guide improvements in emotional support, belonging, and safety across all grades.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	Intervention Support Data	SANTA ROSA CHARTER SCHOOL FOR THE ARTS YEAR-END COUNSELING DATA 2023-2024 Number of students seen= 140 403 =Total Student population 35% of students accessed school counseling services Student Self-Referrals= 46 (counseling request form, written request, not including walk-ins) Suicide Assessments= 8 (progressive INCREASE from start of the year) School Based Therapist student referrals = 7 Two highest reasons for counseling referral= Reporting School Concerns and Social-Emotional	Santa Rosa Charter School for the Arts year-End Counselling Data 2024-2025 TIER 1 SCHOOL-WIDE SEL, CLASSROOM MEETINGS, & TRAININGS PROFESSIONAL DEVELOPMENT: ARTS CHARTER COUNSELING FOR TEACHERS & STAFF PD COUNSELOR INTRODUCTIONS : Welcomed students and provided more information about the school counseling program KIMOCCHIS: Over 20 lessons taught to students in grades TK, K, 1, 2, 3, equipping students to use		Maintain the current interventions provided to staff, students and families as well as strengthen our tier 1 and 2 interventions.	Based on the data from 2023–2024 and 2024–2025, counseling services at Santa Rosa Charter School for the Arts have been critical in supporting students’ mental health, social-emotional development, and overall well-being. The data from the past two years clearly shows that counseling services are not just helpful—they are essential to student success, school safety, and community well-being. The counselor is a key pillar in the multi-tiered system of supports (MTSS), providing everything from universal SEL education to life-saving crisis response. Continued and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Most counseling referrals come from: Grade 2,3,5 Counselor-Initiated Restorative Referrals= 12+ Education Meetings (SSTs/504s/Re-Entry): 28 “Lunch Bunch” Participants= Approx. 25 Tier 1 Classroom Interventions: 5 consecutive weeks of KIMOCHI lessons in grades TK-2 5 Classroom Circles: Safe, Respectful, Responsible theme in grades TK-3 7 Vaping Prevention Presentations, in grades 5-8 Group Counseling: 8 consecutive weeks of SEL Group for 4-6 students in grades 2 and 3.	their toolbox to manage big feelings and provide overall improvement to student behavior and learning. KINDERGARTEN LESSONS: “Hands are not for Hitting”, “It’s Hard Being a Verb”, “Big Feelings” ANTI-BULLYING AWARENESS PRESENTATION & PLEDGE: grades 4-8th - Students received a 30-minute interactive presentation that proactively trained students on noticing the signs of bullying and harassment, as well as how to report, and committed to a school-wide pledge. Reports of bullying significantly			stable investment in this role is crucial for maintaining a healthy, safe, and supportive learning environment for all students.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Monthly, grade 4. School Wide Program Planning: Safe School Ambassadors Program Grades 5-8 Approximately 20 students participated in two consecutive days of training at school. Family group meetings were held monthly.	decreased as a result. FENTANYL AWARENESS PRESENTATION: Middle School 6-8th - Students gained awareness of the dangers of Fentanyl through a collaborative presentation showing statistics, data, how to report, and get support, following the fentanyl-related deaths in the district. ANTI-VAPING AWARENESS PRESENTATION: Middle School (7th) - Students gained awareness of the dangers of vaping to the adolescent developing brain from both nicotine and THC substances. TIER 2 INDIVIDUAL			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			STUDENT NEEDS & OUTCOMES Total Number of Students Seen - 136 (Enrollment: 371 = 36% of students accessed individual or small group counseling services) Student Self-Referrals 68, grades 4-6 - this total reflects the number of students who accessed school counseling requests through Google Form. Other self-referrals (walk-ins, written requests) were responded to, and do not reflect the total. The two highest reasons for counseling referral Big Emotions, Mental Health Concerns Number of Students Referred for counseling			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			services by Parent or Teacher: 27 Small Group Social Skills & Lunch Bunch = 30 students participated continuously. The majority reported having gained at least one new friend this school year. Education & Parent Meetings (SSTs/504s/IEP Support/Re-Entries): 34 TIER 3 RESPONSIVE SERVICES & REFERRALS Individual Counseling: 136 (self-referrals: 68) Students Needing Crisis Response: 20 Suicide Risk Assessments 4 (Targeted interventions			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			produced a 60% decrease compared to last year) School-Based Therapist student referrals = 5 (62.5% DECREASE from 2023-24 school year) THIS REPORT COVERS DATA FROM AUGUST 14, 2024, TO MAY 20, 2025			
2.3	SACO (PTO) Meeting Participation	SACO monthly meetings have noticed a drop in attendance this year compared to last year and are currently recruiting board members	SACO monthly meetings have grown to support more members. The board has expanded and all positions are currently filled with a new co-president. School events put on by SACO have been incredibly successful this year.		SACO will have all board positions filled by parents. There will be robust attendance at SACO meetings and volunteers will regularly support school events.	The 2024–25 school year has marked a significant period of growth and revitalization for our School of the Arts Community Organization (SACO). While last year's monthly meetings saw a decline in attendance and the board was actively recruiting new members, this

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						year tells a very different and inspiring story. SACO has experienced a resurgence in engagement, with monthly meetings now supported by a growing number of involved members and enthusiastic participants. The SACO board has expanded, and all leadership positions are currently filled, including the exciting addition of a new co-president. The events hosted by SACO this year have been among the most successful in recent memory. From seasonal celebrations to family-friendly gatherings and school-wide enrichment

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						activities, SACO has helped create joyful, inclusive experiences that reflect the values of our arts-focused community. These events have not only brought families together but have also strengthened the partnership between home and school—supporting students both socially and emotionally. The increased visibility and involvement of SACO demonstrate the deep care and commitment our families have for our school. This strong family support continues to be a cornerstone of our success, and we are deeply grateful for the time, talents, and

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						contributions of every SACO volunteer and board member.
2.4	PAB Meeting Participation	All PAB board positions are filled. Middle school will need to recruit two students for youth voice on PAB board.	All PAB board positions are filled and attended regularly with a full quorum.		PAB will have all board positions filled and all meetings will be attended by the majority of the board.	This year continues to support a solid and collaborative PAB board who work together in order to ensure that we adhere to our charter and remain compliant with CDE protocols for local control accountability.

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 2024–25 school year, Santa Rosa Charter School for the Arts implemented a range of initiatives to foster stakeholder involvement and build a supportive school climate. Monthly Narwhal Assemblies recognized students for character strengths and academic milestones, while buddy communities paired older and younger students to promote cross-grade collaboration and mentorship. The school also increased its focus on restorative practices, with push-in restorative circles and classroom-based community building. Parent engagement remained a priority through regular communications, SACO and PAB meetings, the Arts Charter Newsletter, and family-focused events as well as student performances.

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.

Estimated actual expenditures were slightly lower than budgeted amounts in areas related to external SEL training and contracted services due to cost-saving adjustments and staff taking on internal facilitation roles. In contrast, family engagement event costs were slightly higher due to increased attendance and expanded programming. The planned percentage of improved services for unduplicated students remained

close to initial projections, as many of the school-wide supports (restorative circles, SEL programming, and family engagement strategies) were delivered equitably to all students, including those who are socioeconomically disadvantaged or English learners.

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

The specific actions taken proved highly effective in promoting an inclusive school climate and strengthening the school-to-home partnership. School climate survey data indicated increased feelings of belonging and safety among students, while family feedback reflected appreciation for transparent and frequent communication. The buddy community model and monthly assemblies fostered meaningful student relationships and a sense of pride. Restorative practices were successful in addressing conflicts and building student voice and agency. While there is still room to expand mental health supports and streamline outreach to underrepresented families, the overall impact of these actions has been positive.

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 feedback from last year, it is important for us to focus on implementing a more systematic approach to collecting feedback from students and parents to inform decision-making and strengthen responsiveness. These updates aim to sustain and deepen the inclusive, collaborative climate established this past year.

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	Counselor Position	Continue to improve upon school wide implementation of social emotional/character education program. Provide students with emotional well being and academic supports as well as counseling and intervention services.	\$79,519.00	Yes
2.2	School Safety Advisor	School climate, culture and safety will be supported by proactively building relationships, deescalating conflicts using trauma-informed and restorative practices, and offering consistent supervision and intervention.	\$73,795.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [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.

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.

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

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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
\$335,766	\$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
8.686%	0.000%	\$0.00	8.686%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Music Teacher Need: Academic growth and social emotional support needs. Scope: Schoolwide	Integrating music through into our curriculum supports English learners, foster youth, and low-income students by providing an engaging medium that enhances language skills and cultural awareness. It offers emotional and social support, fostering a sense of belonging and boosting self-esteem. Additionally, the collaborative nature of music activities promotes teamwork, communication, and critical thinking, contributing to overall academic success and personal growth	Schoolwide assessments, youth truth, panorama, ELPAC

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
		for all students which is why this is provided on a schoolwide basis.	
1.4	Action: Instructional Aide Need: Scope: Schoolwide	An instructional aide will support English learners, foster youth, and low-income students by providing targeted intervention groups that address specific academic needs and learning gaps. These groups offer personalized attention and tailored instruction, helping students build essential skills and confidence. By fostering a supportive and focused learning environment, the aide can enhance student engagement and academic outcomes for these vulnerable populations and our students on a schoolwide basis.	Schoolwide and state assessments
1.5	Action: Art Coordinator Need: Academic growth and social emotional support Scope: Schoolwide	The Art Coordinator will support English learners, foster youth, and low-income students by integrating art into the curriculum, making learning more engaging and accessible. By collaborating with teachers, the Art Coordinator ensures that art-based strategies are tailored to meet the specific needs of these students, enhancing their comprehension and participation. This support not only fosters creativity and critical thinking but also helps build a more inclusive and supportive educational environment, promoting academic and personal growth for all students which is why this is provided on a schoolwide basis.	local assessments, state assessments, panorama, youth truth
1.6	Action: Drama Teacher Need: Academic growth and social emotional support Scope: Schoolwide	The drama teacher will support English learners, foster youth, and low-income students by integrating drama into the curriculum, providing a dynamic and interactive learning experience. This approach helps students improve their language skills, express emotions, and build confidence through role-playing and storytelling. By creating a supportive and inclusive environment, the drama teacher fosters collaboration, creativity, and critical	schoolwide assessments, state testing, panorama, youth truth

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
		thinking, contributing to the overall academic and social development of these students.	
2.1	Action: Counselor Position Need: academic growth and emotional support Scope: Schoolwide	A counselor will address the needs of English learners, foster youth, and low-income students by providing personalized support that encompasses academic, social, and emotional aspects. Through individual and group counseling sessions, the counselor helps these students navigate challenges, develop coping strategies, and build resilience. Additionally, the counselor collaborates with teachers and families to create a supportive network, ensuring that each student receives the resources and guidance necessary for their overall well-being and academic success.	panorama, and local assessment data
2.2	Action: School Safety Advisor Need: Unduplicated students (EL, FY, LI) often require additional social-emotional support, positive adult connections, behavioral guidance, and safe, welcoming learning environments to access their education equitably Scope: Schoolwide	The School Safety Advisor supports unduplicated students by proactively building supportive relationships, deescalating conflicts using trauma-informed and restorative practices, and offering consistent supervision and intervention. These efforts reduce disciplinary incidents and increase feelings of safety and belonging, which benefit all students while specifically addressing the needs of EL, FY, and LI students. The position is schoolwide to ensure that all students, especially those most vulnerable, receive equitable access to a safe, inclusive, and supportive school environment.	Suspension and behavior incident rates (disaggregated by student group) Attendance and chronic absenteeism data School climate surveys (student/staff/family) Documentation of interventions and behavior supports in the Student Information System

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.3	Action: ELD Specialist and ELD Art Integration Specialist. Need: Continue to improve rates of reclassification and support access to proficiency for ELD students. Scope: Limited to Unduplicated Student Group(s)	We have used LCAP funding to maintain our ELD specialist position. Through this position, English language learners are able to receive small group ELD instruction with our ELD specialist. Arts Integration teaching methodologies have been shown to increase student engagement, wellbeing as well as increase English language acquisition for English language learners.	ELPAC Score and demonstrate significant proficiency grade level growth in grade level standards particularly in ELA and math.

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

Additional Concentration Grant Funding

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

Not Applicable

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

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	3,865,547	335,766	8.686%	0.000%	8.686%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$341,512.23	\$0.00	\$0.00	\$0.00	\$341,512.23	\$341,512.23	\$0.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.2	Music Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Santa Rosa Charter School for the Arts	August 2024-June 2025	\$71,835.00	\$0.00	\$71,835.00				\$71,835.00	
1	1.3	ELD Specialist and ELD Art Integration Specialist.	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners		August 2024-June 2025	\$52,100.00	\$0.00	\$52,100.00				\$52,100.00	
1	1.4	Instructional Aide	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		August 2024-June 2025	\$16,654.00	\$0.00	\$16,654.00				\$16,654.00	
1	1.5	Art Coordinator	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		August 2025-June 2026	\$21,559.23	\$0.00	\$21,559.23				\$21,559.23	
1	1.6	Drama Teacher	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: Santa Rosa Charter School for the Arts	August 2024-June 2025	\$26,050.00	\$0.00	\$26,050.00				\$26,050.00	
2	2.1	Counselor Position	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income		August 2025-June 2026	\$79,519.00	\$0.00	\$79,519.00				\$79,519.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.2	School Safety Advisor	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	August 2025-June 2026	\$73,795.00	\$0.00	\$73,795.00				\$73,795.00	

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
3,865,547	335,766	8.686%	0.000%	8.686%	\$341,512.23	0.000%	8.835 %	Total:	\$341,512.23
								LEA-wide Total:	\$0.00
								Limited Total:	\$52,100.00
								Schoolwide Total:	\$289,412.23

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	1.2	Music Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income		\$71,835.00	
1	1.3	ELD Specialist and ELD Art Integration Specialist.	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$52,100.00	
1	1.4	Instructional Aide	Yes	Schoolwide	English Learners Foster Youth Low Income		\$16,654.00	
1	1.5	Art Coordinator	Yes	Schoolwide	English Learners Foster Youth Low Income		\$21,559.23	
1	1.6	Drama Teacher	Yes	Schoolwide	English Learners Foster Youth Low Income		\$26,050.00	
2	2.1	Counselor Position	Yes	Schoolwide	English Learners Foster Youth Low Income		\$79,519.00	
2	2.2	School Safety Advisor	Yes	Schoolwide	English Learners Foster Youth	All Schools	\$73,795.00	

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			

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$299,415.00	\$302,415.00

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	Student Learning Rounds	Yes	\$5,000.96	\$5,000.96
1	1.2	Music Teacher	Yes	\$71,835.00	\$74,835.00
1	1.3	ELD Specialist and ELD Art Integration Specialist.	Yes	\$52,100.00	\$52,100.00
1	1.4	Instructional Aide	Yes	\$38,350.81	\$38,350.81
1	1.5	Art Coordinator	Yes	\$21,559.23	\$21,559.23
1	1.6	Drama Teacher	Yes	\$26,050.00	\$26,050.00
2	2.1	Counselor Position	Yes	\$79,519.00	\$79,519.00
2	2.2	Orientation and BEST Days	Yes	\$5,000.00	\$5,000.00

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)
300,500	\$299,415.00	\$302,415.00	(\$3,000.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Student Learning Rounds	Yes	\$5,000.96	\$5,000.96		
1	1.2	Music Teacher	Yes	\$71,835.00	\$74,835.00		
1	1.3	ELD Specialist and ELD Art Integration Specialist.	Yes	\$52,100.00	\$52,100.00		
1	1.4	Instructional Aide	Yes	\$38,350.81	\$38,350.81		
1	1.5	Art Coordinator	Yes	\$21,559.23	\$21,559.23		
1	1.6	Drama Teacher	Yes	\$26,050.00	\$26,050.00		
2	2.1	Counselor Position	Yes	\$79,519.00	\$79,519.00		
2	2.2	Orientation and BEST Days	Yes	\$5,000.00	\$5,000.00		

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)
3,778,581	300,500	0	7.953%	\$302,415.00	0.000%	8.003%	\$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, Statutes 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:

- 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).

California Department of Education
November 2024

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Cesar Chavez Language Academy
CDS Code:	49709120128074
LEA Contact Information:	Name: Aida Diaz Position: Principal Phone: 707-890-3890
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	Amount Whole Numbers
Total LCFF Funds	\$10,360,285
LCFF Supplemental & Concentration Grants	\$2,317,466
All Other State Funds	\$663,419
All Local Funds	\$182,631
All federal funds	\$32,370
Total Projected Revenue	\$11,238,705

Total Budgeted Expenditures for the 2025-26 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$11,171,777
Total Budgeted Expenditures in the LCAP	\$2,741,690
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,317,466
Expenditures not in the LCAP	\$8,430,087

Expenditures for High Needs Students in the 2024-25 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$2,032,932
Actual Expenditures for High Needs Students in LCAP	\$2,122,9312

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2025-26 Difference in Projected Funds and Budgeted Expenditures	\$0
2024-25 Difference in Budgeted and Actual Expenditures	\$19,196,380

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice Principals, and school office staff. Maintenance and operations i.e. custodians, custodial supplies, grounds workers, maintenance workers, and maintenance supplies.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024-25 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2024-25.	These additional funds were invested in the services to these students to provide additional support towards their academic achievement.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cesar Chavez Language Academy

CDS Code: 49709120128074

School Year: 2025-26

LEA contact information:

Aida Diaz

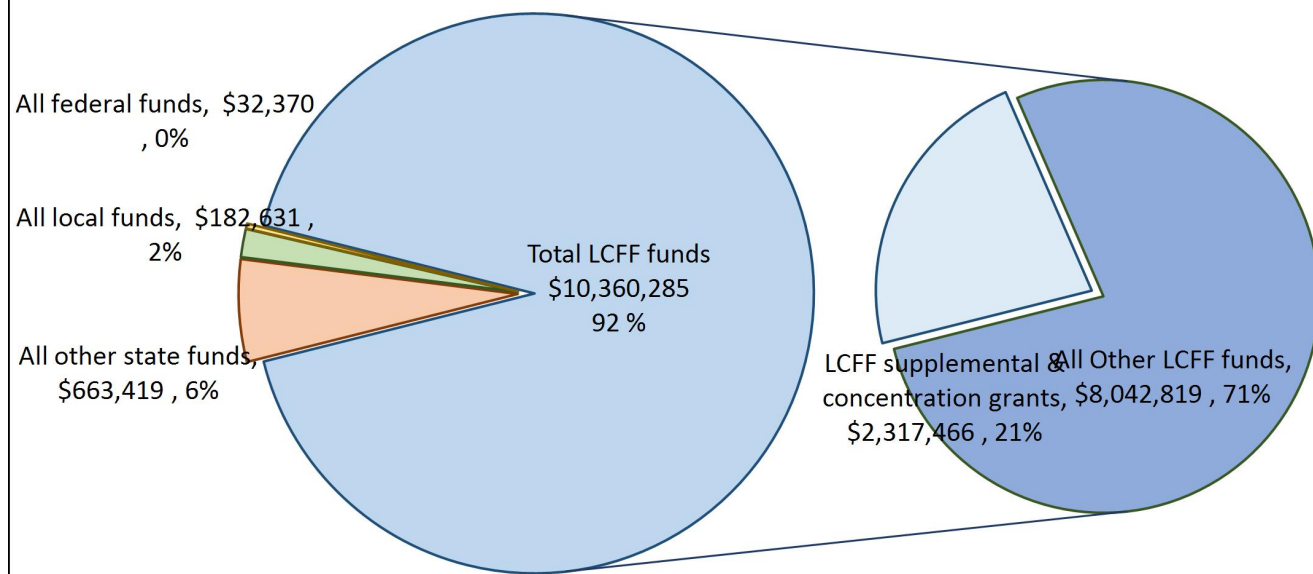
Principal

707-890-3890

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

Projected Revenue by Fund Source

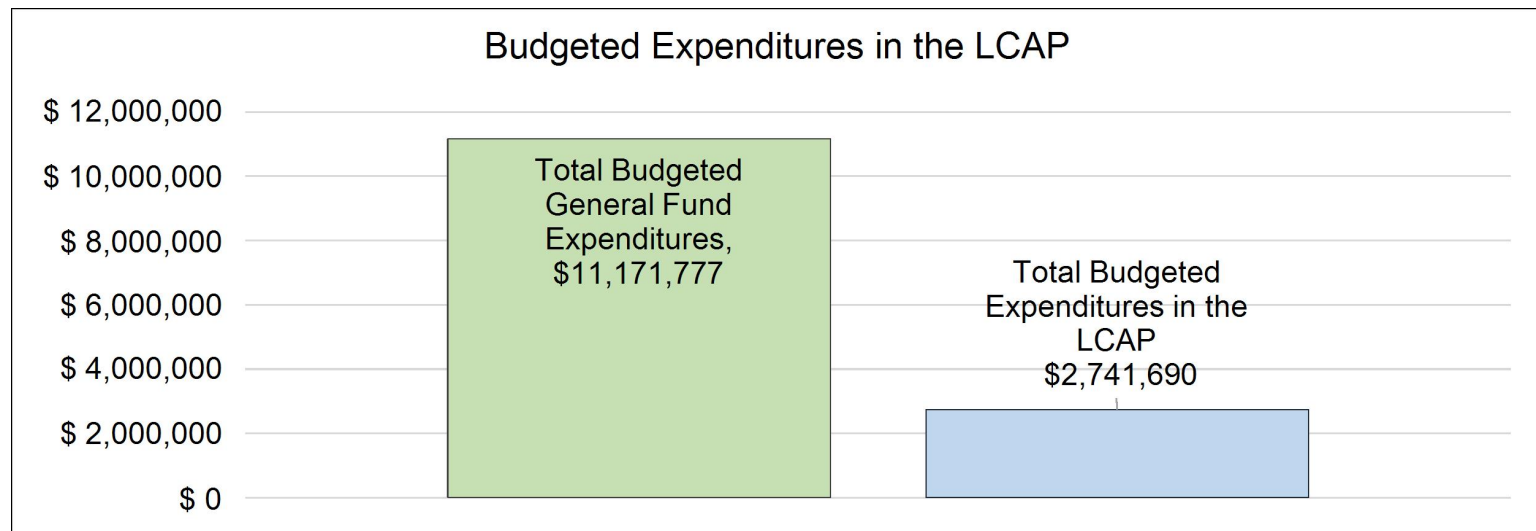


This chart shows the total general purpose revenue Cesar Chavez Language Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Cesar Chavez Language Academy is \$11,238,705, of which \$10,360,285 is Local Control Funding Formula (LCFF), \$663,419 is other state funds, \$182,631 is local funds, and \$32,370 is federal funds. Of the \$10,360,285 in LCFF Funds, \$2,317,466 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 Cesar Chavez Language 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: Cesar Chavez Language Academy plans to spend \$11,171,777 for the 2025-26 school year. Of that amount, \$2,741,690 is tied to actions/services in the LCAP and \$8,430,087 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

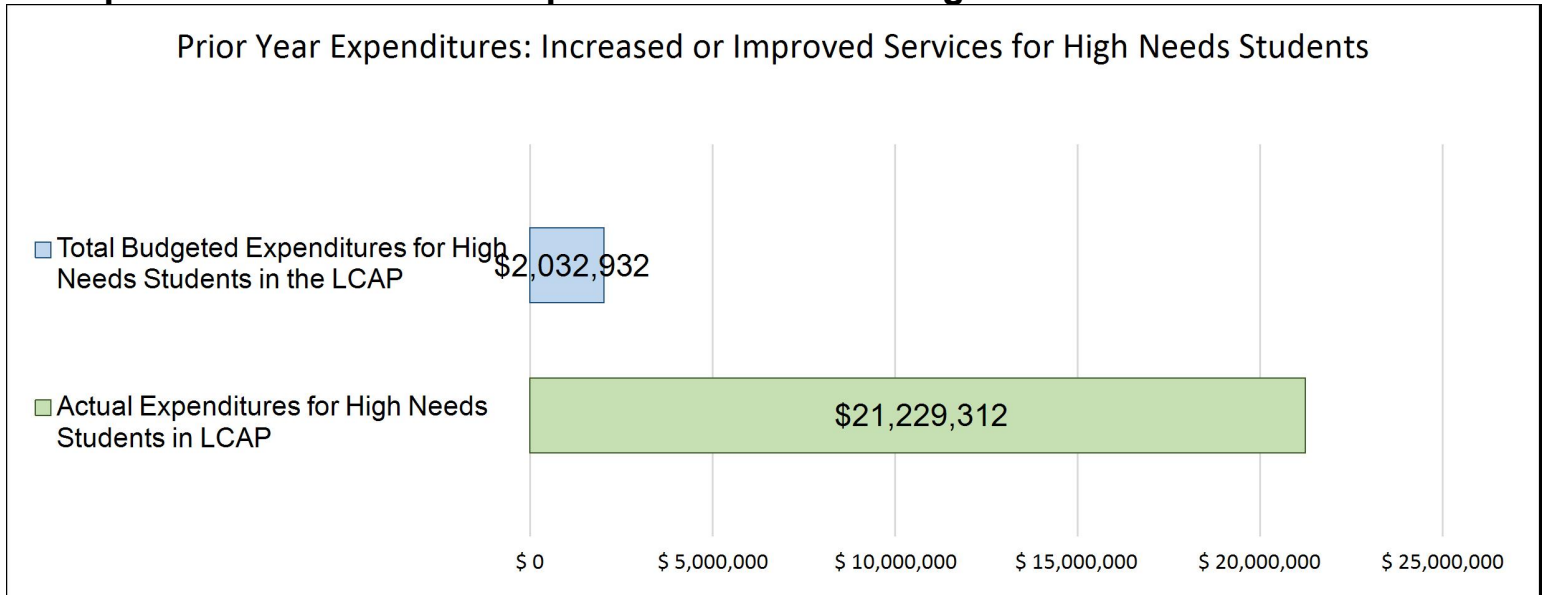
Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice Principals, and school office staff. Maintenance and operations i.e. custodians, custodial supplies, grounds workers, maintenance workers, and maintenance supplies.

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

In 2025-26, Cesar Chavez Language Academy is projecting it will receive \$2,317,466 based on the enrollment of foster youth, English learner, and low-income students. Cesar Chavez Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Cesar Chavez Language Academy plans to spend \$2,317,466 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Cesar Chavez Language Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cesar Chavez Language 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, Cesar Chavez Language Academy's LCAP budgeted \$2,032,932 for planned actions to increase or improve services for high needs students. Cesar Chavez Language Academy actually spent \$21,229,312 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$19,196,380 had the following impact on Cesar Chavez Language Academy's ability to increase or improve services for high needs students:

These additional funds were invested in the services to these students to provide additional support towards their academic achievement.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Cesar Chavez Language Academy

CDS Code: 49709120128074

School Year: 2025-26

LEA contact information:

Aida Diaz

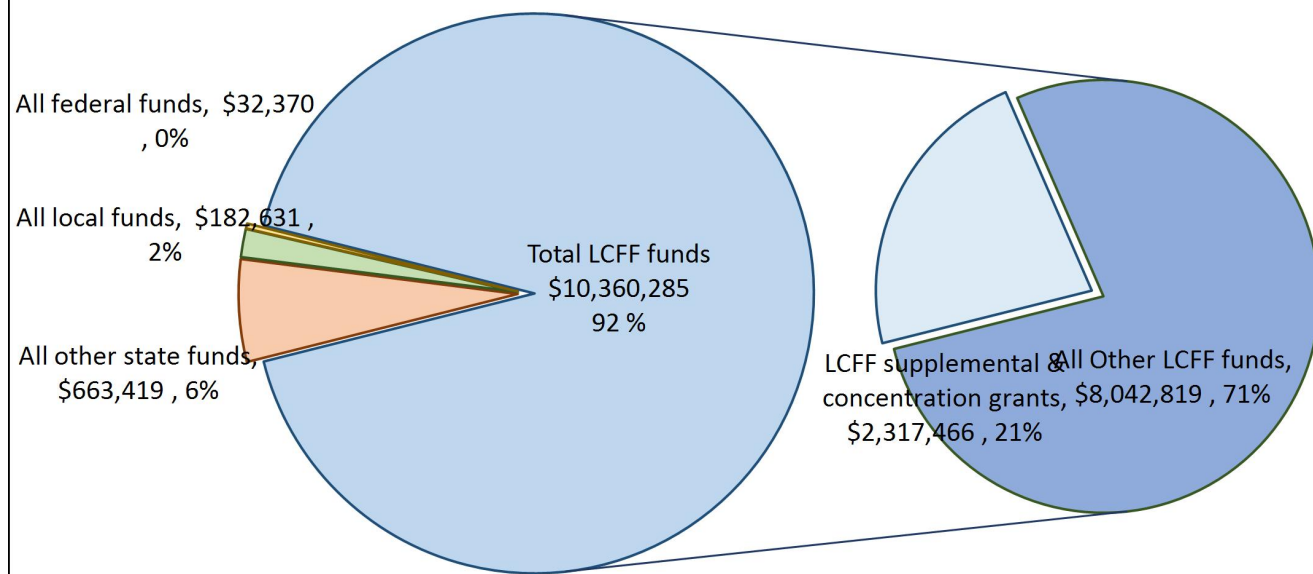
Principal

707-890-3890

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

Projected Revenue by Fund Source

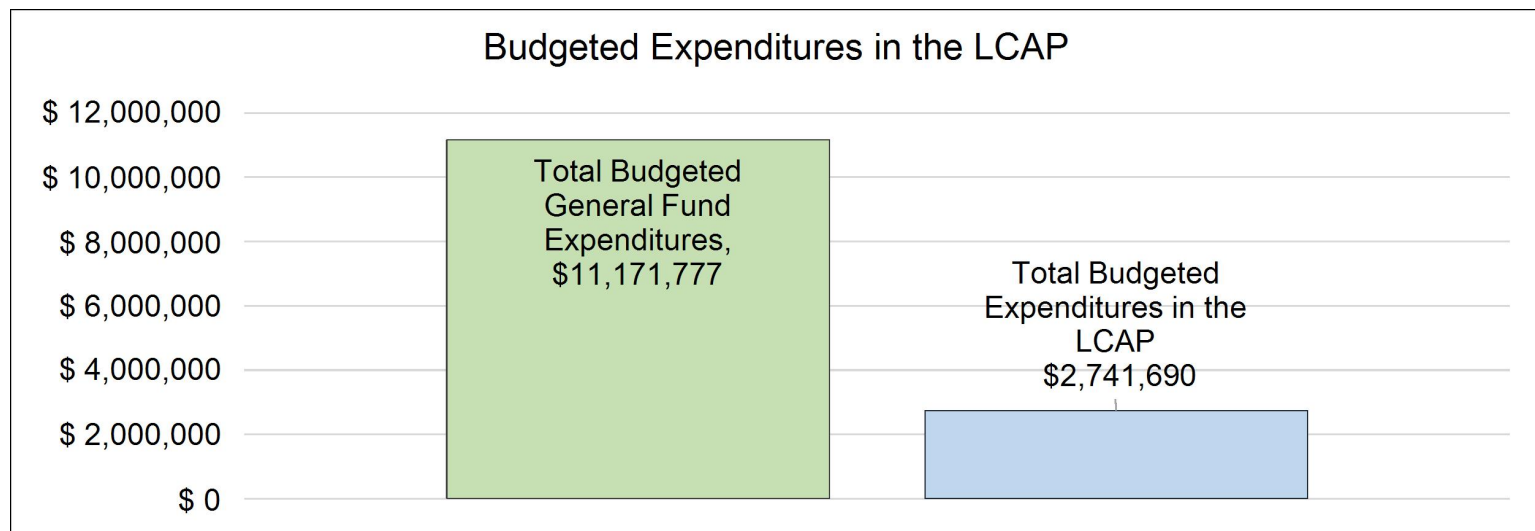


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LCFF Budget Overview for Parents

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 Cesar Chavez Language 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: Cesar Chavez Language Academy plans to spend \$11,171,777 for the 2025-26 school year. Of that amount, \$2,741,690.05 is tied to actions/services in the LCAP and \$8,430,086.95 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

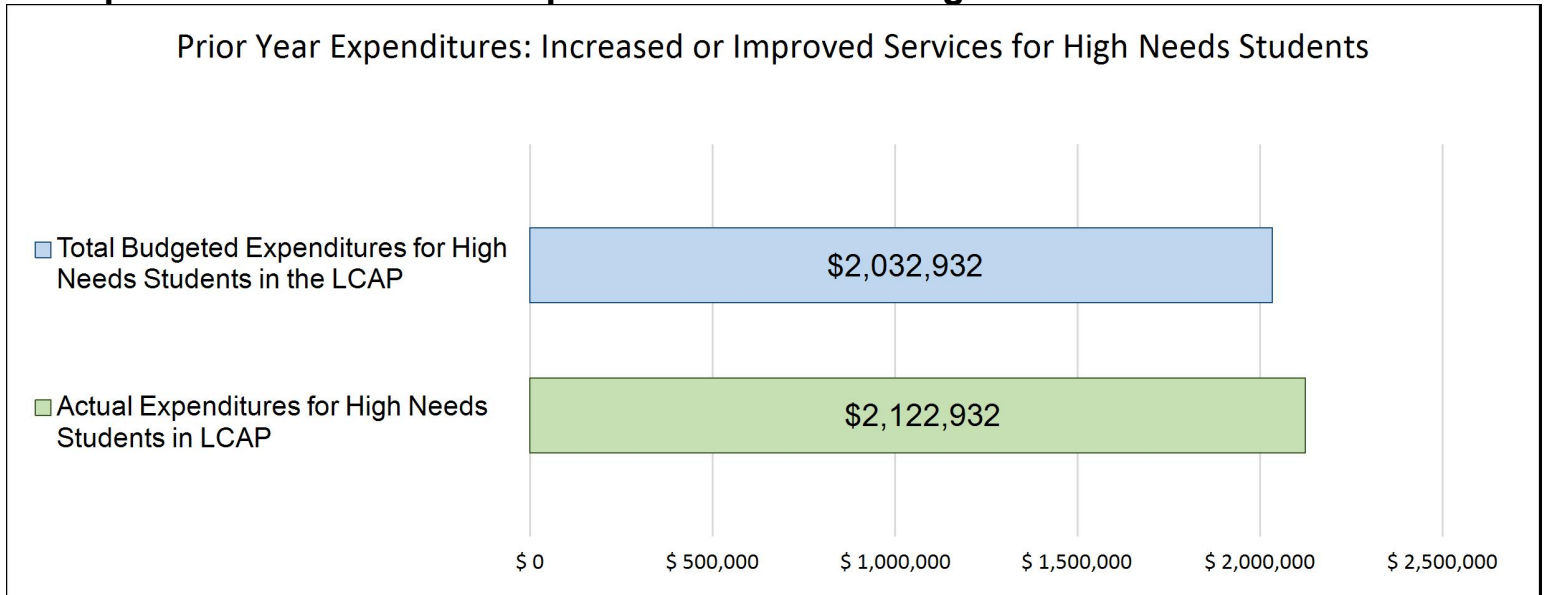
Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice Principals, and school office staff. Maintenance and operations i.e. custodians, custodial supplies, grounds workers, maintenance workers, and maintenance supplies.

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

In 2025-26, Cesar Chavez Language Academy is projecting it will receive \$2,317,466 based on the enrollment of foster youth, English learner, and low-income students. Cesar Chavez Language Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Cesar Chavez Language Academy plans to spend \$2,317,466 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Cesar Chavez Language Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Cesar Chavez Language 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, Cesar Chavez Language Academy's LCAP budgeted \$2,032,931.60 for planned actions to increase or improve services for high needs students. Cesar Chavez Language Academy actually spent \$2,122,931.60 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$90,000 had the following impact on Cesar Chavez Language Academy's ability to increase or improve services for high needs students:

These additional funds were invested in the services to these students to provide additional support towards their academic achievement.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Cesar Chavez Language Academy	Aida Diaz Principal	adiaz@srcs.k12.ca.us 707-890-3890

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.

Cesar Chavez Language Academy (CCLA), is a Tk-8th grade Dependent Charter School in the Santa Rosa City Schools School District. We offer a Dual Immersion program (Spanish/English) in our Tk-6th grade Elementary program. In 7th and 8th grades, we offer four different pathways for incoming students: Dual Immersion, World House (for Newcomer students), Spanish Language and Traditional. We have a unique 7 period day in grades 7 & 8 in order to allow for students to take a language/support class and an additional elective. We are projected to have approximately 800 students for the 2025-2026 school year, with 70% of them being “unduplicated”.

Reflections: Annual Performance

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

CCLA has made progress in the areas of English Language Performance, suspension rates and others. We still need to improve in the areas of academic performance in English and Math. We have also made a significant drop in our chronic absenteeism. Link to the data analysis done for this year is attached. Data Analysis

Reflections: Technical Assistance

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

Our school has received LCAP training as well as our district (Santa Rosa City schools), we will also be working with Sonoma County Office of Education through designated assistance.

Comprehensive Support and Improvement

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

Schools Identified

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

Cesar Chavez Language Academy has been identified as no longer being a CSI school. We identified that our greatest needs are to continue focusing on literacy in both languages as well as English Language Development for our English Language Learners in order to increase student reclassification as English proficient. With school closures from March 2020- April 2021 there has been a significant amount of learning loss. In looking at our local data (Let's Go Learn & DRA) we see the need to increase academic achievement in all areas. There is a continued need to strengthen Integrated & Designated English Language Development for our ELL students. There is a dip in 2nd grade's 'Students at or Above Grade Level' so we will have to take a look at the cause of that. When we look at students below or far below grade level in Spanish, we see larger percentages in 2nd and 3rd grade and will have to take a look at areas of reading and our PRESS model at those grades. We also have to look at why 1st grade increased 5% on the number of students below grade level in Spanish. We focus on measuring English language acquisition in grades 3rd-6th due to the 90/10 TWDI (Two Way Dual Immersion) Program. Our scores are concerning when looked at vertically (3rd to 6th) in the area of English acquisition. Our fall below and below grade level increased rather than decrease from 28% to 33% to 58% in 3rd, 4th and 6th grade. Also, our %age of students at grade level decreased from 52% to 40% to 29% in 3rd, 4th and 6th grade.

Support for Identified Schools

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

Looking at the data for SED students (41%) at CCLA, we are closing the gap for students (those who are not meeting standards) between grades 3-6 and then the curve moves back upward for grades 7-8. We are seeing a well shaped curve (2023-24 data). English speakers are doing better but are still underperforming.

63.5% of Hispanic-SED 8th grade students are not meeting ELA standards

Our chronic absenteeism rate is went from 31.8% to %21.8 (students who missed 10% or more of the school year). Said another way: 271 of our students missed 18 days or more school in 2021-22.

Students with disabilities have a 41.6% chronic absenteeism rate

Overall chronic absenteeism rate for 2021-22 was 32.2%

CCLA will continue to provide after school tutoring and smart goal conferencing with students and parents. We also will be providing additional school incentives for students to create a plan for attendance. We have also added additional sections to address academic supports.

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Throughout the course of the year, the school principal held multiple meetings with stakeholder groups. The Bilingual Advisory Board, English Learner Advisory Committee, PAC (Principal Advisory Committee) and Site Staff meetings were all place of meaningful conversations to gather input.	We had monthly meetings for all stakeholders to receive feedback from parents. We also conducted surveys for parents and staff .

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

We took the information from the meetings and surveys to see what parents and staff felt were the needs for CCLA. We also took the data from the dashboard to comprehensively create the LCAP to ensure that we are meeting all our students needs.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	CCLA has a goal of increasing academic achievement in the areas of English Language Arts and Math, as well as improving English Learner Progress as measure on the ELPAC and CAASPP by 5% each year.	Broad Goal

State Priorities addressed by this goal.
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)

An explanation of why the LEA has developed this goal.
As a school, 75% of students are scoring below grade level English speakers are doing better but are still underperforming. 62% of Hispanic-SED 8th grade students are not meeting ELA standards Looking at the data for SED students (68%) at CCLA, we are closing the gap for students (those who are not meeting standards) between grades 3-6 and then the curve moves back upward for grades 7-8. We are seeing a well shaped curve (2022-23 data).

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	2023 California School Dashboard for ELA, Math, and English	Our current score is CAASPP are as follows: 3rd-8th grade; 25.09% met or exceeded in ELA	CAASPP scores for 2024 are as follows: ELA 22.76 met or exceeded		Increased in CAASPP scores by 5% and continue to	We were able to maintain in ELA and increased by 3.2% in Math

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Learner progress as well as teacher feedback.	and 13% in Math. We were able to reclassify 60 students 2023	and Math: 16.20% of met or exceeded		reclassify students through the ELPAC process	overall as a school.

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.

Targeted tutoring-

Elementary increased focus with data at the beginning and end of the 3 tutoring sessions to track progress

Session #1 - 90 students attending (DATA: in the 1st session of tutoring, students increased their math skills an average of 10% based on pre/post testing in 5th grade)

Session #2 - 72 students attending (DATA: in the 2nd session of tutoring, students increased their math skills an average of 18% based on pre/post testing in 5th grade)

Session 1- 69 students attending (no data available yet)

Middle school tutoring: attendance kept by day and tracking what students are working on while in tutoring (DATA: 140 students attended tutoring in APRIL this year with 26 students attending multiple sessions in that month)

Building Connections with Families

Literacy Night- over 54 families attended

Math Night 32 students, 30 parents/caregivers, 20 volunteers attending

Building Connections with Students

NEW student of the month awards 7-8 : 64 students have been recognized so far this year (through April)

NEW Quetzales de Oro- trophies for 1-3, 4-6 or 7-8 given to whole classes monthly

NEW 7-8 grade semester academic awards: 241 students recognized

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.

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

We are making progress academically. We have more students meeting or exceeding standards in the report cards. Parents and students are informed how they are doing throughout the 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.

We are going to focus less money on our online platforms and focus more of our expenditures in meeting with parents and targeted tutoring.

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	Online Educational Platforms	Continue to purchase online academic programs for English Language Development, Spanish Language Development, English Language Arts and Math. Reflex Math, Star Reading, Newsela, Learning A-Z, Go Guardian, Lets go Learn, Renaissance Learning, Etc.	\$20,000.00	Yes
1.2	Teachers on Special 2	2 TOSAs will be dedicated to ensure that we are meeting the needs academically via reclassification and working in small groups to target Language Acquisition. 1 TOSA will work to support teachers to create classrooms that are focused on student learning and engagement. They will also work school wide to ensure we addressing the school culture to reduce suspension rates and chronic absenteeism.	\$566,963.20	Yes
1.3	Bilingual Instructional Assistants	Lower Elementary will retain 3 IA's to support in the area of early literacy in Spanish. Upper grades will have 3 IA's who will support in English Language Acquisition to ensure that our EL's students are receiving the	\$468,188.22	Yes

Action #	Title	Description	Total Funds	Contributing
		support they need to be reclassified. As well as 2 IA's that will be supporting our EL students in Middle School.		
1.4	Colors of Spanish(Music Consultant)	Colors of Spanish music and movement will offer weekly Spanish Language Development classes in Tk- 1st grade	\$30,372.00	Yes
1.5	Extended Learning Opportunities	Continue to offer extended learning opportunities for students after school (CSI)	\$25,000.00	No
1.6	Receptionist .75 FTE	Bilingual receptionist .75 FTE	\$55,530.48	Yes
1.7	Library Tech	This would allow for our library to be open during the hours that the students are here.	\$16,000.00	Yes
1.8	Subscriptions	Subscription to AVID for elementary and secondary	\$5,944.00	Yes
1.9	Summer School	Provide summer school for students who would benefit from extended time at school	\$52,000.00	Yes
1.10	Technology/ Hardware	Purchase additional technology and or repair to ensure academic continuum	\$5,000.00	Yes
1.11	Materials and supplies	Continue to support supplemental materials for the teachers to support all aspects of student learning	\$62,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.12	Teacher extended day	Teachers will be able to take release days and work afterschool on vertical alignment, looking and data as well as meeting with parents on student progress	\$40,000.00	Yes
1.13	ELD and Newcomer Sections	1 Certificated FTE for ELD and Newcomer Sections as Reflected in the Existing Master Schedule	\$130,000.00	Yes
1.14	Vice Principal	-Attend SST/504/IEP -Student activities, ASB, Athletics -Liaison to Boys & girls, LARC, Counseling -Youthtruth and Panorama survey gathering -Safety Plan -Article 6 -SART/SARB -Coordinate CAASPP	\$198,444.87	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	2023 California School Dashboard in the areas of Chronic Absenteeism and Suspensions for the year.	Suspension rate: 9% suspended at least one day Chronic Absenteeism is 32%	Suspension rate: 8.3% it declined by .7% Chronic Absenteeism: 21.8% it declined by 10%		Suspension rate below 5% and reduce chronic absenteeism by 10%	We are making progress in both areas.

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.

We were able to fully implement the targeted actions. We also saw positive impact in our students and school culture as a whole.

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.

No real differences.

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

We were able to -Trained 58 certificated staff in circles, decreasing the discipline entries by 50%
 -Engaged students during their none structured time and decreased conflicts between student groups by 50%
 -Provided students with after school engagement (impacting 150 students)
 -In the tracker for groups and staff circles there are 611 entries
 -Support students academically and socially

Which helped with climate and culture. We were able to provided differentiated supports to our students through restorative, student engagement, counseling and other services.

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.

We will not be making changes, since we have seen growth in all areas.

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	Counselor	Continue to provide extra resources to our students as it relates to their academics and social emotional wellness.	\$98,061.06	Yes
2.2	Additional funding for other services	Continue to support our music, outdoor and other programs that support and engage our students.	\$25,000.00	Yes
2.3	Campus Supervisors/ Student Safety Advisors	Campus supervisors/ Student Safety Advisors to support student safety and provide other adults for student to engage with	\$155,093.53	Yes
2.4	Parent involvement Opportunities	Continue to encourage parent involvement to participate during and after school activities.	\$3,000.00	No
2.5	Counselor	Retain our 2 counselors to facilitate implementation of BEST plus and Tool Box program. To promote social/emotional development including implementation of our multi-tiered system to supports	\$196,691.93	Yes
2.6	Family engagement Facilitators	2 FTE of Family Engagement Facilitators to bring in families and help with our EL students.	\$141,211.67	Yes
2.7	Restorative Specialist	2 FTE Restorative Specialist who will support our student in restorative practices and will also serve in our CARE team. They will also facilitate	\$146,189.09	Yes

Action #	Title	Description	Total Funds	Contributing
		student groups to improve school culture and climate through pre circles, circles and conflict management and engagement with students during lunch and after school.		
2.8	Humanidad Therapy	School based therapy	\$143,000.00	Yes
2.9	Student Incentives	We want to provide student incentives for all grades to promote student engagement	\$25,000.00	Yes
2.10	Social emotional Learning	Programs and activities to support social emotional learning for students: National Academy of Athletics, Portuguese Futbol Academy, Clubs during recess, Recess Equipment, assemblies.	\$60,000.00	Yes
2.11	Athletics	Funding for our Athletic programs for grades 6-8th	\$20,000.00	Yes
2.12	Increasing School to Home communication	Support all communication	\$2,000.00	No
2.13	Field Trips	Provide field trips to our students KA-8th grade to enhance their academic day	\$16,000.00	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	number of teachers participating in professional development and collaboration	89% of teachers have participated	We are about 92% of teachers trained		100% of staff attending professional development	Increase of 3%

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.

We were able to send several new teachers to the Dual Language conference that was held in New Mexico.

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.

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

We have also met to do vertical alignment KA-8th grade. We have seen a growth on student performances.

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.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [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.

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.

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

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [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.

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.

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

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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
\$2,317,466	\$255,476

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
28.814%	0.000%	\$0.00	28.814%

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Teachers on Special 2 Need: Students need extra support in small group instruction and we will be able to provide fluid instruction to meet them at their level. Scope: LEA-wide	Gives them individual instruction in small group setting	DRA, running records, Dibbles and LGL
1.3	Action: Bilingual Instructional Assistants Need: Additional support towards the goal of reclassification Scope: LEA-wide	The percentage of English Learners is such that it justifies LEA-wide action	Improved reclassification rates in the upper grades, coupled with increases in early Spanish literacy
1.4	Action: Colors of Spanish(Music Consultant) Need: Additional support through music to address language Scope: LEA-wide	The percentage of English Learners is such that it justifies LEA-wide action	Pre and post by the teacher
1.6	Action: Receptionist .75 FTE	Communication to parents and meetings to address chronic absenteeism or other needs	Youth truth survey and California Dashboard

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: To be able to communicate with all parents Scope: LEA-wide		
1.7	Action: Library Tech Need: Students need access to more books and online access Scope: LEA-wide	The library will be able to be open more hours	The number of students utilizing the library
1.8	Action: Subscriptions Need: First generation students will be able to visit and learn how to be college bond Scope: LEA-wide	By providing curriculum and training of teachers to implement AVID skills	Students academic achievement on the California Dashboard
1.10	Action: Technology/ Hardware Need: Some of our technology will be replaced Scope:	Students need to be able to always have access to technology	Local indicators

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Provide extra opportunities for our students to engage in extracurricular activities Scope: LEA-wide		
2.3	Action: Campus Supervisors/ Student Safety Advisors Need: Students not feeling safe at school Scope: LEA-wide	This will provide more supervision and more people for students to engage with	Youth truth survey
2.5	Action: Counselor Need: Social emotional support for students Scope: LEA-wide	Academic counseling and social emotional lessons	Suspension and attendance rates
2.6	Action: Family engagement Facilitators Need: Additional support to be able to reclassify our EL. Engage families in the school process Scope:	The percentage of English Learners is such that it justifies LEA-wide action	Reclassification rates

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Engagement during unstructured time Scope: LEA-wide		
2.11	Action: Athletics Need: Our students should have access to athletics Scope: LEA-wide	It will provide sports after school	number of students and academic achievement
2.13	Action: Field Trips Need: Students need to feel engaged out of the classroom as well Scope: LEA-wide	It will provide opportunity for students to explore education outside the classroom	Youth Truth survey and Panorama
3.1	Action: Release time for collaboration Need: Rigorous academic instruction Scope: LEA-wide	Providing professional development for teachers	Teacher attendance

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

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

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

Additional Concentration Grant Funding

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

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

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	1:28
Staff-to-student ratio of certificated staff providing direct services to students	N/A	1:16

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	8,042,819	2,317,466	28.814%	0.000%	28.814%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$2,525,910.87	\$15,000.00	\$0.00	\$200,779.18	\$2,741,690.05	\$2,207,223.92	\$534,466.13

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Online Educational Platforms	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
1	1.2	Teachers on Special 2	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$408,813.07	\$158,150.13	\$566,963.20				\$566,963.20	
1	1.3	Bilingual Instructional Assistants	English Learners	Yes	LEA-wide	English Learners			\$468,188.22	\$0.00	\$468,188.22				\$468,188.22	
1	1.4	Colors of Spanish(Music Consultant)	English Learners	Yes	LEA-wide	English Learners			\$0.00	\$30,372.00	\$30,372.00				\$30,372.00	
1	1.5	Extended Learning Opportunities	All Unduplicated Pupils	No					\$15,000.00	\$10,000.00	\$10,000.00	\$15,000.00			\$25,000.00	
1	1.6	Receptionist .75 FTE	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$55,530.48	\$0.00	\$55,530.48				\$55,530.48	
1	1.7	Library Tech	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$16,000.00	\$0.00	\$16,000.00				\$16,000.00	
1	1.8	Subscriptions	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$5,944.00	\$5,944.00				\$5,944.00	
1	1.9	Summer School	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student	English Learners Foster Youth Low Income			\$50,000.00	\$2,000.00	\$52,000.00				\$52,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
					Group(s)											
1	1.10	Technology/ Hardware	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$5,000.00	\$5,000.00				\$5,000.00	
1	1.11	Materials and supplies	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$62,000.00	\$62,000.00				\$62,000.00	
1	1.12	Teacher extended day	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$40,000.00	\$0.00	\$40,000.00				\$40,000.00	
1	1.13	ELD and Newcomer Sections	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners			\$130,000.00	\$0.00	\$130,000.00				\$130,000.00	
1	1.14	Vice Principal	All	No					\$198,444.87	\$0.00	\$198,444.87				\$198,444.87	
2	2.1	Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$98,061.06	\$0.00				\$98,061.06	\$98,061.06	
2	2.2	Additional funding for other services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
2	2.3	Campus Supervisors/ Student Safety Advisors	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$155,093.53	\$0.00	\$155,093.53				\$155,093.53	
2	2.4	Parent involvement Opportunities	Unduplicated pupils	No					\$3,000.00	\$0.00				\$3,000.00	\$3,000.00	
2	2.5	Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$196,691.93	\$0.00	\$123,973.81			\$72,718.12	\$196,691.93	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.6	Family engagement Facilitators	English Learners	Yes	LEA-wide	English Learners			\$141,211.67	\$0.00	\$141,211.67				\$141,211.67	
2	2.7	Restorative Specialist	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$146,189.09	\$0.00	\$146,189.09				\$146,189.09	
2	2.8	Humanidad Therapy	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$143,000.00	\$143,000.00				\$143,000.00	
2	2.9	Student Incentives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$25,000.00	\$15,000.00			\$10,000.00	\$25,000.00	
2	2.10	Social emotional Learning	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$50,000.00	\$10,000.00	\$60,000.00				\$60,000.00	
2	2.11	Athletics	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			\$0.00	\$20,000.00	\$20,000.00				\$20,000.00	
2	2.12	Increasing School to Home communication	All	No					\$0.00	\$2,000.00				\$2,000.00	\$2,000.00	
2	2.13	Field Trips	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			\$0.00	\$16,000.00	\$16,000.00				\$16,000.00	
3	3.1	Release time for collaboration	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth			\$35,000.00	\$0.00	\$20,000.00			\$15,000.00	\$35,000.00	

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
8,042,819	2,317,466	28.814%	0.000%	28.814%	\$2,317,466.00	0.000%	28.814 %	Total:	\$2,317,466.00
								LEA-wide Total:	\$2,135,466.00
								Limited Total:	\$182,000.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Online Educational Platforms	Yes	LEA-wide	English Learners Foster Youth Low Income		\$20,000.00	
1	1.2	Teachers on Special 2	Yes	LEA-wide	English Learners Foster Youth Low Income		\$566,963.20	
1	1.3	Bilingual Instructional Assistants	Yes	LEA-wide	English Learners		\$468,188.22	
1	1.4	Colors of Spanish(Music Consultant)	Yes	LEA-wide	English Learners		\$30,372.00	
1	1.6	Receptionist .75 FTE	Yes	LEA-wide	English Learners Foster Youth Low Income		\$55,530.48	
1	1.7	Library Tech	Yes	LEA-wide	English Learners Foster Youth Low Income		\$16,000.00	
1	1.8	Subscriptions	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,944.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.9	Summer School	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$52,000.00	
1	1.10	Technology/ Hardware	Yes	LEA-wide	English Learners Foster Youth Low Income		\$5,000.00	
1	1.11	Materials and supplies	Yes	LEA-wide	English Learners Foster Youth Low Income		\$62,000.00	
1	1.12	Teacher extended day	Yes	LEA-wide	English Learners Foster Youth Low Income		\$40,000.00	
1	1.13	ELD and Newcomer Sections	Yes	Limited to Unduplicated Student Group(s)	English Learners		\$130,000.00	
2	2.1	Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income			
2	2.2	Additional funding for other services	Yes	LEA-wide	English Learners Foster Youth Low Income		\$25,000.00	
2	2.3	Campus Supervisors/ Student Safety Advisors	Yes	LEA-wide	English Learners Foster Youth Low Income		\$155,093.53	
2	2.5	Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income		\$123,973.81	
2	2.6	Family engagement Facilitators	Yes	LEA-wide	English Learners		\$141,211.67	
2	2.7	Restorative Specialist	Yes	LEA-wide	English Learners Foster Youth Low Income		\$146,189.09	
2	2.8	Humanidad Therapy	Yes	LEA-wide	English Learners Foster Youth Low Income		\$143,000.00	
2	2.9	Student Incentives	Yes	LEA-wide	English Learners Foster Youth Low Income		\$15,000.00	

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

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$2,180,649.72	\$2,155,649.72

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Online Educational Platforms	Yes	\$50,000.00	\$50,000.00
1	1.2	Teachers on Special (3.2)	Yes	\$456,486.76	\$456,486.76
1	1.3	Bilingual Instructional Assistants	Yes	\$368,188.22	\$368,188.22
1	1.4	Colors of Spanish(Music Consultant)	Yes	\$30,372.00	\$30,372.00
1	1.5	Extended Learning Opportunities	No	\$25,000.00	\$25,000.00
1	1.6	Receptionist .75 FTE	Yes	\$45,530.48	\$45,530.48
1	1.7	Library Tech	Yes	\$16,000.00	\$16,000.00
1	1.8	Subscriptions	Yes	\$5,944.00	\$5,944.00
1	1.9	Summer School	Yes	\$32,000.00	\$32,000.00
1	1.10	Technology/ Hardware	Yes	\$10,000.00	\$10,000.00
1	1.11	Materials and supplies	Yes	\$62,000.00	\$62,000.00

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	1.12	Teacher extended day	Yes	\$50,000.00	\$50,000.00
1	1.13	ELD and Newcomer Sections	Yes	\$130,000.00	\$130,000.00
2	2.1	Student Engagement	Yes	\$60,942.04	\$60,942.04
2	2.2	Additional funding for other services	Yes	\$25,000.00	
2	2.3	Campus Supervisors	Yes	\$95,093.53	\$95,093.53
2	2.4	Parent involvement Opportunities	No	\$3,000.00	\$3,000.00
2	2.5	Counselor	Yes	\$166,691.93	\$166,691.93
2	2.6	Family engagement Facilitators	Yes	\$121,211.67	\$121,211.67
2	2.7	Restorative Specialist	Yes	\$126,189.09	\$126,189.09
2	2.8	Humanidad Therapy	Yes	\$143,000.00	\$143,000.00
2	2.9	Student Incentives	Yes	\$25,000.00	\$25,000.00
2	2.10	Social emotional Learning	Yes	\$60,000.00	\$60,000.00
2	2.11	Athletics	Yes	\$20,000.00	\$20,000.00

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)
2	2.12	Increasing School to Home communication	No	\$2,000.00	\$2,000.00
2	2.13	Field Trips	Yes	\$16,000.00	\$16,000.00
3	3.1	Release time for collaboration	Yes	\$35,000.00	\$35,000.00

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)
2,113,567	\$2,032,931.60	\$2,122,931.60	(\$90,000.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Online Educational Platforms	Yes	\$40,000.00	\$40,000.00		
1	1.2	Teachers on Special (3.2)	Yes	\$456,486.76	\$496,486.76		
1	1.3	Bilingual Instructional Assistants	Yes	\$368,188.22	\$368,188.22		
1	1.4	Colors of Spanish(Music Consultant)	Yes	\$30,372.00	\$30,372.00		
1	1.6	Receptionist .75 FTE	Yes	\$45,530.48	\$45,530.48		
1	1.7	Library Tech	Yes	\$16,000.00	\$16,000.00		
1	1.8	Subscriptions	Yes	\$5,944.00	\$5,944.00		
1	1.9	Summer School	Yes	\$32,000.00	\$42,000.00		
1	1.10	Technology/ Hardware	Yes	\$10,000.00	\$10,000.00		
1	1.11	Materials and supplies	Yes	\$62,000.00	\$62,000.00		
1	1.12	Teacher extended day	Yes	\$40,000.00	\$40,000.00		
1	1.13	ELD and Newcomer Sections	Yes	\$130,000.00	\$130,000.00		
2	2.1	Student Engagement	Yes	\$60,942.04	\$70,942.04		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Additional funding for other services	Yes	\$25,000.00	\$25,000.00		
2	2.3	Campus Supervisors	Yes	\$95,093.53	\$105,093.53		
2	2.5	Counselor	Yes	\$93,973.81	\$103,973.81		
2	2.6	Family engagement Facilitators	Yes	\$121,211.67	\$131,211.67		
2	2.7	Restorative Specialist	Yes	\$126,189.09	\$126,189.09		
2	2.8	Humanidad Therapy	Yes	\$143,000.00	\$143,000.00		
2	2.9	Student Incentives	Yes	\$15,000.00	\$15,000.00		
2	2.10	Social emotional Learning	Yes	\$60,000.00	\$60,000.00		
2	2.11	Athletics	Yes	\$20,000.00	\$20,000.00		
2	2.13	Field Trips	Yes	\$16,000.00	\$16,000.00		
3	3.1	Release time for collaboration	Yes	\$20,000.00	\$20,000.00		

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)
7,861,866	2,113,567	0	26.884%	\$2,122,931.60	0.000%	27.003%	\$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, Statutes 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:

- 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).

California Department of Education
November 2024

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Santa Rosa Accelerated Charter School
CDS Code:	49709200102533
LEA Contact Information:	Name: Daryl Coryell Position: Principal Phone: 707-890-3860 ext 33105
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	Amount Whole Numbers
Total LCFF Funds	\$1,347,510
LCFF Supplemental & Concentration Grants	\$38,115
All Other State Funds	\$89,634
All Local Funds	\$52,045
All federal funds	\$0
Total Projected Revenue	\$1,489,189

Total Budgeted Expenditures for the 2025-26 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$1,527,855
Total Budgeted Expenditures in the LCAP	\$38,998
Total Budgeted Expenditures for High Needs Students in the LCAP	\$38,998
Expenditures not in the LCAP	\$1,488,857

Expenditures for High Needs Students in the 2024-25 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$28,833
Actual Expenditures for High Needs Students in LCAP	\$32,933

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2025-26 Difference in Projected Funds and Budgeted Expenditures	\$883
2024-25 Difference in Budgeted and Actual Expenditures	\$4,100

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice Principals, and school office staff. Maintenance and operations i.e. custodians, custodial supplies, grounds workers, maintenance workers, and maintenance supplies.

The total actual expenditures for actions and services to increase or improve services for high needs students in 2024-25 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2024-25.	These additional funds were invested in the services to these students to provide additional support towards their academic achievement.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa Accelerated Charter School

CDS Code: 49709200102533

School Year: 2025-26

LEA contact information:

Daryl Coryell

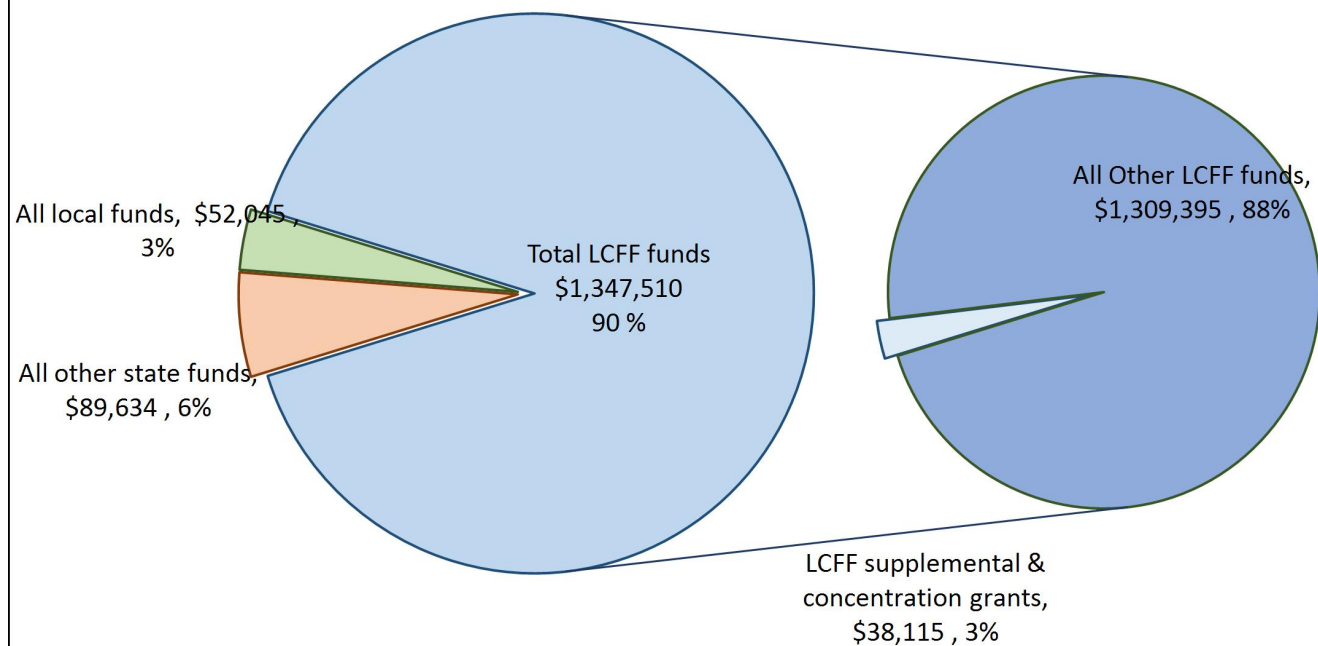
Principal

707-890-3860 ext 33105

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

Projected Revenue by Fund Source

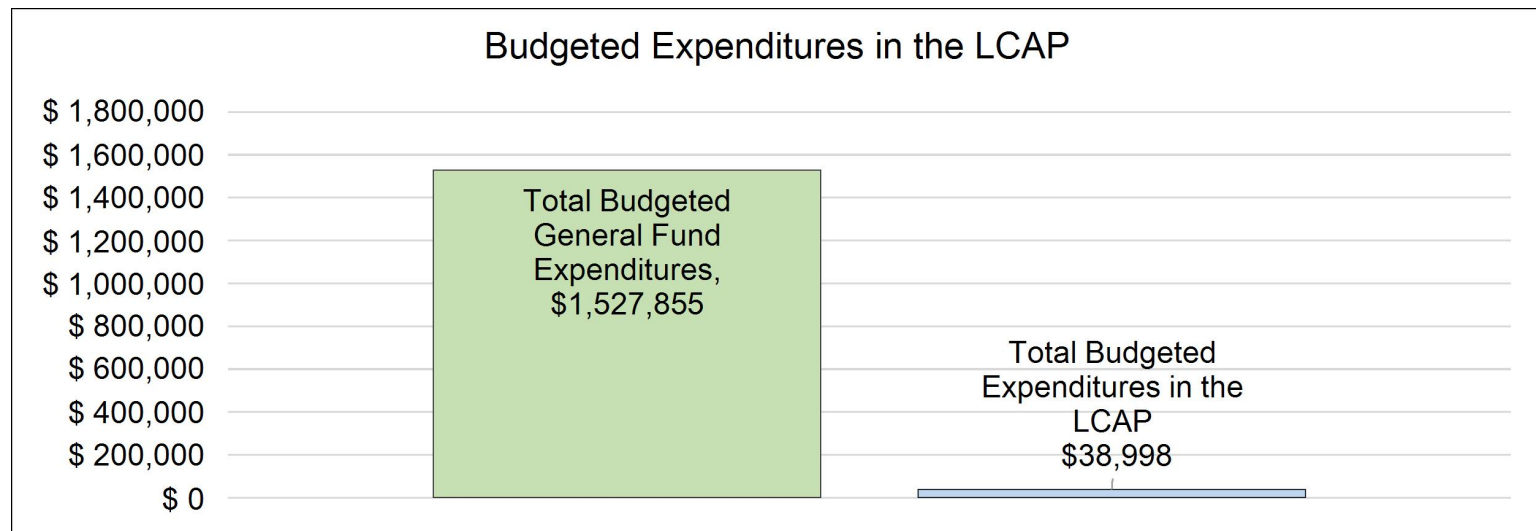


This chart shows the total general purpose revenue Santa Rosa Accelerated Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa Accelerated Charter School is \$1,489,189, of which \$1,347,510 is Local Control Funding Formula (LCFF), \$89,634 is other state funds, \$52,045 is local funds, and \$0 is federal funds. Of the \$1,347,510 in LCFF Funds, \$38,115 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 Accelerated Charter School 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 Accelerated Charter School plans to spend \$1,527,855 for the 2025-26 school year. Of that amount, \$38,998 is tied to actions/services in the LCAP and \$1,488,857 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice Principals, and school office staff. Maintenance and operations i.e. custodians, custodial supplies, grounds workers, maintenance workers, and maintenance supplies.

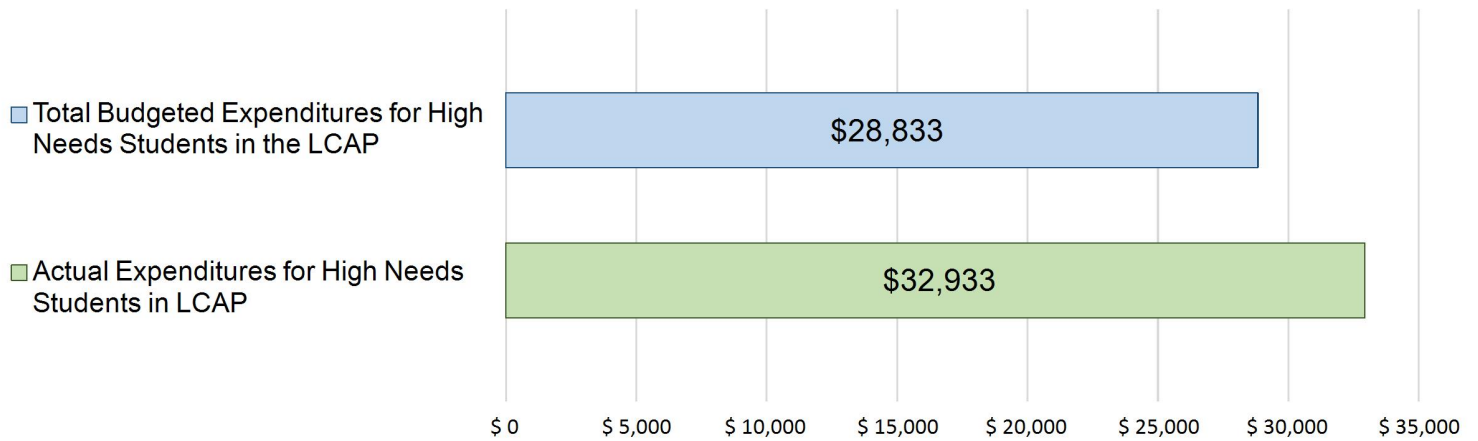
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Santa Rosa Accelerated Charter School is projecting it will receive \$38,115 based on the enrollment of foster youth, English learner, and low-income students. Santa Rosa Accelerated Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rosa Accelerated Charter School plans to spend \$38,998 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Santa Rosa Accelerated Charter School 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 Accelerated Charter School 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 Accelerated Charter School's LCAP budgeted \$28,833 for planned actions to increase or improve services for high needs students. Santa Rosa Accelerated Charter School actually spent \$32,933 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$4,100 had the following impact on Santa Rosa Accelerated Charter School's ability to increase or improve services for high needs students:

These additional funds were invested in the services to these students to provide additional support towards their academic achievement.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa Accelerated Charter School

CDS Code: 49709200102533

School Year: 2025-26

LEA contact information:

Daryl Coryell

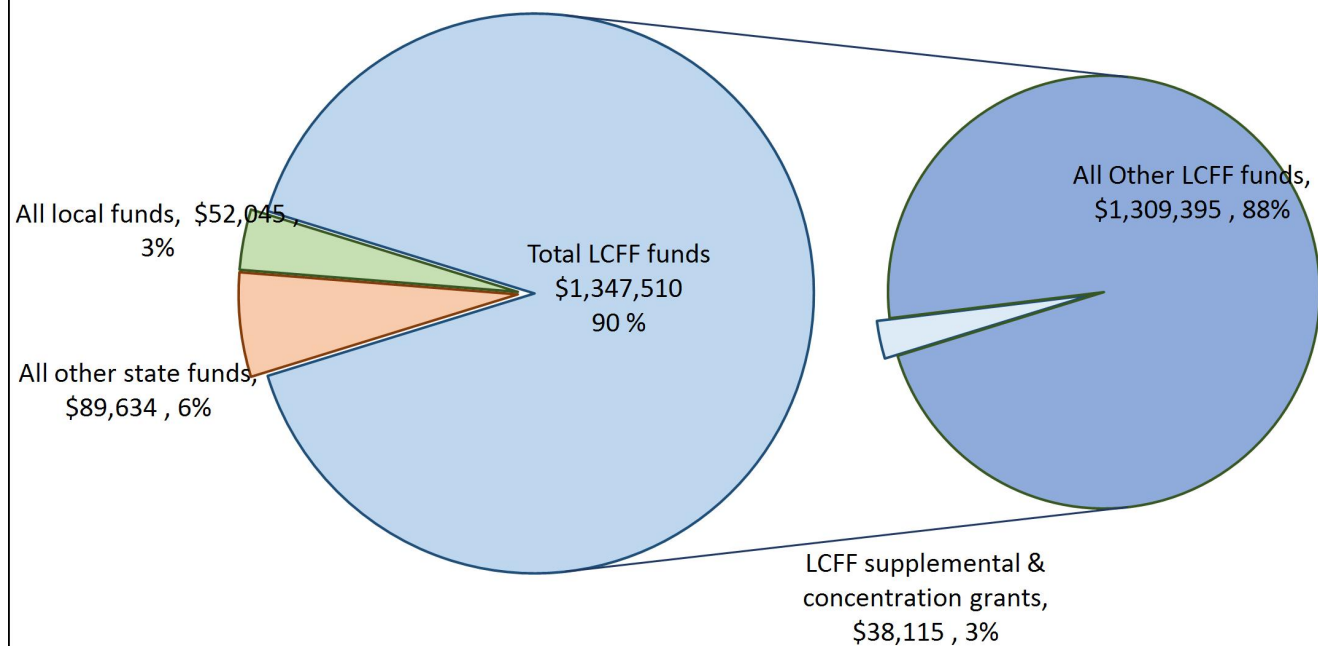
Principal

707-890-3860 ext 33105

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

Projected Revenue by Fund Source

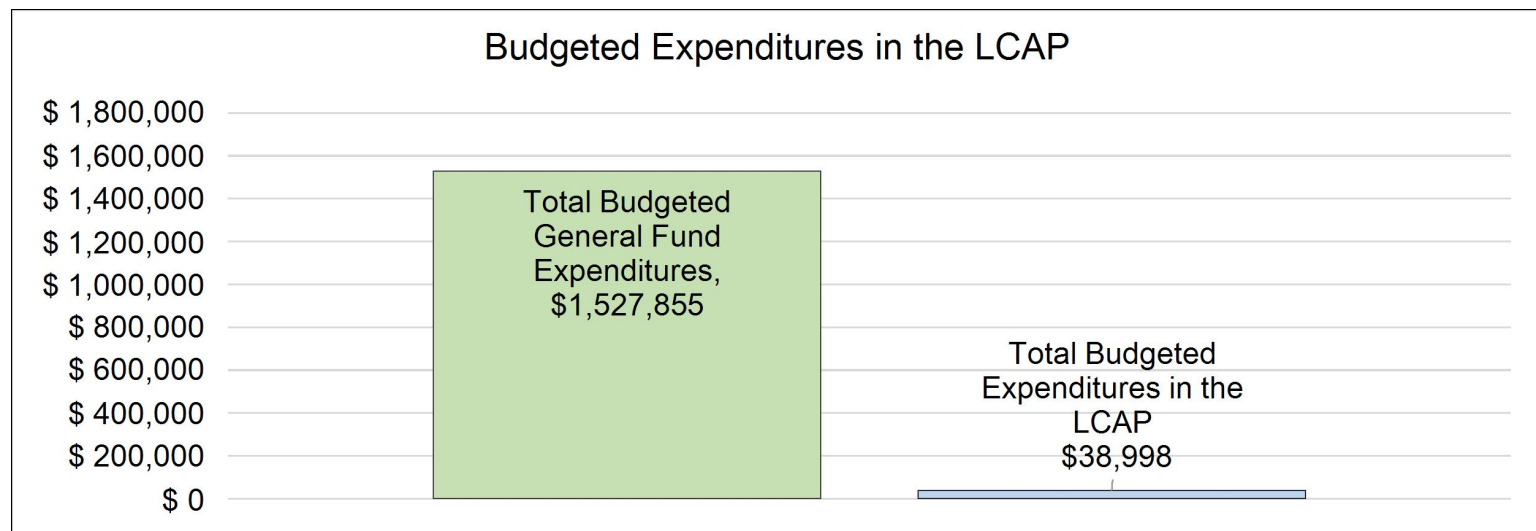


This chart shows the total general purpose revenue Santa Rosa Accelerated Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa Accelerated Charter School is \$1,489,189, of which \$1,347,510 is Local Control Funding Formula (LCFF), \$89,634 is other state funds, \$52,045 is local funds, and \$0 is federal funds. Of the \$1,347,510 in LCFF Funds, \$38,115 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 Accelerated Charter School 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 Accelerated Charter School plans to spend \$1,527,855 for the 2025-26 school year. Of that amount, \$38,997.63 is tied to actions/services in the LCAP and \$1,488,857.37 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice Principals, and school office staff. Maintenance and operations i.e. custodians, custodial supplies, grounds workers, maintenance workers, and maintenance supplies.

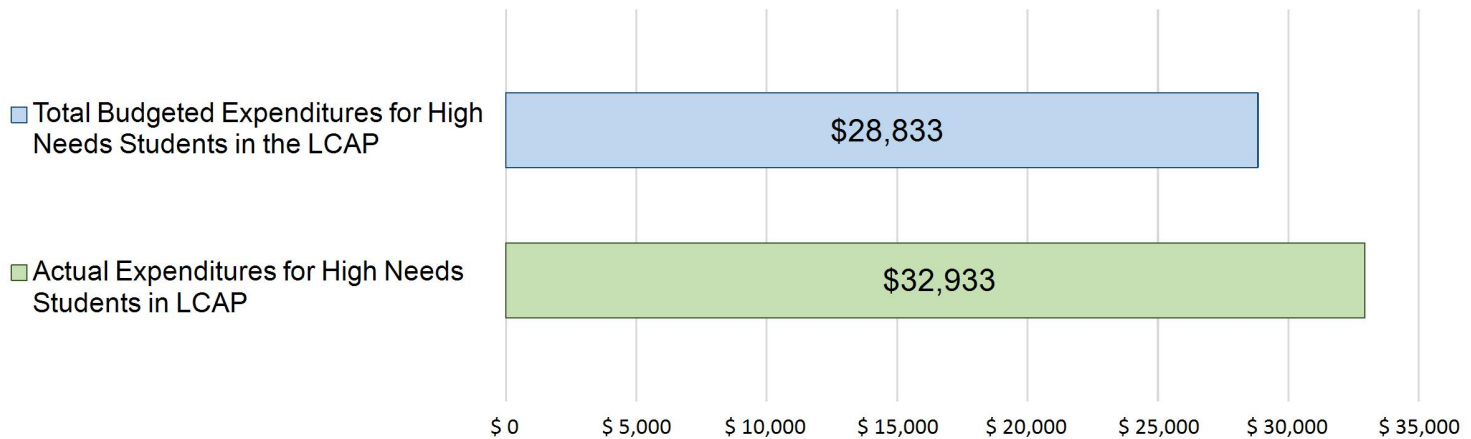
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Santa Rosa Accelerated Charter School is projecting it will receive \$38,115 based on the enrollment of foster youth, English learner, and low-income students. Santa Rosa Accelerated Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rosa Accelerated Charter School plans to spend \$38,997.63 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Santa Rosa Accelerated Charter School 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 Accelerated Charter School 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 Accelerated Charter School's LCAP budgeted \$28,833.01 for planned actions to increase or improve services for high needs students. Santa Rosa Accelerated Charter School actually spent \$32,933.01 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$4,100.000,000,000,004 had the following impact on Santa Rosa Accelerated Charter School's ability to increase or improve services for high needs students:

These additional funds were invested in the services to these students to provide additional support towards their academic achievement.

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 Accelerated Charter School	Daryl Coryell Principal	dcoryell@srcs.k12.ca.us 707-890-3860 ext 33105

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.

The Santa Rosa Accelerated Charter School serves students who show the interest, ability, and promise of succeeding in an academically challenging and specialized setting. Students are provided high-interest, standards-based, real-world experiences for learning at the level in which growth proceeds most effectively. Integration of technology and making connections across disciplines are key elements of the educational experience. These experiences provide students with opportunities to become intrinsically motivated, competent, and life-long learners.

SRACS students are admitted through the Charter School Lottery Process. SRACS students come from a wide variety of schools and districts around Sonoma County. Of the current 128 students, 17 are designated GATE. 4 students have IEPs and 5 have 504 plans. SRACS had one English Language Learner this school year, but he was reclassified Spring of 2025. Since SRACS is an intermediate program, most of the English Learners have been reclassified by 5th grade. SRACS is quite diverse with over 11 languages spoken in the home and over 20 ethnicities represented in the student body.

SRACS is located in Northern California where the community has been greatly impacted by fires and the pandemic. The social and emotional well-being of the whole community (students, families, and staff) is a primary focus. SRACS is supported by an involved and active parent group (SFPO). Community involvement is an important part of the program. Students engage in frequent excursions and host guest speakers from the community to engage in real-world experiences.

The SRACS Curriculum revolves around investigating the standards with Depth and Complexity. This approach is based on the work by Sandra Kaplan, USC. Students work together to apply their conceptual understanding of the standards in various and meaningful ways. The lens through which students make meaning of curriculum is an area of focus that is determined by student needs and interests. At SRACS,

each child is provided a rigorous challenging curriculum in a safe and affirming environment allowing children to form complex understandings of the subjects and giving them a system to understand new content with depth and complexity. These increased options provide students with enriched educational opportunities far beyond the traditional elementary school setting while simultaneously providing the unique prospect of becoming stewards of their own learning. Program development is based on collaboration, metacognition, and connectivity. Students are provided many opportunities for self-reflection and assessment through the curriculum that values the learning process equally to that of the finished products. As a result, students develop the critical thinking and metacognitive skills necessary to guide their own learning. Whenever feasible, the curriculum is interdisciplinary and provides students with real-world applications of their learning.

Reflections: Annual Performance

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

According to the California School Dashboard, Santa Rosa Accelerated Charter School has scored "Very High (Blue)" for both ELA and Math for the 2024 school year. Our Chronic Absenteeism score is Green and our Suspension Rate is Blue. Our CAASPP scores remain the highest in Santa Rosa City Schools district.

Reflections: Technical Assistance

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

Santa Rosa City Schools District held many district, state, and federal coordinator work meetings during the 2024-2025 school year to support site administrators in their development of the LCAP.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Educational Partners includes: Principal Assistant Principal Teachers SFPO (Student Faculty Parent Organization) Advisory Council (includes AP, teachers, parents, and student reps)	Educational Partners engage in LCAP work during SRACS staff meetings, Advisory Council meetings, and SFPO meetings. We analyze our assessment and survey data, as well as qualitative data provided through observation, and evaluate our goals, metics, and actions, and make changes when deemed necessary.

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

Santa Rosa Accelerated Charter School involves as many stakeholders as possible in the ongoing LCAP process. Stakeholders are engaged in this work during SRACS staff meetings, Advisory Council meetings, and at Student Faculty Parent Organization (SFPO) meetings. These groups analyze data, identify needs, set goals, and discuss ways to measure growth.

SRACS Meetings Calendar (24-25 school year)

Staff meetings: (generally the second Monday of the month from 2:00-3:30 PM alternating in classrooms)

Aug 13th (8:30 AM-9:30 AM)

Sept 9th

Oct 28th (date change due to schedule conflicts)

Nov 4th

Dec 9th

Jan 13th

Feb 3rd

March 10th

April 14th

May 12th

SFPO Student Faculty Parent Organization meetings: (generally the last Tuesday of the month, alternating in-person/hybrid & on Google Meet @ 6:00 PM. In-person/hybrid meetings are held in the library and on Google Meet)

Aug 27th in-person/hybrid
Sept 24th on Google Meet
Oct 29th in-person/hybrid
Nov 19th on Google Meet
Dec 17th in-person/hybrid
Jan 28th on Google Meet
Feb 25th in-person/hybrid
March 26 on Google Meet
April 29th in-person/hybrid
May 27th on Google Meet

AC Advisory Council Meetings: (moved to immediately before SFPO meetings at 5:00 PM)

Aug 27th in-person/hybrid
Sept 24th on Google Meet
Oct 29th in-person/hybrid
Nov 19th on Google Meet
Dec 17th in-person/hybrid
Jan 28th on Google Meet
Feb 25th in-person/hybrid
March 26 on Google Meet
April 29th in-person/hybrid
May 27th on Google Meet

There was a great deal of feedback and conversation about the changing needs of the school and community since the last LCAP.

Teachers and staff feedback centered around continuing the Gifted and Talented Education methodologies- specifically the multi-tiered levels of instruction. Teachers emphasized the importance of attending ongoing high-quality professional development, especially the CAG conference.

Many of the technology goals have been achieved.

All stakeholders are currently focused on the emotional well-being of the students. Much of the feedback revolved around services and programs for students struggling with mental health. We brought in Free To Be using LCAP funds to support our students' social-emotional learning.

The Advisory Council is focused on increasing inclusivity and diversity at SRACS which contributed to Goal #2 of family engagement.

Feedback from the Parent Association emphasized the importance of ongoing communication as outlined in Goal #2 of family engagement.

Teacher feedback emphasized the importance of collaboration time and professional development as well as continued use of online resources included in Goal #1.

Much of Goal #1 and Goal #3 are directly related to the Charter and are the foundational structures necessary to have in place in order to implement the basic directives of the school.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Students at Santa Rosa Accelerated Charter School (SRACS) will be provided with a coherent, rigorous learning program and will advance to the next grade level prepared to attain mastery in the next grade level standards. Teachers will engage in ongoing Professional Development and Collaboration to support innovative teaching and pedagogical leadership.	Focus Goal

State Priorities addressed by this goal.

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.

As a dependent public charter school focused on Advanced Learner Program Services (ALPS), SRACS is committed to providing robust accelerated instruction as specified in the charter. This program is based on research and approaches for challenging all learners to achieve higher level thinking and metacognition.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	CAASPP ELA, CAASPP Math, and CAST	CAASPP ELA 2022-2023 41.27% Standard Exceeded 40.48% Standard Met 13.49% Standard Nearly Met 4.76% Standard Not Met	CAASPP ELA 2023-2024 51.18% Standard Exceeded 29.92% Standard Met 15.75% Standard Nearly Met 3.15% Standard Not Met		The average score for all students including subgroups will be at or above grade level standards.	Difference in CAASPP scores from baseline: CAASPP ELA +9.91% Standard Exceeded -10.56% Standard Met +2.26% Standard Nearly Met

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		CAASPP Math 2022-2023 58.27% Standard Exceeded 25.20% Standard Met 11.81% Standard Nearly Met 4.72% Standard Not Met CAST Science 2022-2023 46.88% Standard Exceeded 26.56% Standard Met 26.56% Standard Nearly Met 0% Standard Not Met	CAASPP Math 2023-2024 64.57% Standard Exceeded 19.69% Standard Met 11.02% Standard Nearly Met 4.72% Standard Not Met CAST Science 2023-2024 52.38% Standard Exceeded 30.16% Standard Met 17.46% Standard Nearly Met 0% Standard Not Met			-1.61% Standard Not Met CAASPP Math +6.3% Standard Exceeded -5.51% Standard Met -0.79% Standard Nearly Met Same score for Standard Not Met CAST Science +5.5% Standard Exceeded +3.6% Standard Met -9.1% Standard Nearly Met Same score for Standard Not Met
1.2	LGL ADAM	LGL ADAM SCORES 2023-2024 5th Grade (8/14/2023-11/1/2023) Above: 3.2% Proficient: 60.3% Emergent: 36.5% 5th Grade (11/2/2023-3/1/2024) Above: 23.4% Proficient: 68.8% Emergent: 7.8%	LGL ADAM SCORES 2024-2025 5th Grade: NA (Used district supported iReady assessment) 6th Grade (8/14/24-11/20/24) Above: 38.1% Proficient: 47.6% Emergent: 14.3%		The average score for all students including subgroups will be at or above "Proficient" by the end of the school year.	Difference in LGL ADAM SCORES by the end of the school year for 6th grade: Above: +15% Proficient: -0.6% Emergent: -14.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		6th Grade (8/14/2023-11/1/2023) Above: 18.0% Proficient: 37.7% Emergent: 44.3% 6th Grade (11/2/2023-3/1/2024) Above: 38.1% Proficient: 36.5% Emergent: 25.4%	6th Grade (12/1/2024-3/1/2025) Above: 53.1% Proficient: 35.9% Emergent: 10.9%			
1.3	Renaissance Star Reading	RENAISSANCE STAR READING SCORES SPRING 2024 5th Grade Average GE (Grade Equivalent): 8.5 6th Grade Average GE (Grade Equivalent): 8.3	RENAISSANCE STAR READING SCORES SPRING 2025 5th Grade Average GE (Grade Equivalent): 9.9 6th Grade Average GE (Grade Equivalent): 11.0		All students will score at or above grade level on their Renaissance Star Reading test.	SRACS improved from their average grade equivalent for both grades.
1.4	iReady Data (New for 24-25 School Year)	iReady Data: Spring Diagnostic 5th Grade Reading: Mid or Above Grade Level: 69% Early On Grade Level: 19%	Baseline is the Year 1 Outcome (iReady was implemented during the 24-25 school year)		All students will score at or above grade level on their iReady Spring Diagnostic assessment.	No difference from baseline (began using iReady 2025-2026 school year).

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		One Grade Level Below: 8% Two Grade Levels Below: 3% Three or More Grade Levels Below: 0% 5th Grade Math: Mid or Above Grade Level: 73% Early On Grade Level: 17% One Grade Level Below: 8% Two Grade Levels Below: 2% Three or More Grade Levels Below: 0% 6th Grade Reading: Mid or Above Grade Level: 79% Early On Grade Level: 11% One Grade Level Below: 10% Two Grade Levels Below: 0% Three or More Grade Levels Below: 0% 6th Grade Math: Mid or Above Grade Level: 77% Early On Grade Level: 16%				

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		One Grade Level Below: 7% Two Grade Levels Below: 0% Three or More Grade Levels Below: 0%				

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.

Action 1.1: Teachers continued their use of depth and complexity curriculum, using tiered activities to provide challenge at their individual level. Students engaged in critical thinking and complex tasks in the classroom, and had access to the necessary materials to do so. 5th-grade teachers bought novels for their classrooms.

Action 1.2: Students were provided with a personal Chromebook, Gmail account, and other online applications and learning programs to support individualized progress on content standards (Go Guardian, Renaissance, IXL, Membean, Let's Go Learn, Edpuzzle). SRACS bought a Jabra speaker for hybrid meetings.

Action 1.3: Students went on field trips to the Water Agency, Jack London State Park, and Snoopy's Ice Arena and Museum. The 6th graders went to Science Camp at NatureBridge for two nights in Marin. Guest speakers included Dr. Peter Rowinsky (Pediatrician), and Paul Hollingworth (AI Presentation).

Action 1.4: LGL data was used in math for the 6th grade only for the 2024-2025 school year, and will be phased out completely next year. The reason for this is that the district adopted a new assessment platform, iReady, which all teachers are using to assess their students. Our 6th-grade math teacher wanted comparative data from last school year to guide his lesson planning for this school year. iReady data was added to the metrics for the 2024-2025 school year.

Action 1.5: Academic support was provided after school on Wednesdays (Academic Workshop). After-school enrichment opportunities were plentiful for the 2024-2025 school year: Dungeons and Dragons Club, Newspaper Club, Comic Book Club, Chess Club, Lego Robotics, MathCounts, and Odyssey of the Mind.

Action 1.6: Teachers attended grade-level professional development provided by the district. Three of the teachers attend the CAG Conference in March 2025, expanding their knowledge of educating gifted learners.

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.

Action 1.1: Curriculum: Budgeted \$3,000; Actual \$304.59- Difference due to teachers using previously purchased curriculum/textbooks and not purchasing as much this year as in previous years.
Action 1.2 and 1.4: Tech/hardware and Online Resources and Assessment Programs: Budgeted \$10,901.26; Actual \$4,816.24- Difference due to not renewing LGL for 5th grade and Go Guardian being paid through site funds.
Action 1.3: Real World Experiences: Budgeted \$1,610.00; Actual \$2,316.94- Difference due to covering costs for bussing to field trips.
Action 1.5: After-school Enrichment Programs: Budgeted \$3,500.00; Actual \$5,944.29- Difference due to increased time carding for personnel coverage for after-school enrichment programs.
Action 1.6: Professional Development: Budgeted \$2,588.20; Actual \$4,434.28- Difference due to covering costs for CAG Conference.

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

Action 1.1: Purchasing curriculum was a low priority this year but still effective. Teachers replaced novels used in their classrooms.
Action 1.2 and 1.4: Use of Tech/hardware and Online Resources and Assessment Programs was effective in supporting our teachers in lesson planning and differentiating based on assessment data.
Action 1.3: Real-World Experiences provided students with a well-rounded education and proved effective.
Action 1.5: After-school Enrichment Programs proved effective in offering our students a wide variety of programs to participate in after school. SRACS does not have after school childcare, and having a club or workshop after school every day of the week had a positive impact on school culture and student connections.
Action 1.6: Sending the teachers to the CAG conference was effective and necessary for them to understand the needs of our student population at SRACS. Attending the conference gave our teachers tools to effectively educate and engage our students using differentiation methods that support all learners.

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.

A new metric was added now that we are using iReady as an assessment tool. The data for this metric was added in the Baseline column since this is the first year that we've used this assessment. No changes were made to our goals, target outcomes, or actions.

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	Implementation of Robust Curriculum	- Students will experience tiered activities to provide challenge at their individual level, including both advanced and at risk groups. - The curriculum of depth, complexity, and novelty will be present in all classrooms. - Students will be engaged in critical thinking, and complex tasks. - Students will have textbooks, curriculum, supplies and materials necessary to engage in the SRACS program. This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Implement the district adopted curriculum across all grade levels, programs, and subjects to enhance student learning outcomes and achievement for all students."	\$4,000.00	No Yes
1.2	Technology	- Students will have a personal Chromebook. - Students will have a personal gmail account, and access to assignments through google classroom, and access to other applications in the Google suite. - Students will have access to other online learning programs to support individualized progress on content standards.	\$7,500.00	Yes
1.3	"Real World Experiences"	- Students will participate in field trips and excursions in the community and surrounding areas 6th graders will attend Science Camp - Guest Speakers will be invited to present to the students on	\$4,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		areas of expertise and experiences		
1.4	Assessments	Teachers will use multiple assessment tools to gauge student progress and to inform instruction. Renaissance Assessment - Star Reading LGL ADAM for Math CAASPP Testing iReady (new for the 2024-2025 school year) This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Use data-driven decision-making to support student achievement and educational outcomes through the use of district assessments to monitor student progress, inform instructional practices, and promote continuous learning."	\$7,000.00	Yes
1.5	Student Academic Support and Enrichment	- Academic support will be provided for struggling students. - Enrichment opportunities will also be provided This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Implement the use of differentiated instructional strategies focusing on the diverse learning needs, interests, and abilities of all students. Foster an inclusive learning environment where every student can thrive through instructional strategies, materials, and assessments with the goal of maximizing student engagement, motivation, and academic achievement across all subject areas and grade levels."	\$7,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.6	Professional Development Collaboration Time	- Professional development to support every staff member in CC, GATE, and NGSS. - Teachers will attend Professional Conferences (CAG)and trainings during the school year This is in alignment with SRCS Tier 1 academic strategies for elementary schools: "Implement the district adopted curriculum across all grade levels, programs, and subjects to enhance student learning outcomes and achievement for all students."	\$3,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Santa Rosa Accelerated Charter School will provide a safe, welcoming, and inclusive climate for all students and their families.	Focus Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
 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.

Student well being: The SRACS Community has endured many traumatic events in the past few years, including multiple fires, Distance and Hybrid Learning due to COVID. The social and emotional well being of students is a primary focus. Student SEL will be monitored and addressed as needed. Family engagement: SRACS will provide frequent communication regarding involvement opportunities and current news with families and the community. SRACS will reach out to the community at large to promote the program to all students.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Data	During the 23-24 school year, SRACS had a 96.32% daily attendance rate.	During the 24-25 school year, SRACS had a 96.73% daily attendance rate.		98% ADA	SRACS daily attendance rate improved by .41% for the 24-25 school year.
2.2	Incidents of Discipline	23-24 School Year We have had two students suspended, each for a half day.	24-25 School Year We have had zero students suspended this year.		0 suspensions- The goal is for Restorative Processes to address all	SRACS improved their suspension data for the 24-25 school year with zero suspensions.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					disciplinary needs resulting in zero suspensions.	
2.3	Parent Participation Data	All officer positions in the SFPO were filled. Monthly meetings were regularly attended by SFPO members	All officer positions in the SFPO were filled. Monthly meetings were regularly attended by SFPO members		100% parent participation in some form (volunteering, donation, field trip chaperon, etc.)	We were able to fill all SFPO officer positions for the 24-25 school year. Monthly meetings were regularly attended by SFPO members.
2.4	Youth Truth Survey Data	January 2024 Student Scale (1-3): 1= No hardly ever 2= Sometimes 3= Yes very much Student Scores: Engagement 2.80 Academic Challenge 2.33 Instructional Methods 2.51 Culture 2.31 Belonging 2.44 Relationships 2.56 Family Scale (1-5): 1= Strongly disagree 3= Neither agree nor disagree 5= Strongly agree Family Scores: Engagement 4.02	January 2025 Student Scale (1-3): 1= No hardly ever 2= Sometimes 3= Yes very much Student Scores: Engagement 2.82 Academic Challenge 2.45 Instructional Methods 2.54 Culture 2.26 Belonging 2.47 Relationships 2.63 Family Scale (1-5): 1= Strongly disagree 3= Neither agree nor disagree 5= Strongly agree		Continue to improve our YouthTruth Survey scores by addressing areas of concern.	Differences in Student Survey: Engagement +.02 Academic Challenge +.12 Instructional Methods +.03 Culture -.05 Belonging +.03 Relationships +.07 Differences in Family Survey: Engagement +.07 Relationships +.24 Culture -.07 Communication & Feedback +.39 Resources +.15 School Safety -.03

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Relationships 4.25 Culture 4.45 Communication & Feedback 3.44 Resources 4.29 School Safety 4.24 Staff Survey No Data for January 2024	Family Scores: Engagement 4.09 Relationships 4.49 Culture 4.38 Communication & Feedback 3.83 Resources 4.44 School Safety 4.21 Staff Survey No Data for January 2024			
2.5	Panorama Survey Data	Spring 23/24 Responses 87% of students responded favorably about Supportive Relationships (1% higher than the SRCS average) 80% of students responded favorably about Classroom Effort (8% higher than the SRCS average) 72% of students responded favorably about Challenging Feelings (16% higher than the SRCS average)	No Spring Panorama Survey for 24/25 School Year (SRCS implemented a Cell Phone Survey) Fall 2024 Responses: 90% of students responded favorably about Supportive Relationships (3% higher than the SRCS average) 83% of students responded favorably about Classroom Effort (12% higher than		Continue to provide Social Emotional Education and support programs to address student concerns and "red flags" addressed in the Panorama Survey.	SRACS Panorama data differences from Spring 2024 to Fall 2024: Supportive Relationships: +3% Classroom Effort: +3% Challenging Feelings: +1% Self-Efficacy: -5% Postive Feelings: +7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		65% of students responded favorably about Self-Efficacy (14% higher than the SRCS average) 61% of students responded favorably about Positive Feelings (3% higher than the SRCS average)	the SRCS average) 73% of students responded favorably about Challenging Feelings (15% higher than the SRCS average) 60% of students responded favorably about Self-Efficacy (18% higher than the SRCS average) 68% of students responded favorably about Positive Feelings (9% higher than the SRCS average) 87% of students responded favorable about School Safety (22% higher than the SRCS average)			

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.

Action 2.1: SRACS was without a counseling consult for the 2024-2025 school year. We had a .2 FTE Resource Specialist from Rincon Valley Middle School who managed our IEPs. The Assistant Principal managed the 504s. The lead teacher role was split between two of our teachers, one fifth-grade teacher and one 6th-grade teacher.

Action 2.2: SRACS brought in the Free-to-Be SEL program to support our student in their social-emotional learning (SEL). Our SFPO (Student Faculty Parent Organization) supported the cost of the program.

Action 2.3: Regular communication with all educational partners continued as planned. The website was updated regularly, weekly ParentSquare messages were sent to the community along with updates when necessary,

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.

Action 2.1: Counseling consult: Budgeted \$1,200.00; Actuals \$0- Difference due to the position being vacant for the 24-25 school year. All other roles were fulfilled without LCAP funds.

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

Action 2.1: We were without a counseling consult for the 24-25 school year, but we were able to pull resources from Rincon Valley Middle School and our own administrators to support students and their families. We were able to provide a safe, welcoming, and inclusive climate for all students and families despite having a counseling consult. This was done with the support of the Rincon Valley Middle School's restorative specialist, school-based therapist, and school psychologist.

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.

No changes made.

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	Personnel to support SEL of students	SRACS will contract with SRCS to supply counseling support.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
		• SRACS will contract with other counseling services as needed. • SRACS will contract with SRCS for a case manager for students w/ IEPs & 504s • A lead teacher will be designated		
2.2	Programs to support SEL of students	• SRACS will use programs such as Toolbox, The BEST Program and Restorative Justice to promote school wide positive behavior. • Teachers will continually work to create school-wide activities that foster teamwork, friendship and the understanding of others. • Staff will work proactively to ensure every student feels welcome and safe. • Classroom activities will support a safe school climate. Purchase of SEL programs Training for staff in SEL programs Assemblies	\$0.00	Yes
2.3	Communication to encourage family engagement and community involvement	School wide: SRACS will engage in regular communication with all educational partners including • Weekly update of school website • Weekly Parent Newsletter • Weekly update of Staff Bulletin • Monthly meetings with SFPO, AC, and staff. Classroom: Teachers will keep parents informed of important events and updates as needed.	\$0.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4				

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	The facilities of the SRACS campus will be supported by the hiring of Highly Qualified teachers and staff who have access to current tools and resources. The physical environment of the school will be clean, safe, and provide a flexible environment conducive to teaching and learning.	Maintenance of Progress Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
 Priority 2: State Standards (Conditions of Learning)
 Priority 7: Course Access (Conditions of Learning)
 Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

SRACS is a small school located on a larger school's campus. Due to the small size it is necessary to share teachers and facilities. Specialized Instructors and resources are necessary to support SRACS academic goals and programs as outlined in the charter.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Number of vacancies with the goal to be fully staffed	SRACS was without an art teacher for the 23-24 school year. All other positions have been filled. We have two new teachers who replaced two who retired.	SRACS was fully staffed for the 24-25 school year: 4 teachers, 1 office manager, 1 instructional assistant/yard duty, 1 yard duty, 1 art teacher, 1 band teacher, 1 orchestra teacher, and 1 PE teacher		All positions fully staffed with no vacancies	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	Fully furnished classrooms with teaching technology	All four homeroom classrooms are fully furnished. New desks were purchased last year for one of our classrooms.	All four homeroom classrooms remain fully furnished. No new furniture was purchased for the 24-25 school year.		Replace aging furniture and teaching technology on a rotating schedule	
3.3	FIT Report	23/24 Overall Rating School Rating was Good	24/25 Overall Rating School Rating was Good		To Maintain a 90% or above in all categories	
3.4	Student Technology	All students have a personal Chromebook.	All students have a personal Chromebook.		Maintain the 1:1 program with fully functioning student devices	

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.

Action 3.1 SRACS used LCAP funds to add .30 FTE to our instructional assistant/yard duty position for the 2024-2025 school year, making her position a .7104 FTE. Having an instructional assistant/yard duty to support our students and teachers for the majority of the school day has proven invaluable.

Action 3.2, 3.3, and 3.4: No changes/expenses for the 2024-2025 school 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.

No differences.

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

Action 3.1: Using LCAP funds to add .30 FTE to our instructional assistant/yard duty position (totaling \$3271.00) was highly effective. This position supports all four classrooms and teachers, and benefits our students who get more hands on help when needed.

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.

No changes made.

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	Staffing of teachers and support staff	- Recruit and retain quality staff. - Instructional aide who supports all four classrooms.	\$4,497.63	No Yes
3.2	Classroom Technology/Equipment	- Each classroom is equipped with an ELMO, LCD projector, teacher computer, large screen monitor, wi-fi access, and a printer. - Lessons often incorporate the use of a wide range of technology, including probe-ware, software, and AV equipment.	\$2,000.00	No Yes
3.3	Student technology	• All students will have a functional personal device/ Each classroom will have devices for student use.	\$0.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [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.

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.

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

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [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.

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.

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

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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
\$38,115	\$

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
2.911%	0.000%	\$0.00	2.911%

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: Implementation of Robust Curriculum Need: Every Day Math Grade 5/CPM Math Grade 6/Other teacher curated curriculum Scope: LEA-wide	SRACS does not have 30 or more students in any of the subgroups - This robust curriculum with a broad scope and scaffolded sequence will promote academic growth and progress for all students.	CAASPP/ LGL ADAM /Ren Star Reading/iReady

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Technology Need: Go Guardian Scope: LEA-wide	SRACS does not have 30 or more students in any of the subgroups - This technology keeps students safe on-line and helps teach students how to use technology for learning.	CAASPP/ LGL ADAM /Ren Star Reading
1.3	Action: "Real World Experiences" Need: Real World Experience/Applications for learning in the classroom. Scope: LEA-wide	SRACS does not have 30 or more students in any of the subgroups - 6th grade science camp is an opportunity for hands on learning and to apply concepts taught in the NGSS.	CAASPP/ LGL ADAM /Ren Star Reading
1.4	Action: Assessments Need: Additional formative assessments (beyond the summative assessment of CAASPP) are needed to determine master of content in math and ELA during the school year to inform instruction. Scope: LEA-wide	SRACS does not have 30 or more students in any of the subgroups	CAASPP/ LGL ADAM /Ren Star Reading
1.5	Action: Student Academic Support and Enrichment	SRACS does not have 30 or more students in any of the subgroups - After school academic	CAASPP/ LGL ADAM /Ren Star Reading

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: All students need additional 1:1 support during the school year. Scope: LEA-wide	workshop provides the time and personnel to address individual learning challenges as they arise throughout the year.	
1.6	Action: Professional Development Collaboration Time Need: Teacher time to examine assessment data. Scope: LEA-wide	Informs the creation/revision/selection of lesson plans to support student growth and development throughout the school year.	CAASPP/ LGL ADAM /Ren Star Reading
2.1	Action: Personnel to support SEL of students Need: Academic and Social Emotional Counseling Scope: LEA-wide	SRACS does not have 30 or more students in any of the subgroups - SRACS will contract with SRCS for counseling support as needed.	SRACS does not have 30 or more students in any of the subgroups - SRACS will contract with SRCS for counseling support as needed.
2.2	Action: Programs to support SEL of students Need: Programs/curriculum that develop and support social emotional learning competencies	SRACS does not have 30 or more students in any of the subgroups - All students need to develop social emotional learning competencies to successfully navigate the social challenges inherent in a school setting so that social challenges do not impede learning.	Panorama/Youth truth Survey Data/Attendance and Discipline 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
	Scope: LEA-wide		
2.3	Action: Communication to encourage family engagement and community involvement Need: Regular communication with all educational partners Scope: LEA-wide	SRACS does not have 30 or more students in any of the subgroups - The listed actions will promote community involvement and support student sense of belonging in the school community and improve student engagement with the SRACS programs. • Weekly update of school website • Weekly Parent Newsletter • Weekly update of Staff Bulletin • Monthly meetings with SFPO, AC, and staff	Panorama/Youth truth Survey Data/Attendance and Discipline Data
3.1	Action: Staffing of teachers and support staff Need: Classroom Instructional Assistant Scope: LEA-wide	SRACS does not have 30 or more students in any of the subgroups - All students need additional adult support at times. The classroom aide provides 1:1 support when needed.	Staffing/Vacancies
3.2	Action: Classroom Technology/Equipment Need: Classroom Technology Scope:	Provides visuals/auditory to support learning in the classroom	Inventory of classroom hardware and technology

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		
3.3	Action: Student technology Need: Students need functioning student devices. Scope: LEA-wide	Student devices allow for access to curriculum and promote/enhance learning.	Inventory of classroom hardware and technology

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

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

Additional Concentration Grant Funding

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

Not Applicable

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

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	\$1,309,395	38,115	2.911%	0.000%	2.911%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$38,997.63	\$0.00	\$0.00	\$0.00	\$38,997.63	\$14,497.63	\$24,500.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Implementation of Robust Curriculum	All	No Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5-6		\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
1	1.2	Technology		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$0.00	\$7,500.00	\$7,500.00				\$7,500.00	
1	1.3	"Real World Experiences"		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$0.00	\$4,000.00	\$4,000.00				\$4,000.00	
1	1.4	Assessments		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$0.00	\$7,000.00	\$7,000.00				\$7,000.00	
1	1.5	Student Academic Support and Enrichment		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerat		\$7,000.00	\$0.00	\$7,000.00				\$7,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							ed Charter 5 - 6									
1	1.6	Professional Development Collaboration Time		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$3,000.00	\$0.00	\$3,000.00				\$3,000.00	
2	2.1	Personnel to support SEL of students		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.2	Programs to support SEL of students		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Communication to encourage family engagement and community involvement		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$0.00	\$0.00	\$0.00				\$0.00	
3	3.1	Staffing of teachers and support staff	All	No Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$4,497.63	\$0.00	\$4,497.63				\$4,497.63	
3	3.2	Classroom Technology/Equipment	All	No Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter		\$0.00	\$2,000.00	\$2,000.00				\$2,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
							5 - 6									
3	3.3	Student technology		Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6		\$0.00	\$0.00	\$0.00				\$0.00	

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
\$1,309,395	38,115	2.911%	0.000%	2.911%	\$38,997.63	0.000%	2.978 %	Total:	\$38,997.63
								LEA-wide Total:	\$38,997.63
								Limited Total:	\$0.00
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Implementation of Robust Curriculum	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5-6	\$4,000.00	
1	1.2	Technology	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$7,500.00	
1	1.3	"Real World Experiences"	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$4,000.00	
1	1.4	Assessments	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$7,000.00	

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 (%)
1	1.5	Student Academic Support and Enrichment	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$7,000.00	
1	1.6	Professional Development Collaboration Time	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$3,000.00	
2	2.1	Personnel to support SEL of students	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$0.00	
2	2.2	Programs to support SEL of students	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$0.00	
2	2.3	Communication to encourage family engagement and community involvement	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$0.00	
3	3.1	Staffing of teachers and support staff	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$4,497.63	
3	3.2	Classroom Technology/Equipment	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$2,000.00	
3	3.3	Student technology	Yes	LEA-wide		Specific Schools: Santa Rosa Accelerated Charter 5 - 6	\$0.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$28,833.01	\$32,933.01

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	Implementation of Robust Curriculum	Yes	\$3,000.00	\$3,600.00
1	1.2	Technology	Yes	\$3,000.00	\$4,000.00
1	1.3	"Real World Experiences"	Yes	\$1,610.00	\$2,610.00
1	1.4	Assessments	Yes	\$7,901.26	\$7,901.26
1	1.5	Student Academic Support and Enrichment	Yes	\$3,882.30	\$4,882.30
1	1.6	Professional Development Collaboration Time	Yes	\$2,588.20	\$2,588.20
2	2.1	Personnel to support SEL of students	Yes	\$1,294.10	\$1,294.10
2	2.2	Programs to support SEL of students	Yes	\$0.00	
2	2.3	Communication to encourage family engagement and community involvement	Yes	\$0.00	
3	3.1	Staffing of teachers and support staff	Yes	\$4,557.15	\$4,557.15
3	3.2	Classroom Technology/Equipment	Yes	\$1,000.00	\$1,500.00

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)
3	3.3	Student technology	Yes	\$0.00	
3	3.4				

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)
32,680	\$28,833.01	\$32,933.01	(\$4,100.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Implementation of Robust Curriculum	Yes	\$3,000.00	\$3,600.00		
1	1.2	Technology	Yes	\$3,000.00	\$4,000.00		
1	1.3	"Real World Experiences"	Yes	\$1,610.00	\$2,610.00		
1	1.4	Assessments	Yes	\$7,901.26	\$7,901.26		
1	1.5	Student Academic Support and Enrichment	Yes	\$3,882.30	\$4,882.30		
1	1.6	Professional Development Collaboration Time	Yes	\$2,588.20	\$2,588.20		
2	2.1	Personnel to support SEL of students	Yes	\$1,294.10	\$1,294.10		
2	2.2	Programs to support SEL of students	Yes	\$0.00			
2	2.3	Communication to encourage family engagement and community involvement	Yes	\$0.00			
3	3.1	Staffing of teachers and support staff	Yes	\$4,557.15	\$4,557.15		
3	3.2	Classroom Technology/Equipment	Yes	\$1,000.00	\$1,500.00		
3	3.3	Student technology	Yes	\$0.00			

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)
1,280,472	32,680	0	2.552%	\$32,933.01	0.000%	2.572%	\$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, Statutes 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:

- 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).

California Department of Education
November 2024

2025-26 LCFF Budget Overview for Parents Data Input Sheet

Local Educational Agency (LEA) Name:	Santa Rosa French-American Charter School
CDS Code:	49 709120125831
LEA Contact Information:	Name: Evelyn Anderson Position: Principal Phone: (707) 890-3930, ext. 73105
Coming School Year:	2025-26
Current School Year:	2024-25

*NOTE: The "High Needs Students" referred to in the tables below are Unduplicated Students for LCFF funding purposes.

Projected General Fund Revenue for the 2025-26 School Year	Amount Whole Numbers
Total LCFF Funds	\$6,030,670
LCFF Supplemental & Concentration Grants	\$410,660
All Other State Funds	\$302,965
All Local Funds	\$141,526
All federal funds	\$0
Total Projected Revenue	\$6,475,161

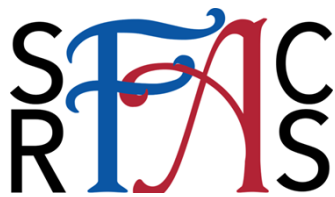
Total Budgeted Expenditures for the 2025-26 School Year	Amount Whole Numbers
Total Budgeted General Fund Expenditures	\$6,504,782
Total Budgeted Expenditures in the LCAP	\$508,354
Total Budgeted Expenditures for High Needs Students in the LCAP	\$410,814
Expenditures not in the LCAP	\$5,996,428

Expenditures for High Needs Students in the 2024-25 School Year	Amount Whole Numbers
Total Budgeted Expenditures for High Needs Students in the LCAP	\$282,021
Actual Expenditures for High Needs Students in LCAP	\$358,021

Funds for High Needs Students	Amount [AUTO-CALCULATED]
2025-26 Difference in Projected Funds and Budgeted Expenditures	\$154
2024-25 Difference in Budgeted and Actual Expenditures	\$76,000

Required Prompts(s)	Response(s) [FIELDS WILL APPEAR IF REQUIRED]
Briefly describe any of the General Fund Budget Expenditures for the school year not included in the Local Control and Accountability Plan (LCAP).	Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice Principals, and school office staff. Maintenance and operations i.e. custodians, custodial supplies, grounds workers, maintenance workers, and maintenance supplies.
The total actual expenditures for actions and services to increase or improve	These additional funds were invested in the services to these students to provide additional support towards their academic achievement.

services for high needs students in 2024-25 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased or improved services for high needs students in 2024-25.	



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa French-American Charter School

CDS Code: 49 709120125831

School Year: 2025-26

LEA contact information:

Evelyn Anderson

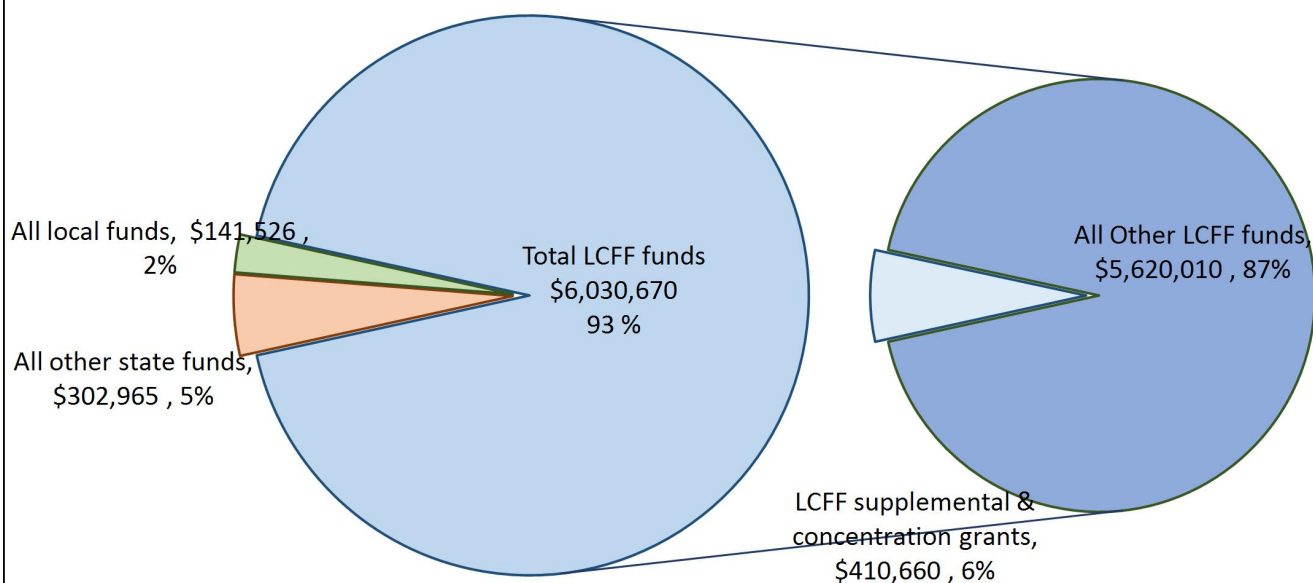
Principal

(707) 890-3930, ext. 73105

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

Projected Revenue by Fund Source

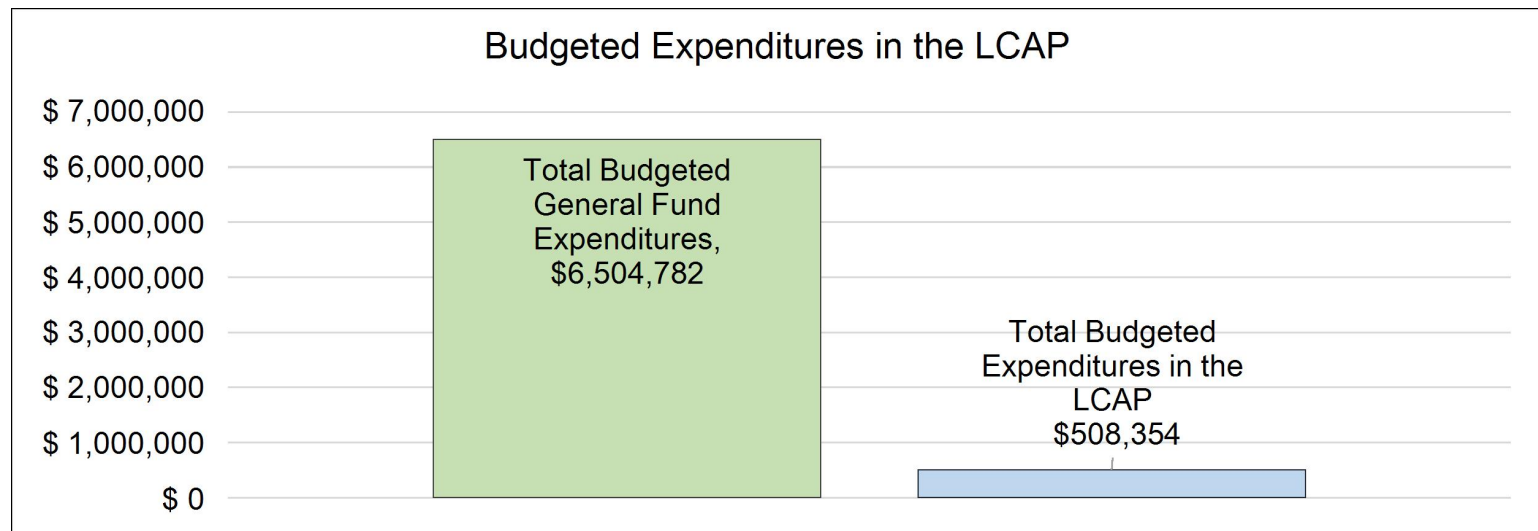


This chart shows the total general purpose revenue Santa Rosa French-American Charter School expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa French-American Charter School is \$6,475,161, of which \$6,030,670 is Local Control Funding Formula (LCFF), \$302,965 is other state funds, \$141,526 is local funds, and \$0 is federal funds. Of the \$6,030,670 in LCFF Funds, \$410,660 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 French-American Charter School 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 French-American Charter School plans to spend \$6,504,782 for the 2025-26 school year. Of that amount, \$508,354 is tied to actions/services in the LCAP and \$5,996,428 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice Principals, and school office staff. Maintenance and operations i.e. custodians, custodial supplies, grounds workers, maintenance workers, and maintenance supplies.

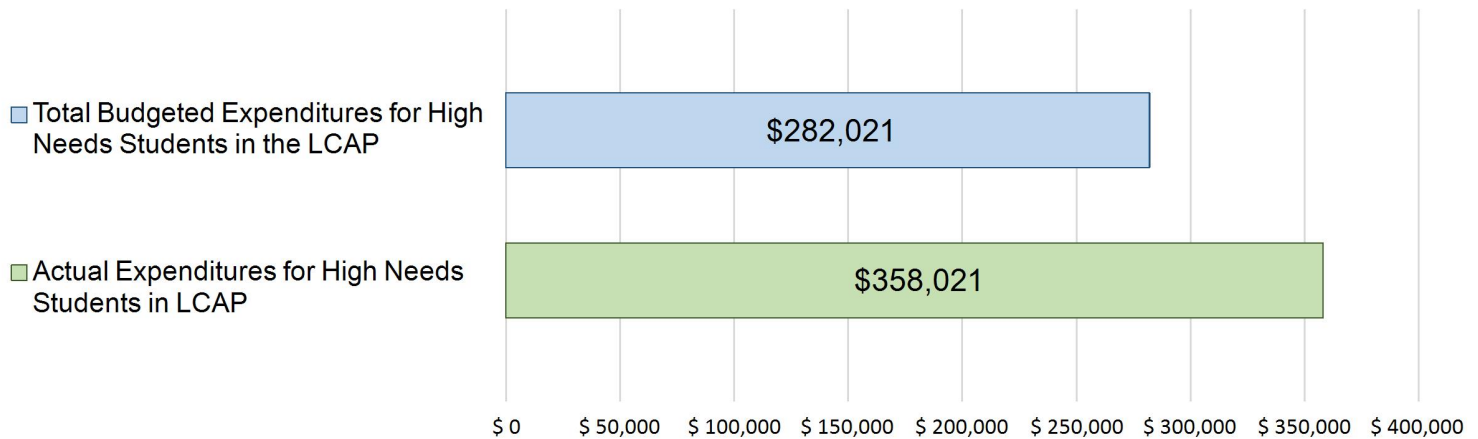
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

In 2025-26, Santa Rosa French-American Charter School is projecting it will receive \$410,660 based on the enrollment of foster youth, English learner, and low-income students. Santa Rosa French-American Charter School must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rosa French-American Charter School plans to spend \$410,814 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students

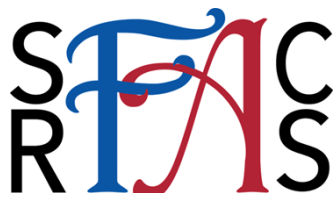


This chart compares what Santa Rosa French-American Charter School budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Santa Rosa French-American Charter School estimates it has spent on actions and services that 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 French-American Charter School's LCAP budgeted \$282,021 for planned actions to increase or improve services for high needs students. Santa Rosa French-American Charter School actually spent \$358,021 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$76,000 had the following impact on Santa Rosa French-American Charter School's ability to increase or improve services for high needs students:

These additional funds were invested in the services to these students to provide additional support towards their academic achievement.



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa French-American Charter School

CDS Code: 49 709120125831

School Year: 2025-26

LEA contact information:

Evelyn Anderson

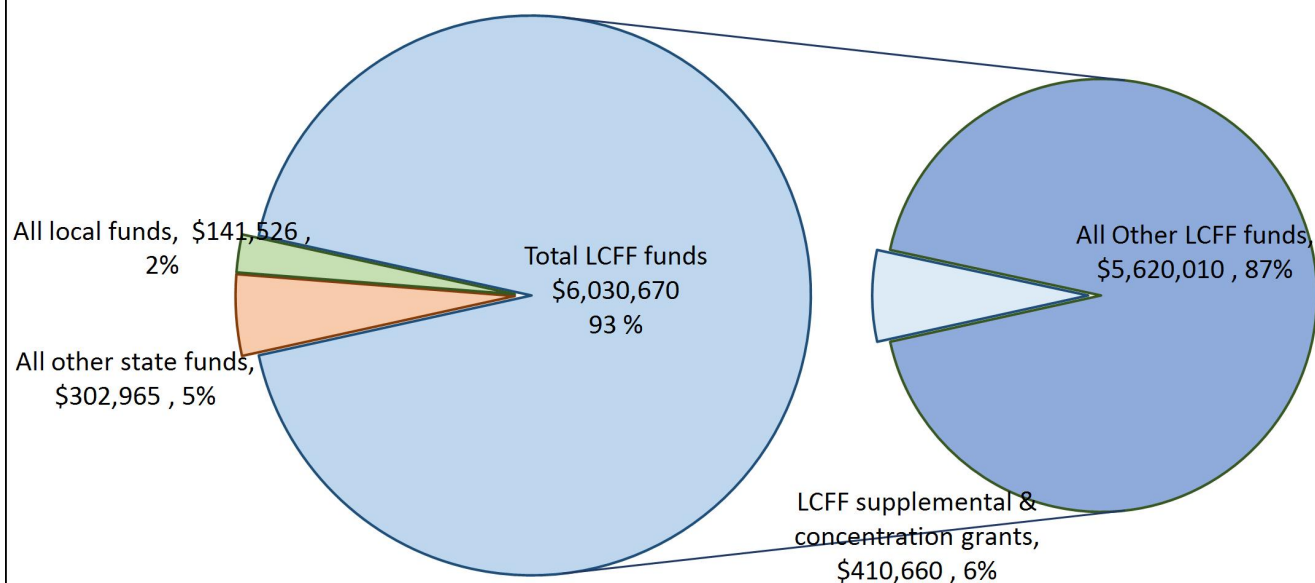
Principal

(707) 890-3930, ext. 73105

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

Projected Revenue by Fund Source

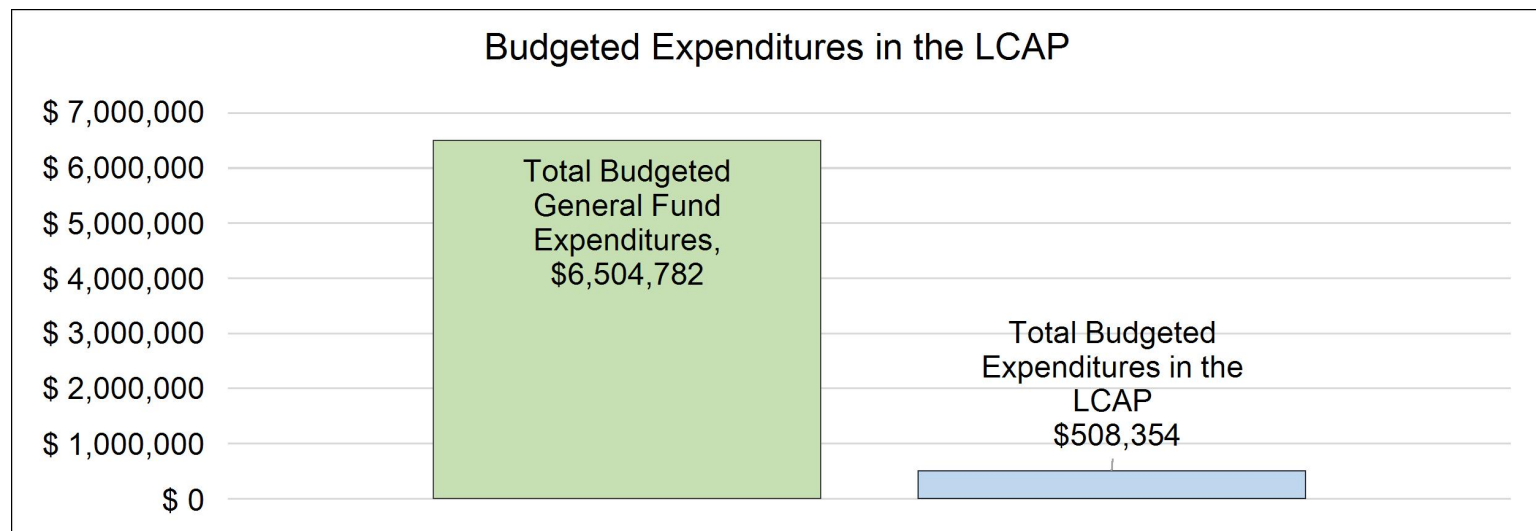


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LCFF Budget Overview for Parents

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 French-American Charter School plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

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Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice Principals, and school office staff. Maintenance and operations i.e. custodians, custodial supplies, grounds workers, maintenance workers, and maintenance supplies.

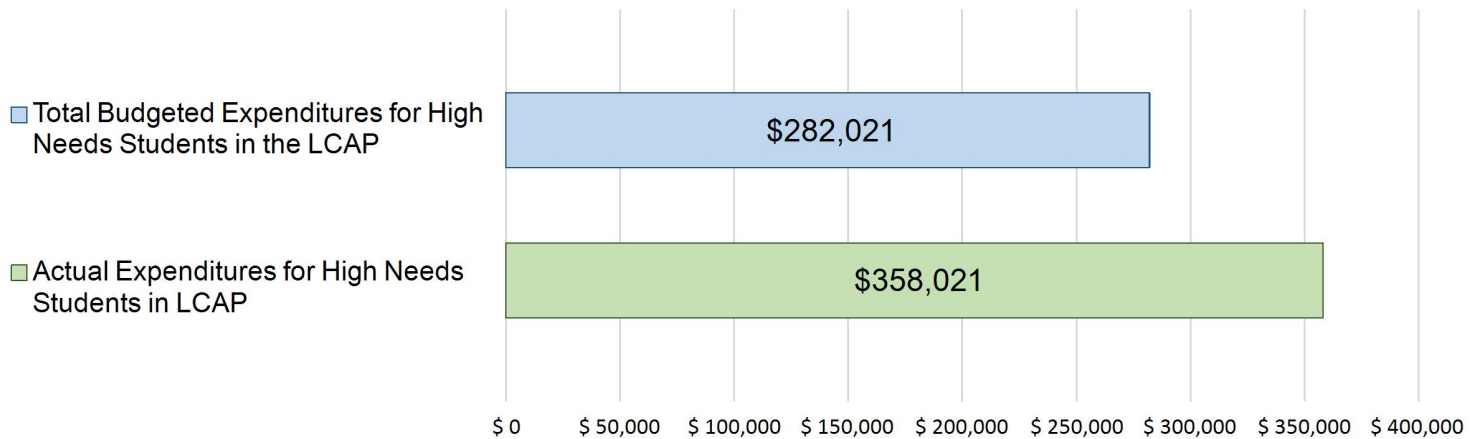
Increased or Improved Services for High Needs Students in the LCAP for the 2025-26 School Year

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LCFF Budget Overview for Parents

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

Prior Year Expenditures: Increased or Improved Services for High Needs Students



This chart compares what Santa Rosa French-American Charter School 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 French-American Charter School 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 French-American Charter School's LCAP budgeted \$282,021.01 for planned actions to increase or improve services for high needs students. Santa Rosa French-American Charter School actually spent \$358,021.01 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$76,000 had the following impact on Santa Rosa French-American Charter School's ability to increase or improve services for high needs students:

These additional funds were invested in the services to these students to provide additional support towards their academic achievement.



Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa French-American Charter School	Evelyn Anderson Principal	eanderson@srcs.k12.ca.us (707) 890-3930, ext. 73105

Plan Summary [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.

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

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

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

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

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

In the primary years, our students receive a higher percentage of French language instruction in order to compensate for the two missing years of kindergarten provided in French schools throughout the world. In the upper-grade years our students progressively receive more English language instruction until they reach 6th grade. In 6th, 7th and 8th grade instruction is equally divided between French and English language. This facilitates students transitioning through the American education system in secondary school. The fundamental objective of this school is to support students reaching their potential and to prepare students for an increasingly competitive and global world by providing skills that accompany the learning of a second language. These skills are developed with French as a Second Language support (FSL) and our English Language Learners with Designated English Language curriculum (D-ELD). As a result, SRFACS has a highly diverse, multilingual student body. The LEA's challenge is to meet the needs of all students equitably including our 11.8% English Learners, 23.3% Socioeconomically Disadvantaged students, 5.6% students with disabilities, and 0.2% Homeless students.

Reflections: Annual Performance

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

Review of the California School Dashboard demonstrates areas of success and areas of growth for SRFACS. The suspension rate for SRFACS remains very low, likely in response to a school-wide focus on interpersonal connections. While behavior concerns certainly occur, the relationships between staff and students help to maintain a caring and safe school climate. English Language Arts outcomes continue to be high. However, Mathematics outcomes remain in the yellow and show the subgroups of Socioeconomically Disadvantaged and Hispanic student groups in the orange. The primary area of previous concern was the indicator for Chronic Absenteeism which was red for all student groups except Socioeconomically Disadvantaged and Hispanic; the latter groups were in the orange. The 2024 Dashboard shows substantial improvement with all Student Groups in the yellow. SRFACS will continue to communicate the importance of daily attendance. These indicators significantly influence the school's LCAP goals.

Reflections: Technical Assistance

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

Our authorizing district, SRCS, supports SRFACS with LCAP trainings and guidance. In addition, SCOE provides LCAP trainings. SRCS provided three support meetings, information and resources to all sites from the State and Federal Program (Fall, Winter, Spring). Following SCOE trainings, the State and Federal Coordinator shared relevant information and provided support to all sites.

Comprehensive Support and Improvement

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

Schools Identified

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

NA

Support for Identified Schools

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

NA

Monitoring and Evaluating Effectiveness

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

NA

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
English Learner Advisory Committee (ELAC)	Monthly open meetings of the English Learner Advisory Committee (ELAC), including the meeting of April 18, 2025 where the LCAP was reviewed. The members identified the most impactful uses of funds for their students. This feedback was used in the final draft of the LCAP. SRFACS parents, staff and administrator have discussed the LCAP at meetings throughout the 2024-2025 School Year. The intention of addressing the LCAP over several meetings was to increase awareness and understanding of the LCAP, the LCAP budget and how the goals align with the needs of SRFACS EL students. Feedback was gathered from all school community members. Once the budget was received and reviewed, parents/guardians, staff and community members voted on the uses of available funds that were thought to have the greatest support for SRFACS unduplicated students.
School Advisory Board (SAB)	The LCAP was discussed at the School Advisory Committee (SAB) meeting of April 14, 2025 that includes parents, staff representatives and the administrator. Feedback was gathered from representatives of all school community groups.
Parent Association Foundation (PAF)	At Parent Association Foundation (PAF) meetings, SRFACS parents, staff and administrator discussed the LCAP at the April 2, 2025 meeting. Review of what has and has not been effective led to recommendations for more targeted interventions, ensuring that unduplicated students are receiving as much support as possible.
SRFACS Staff	The LCAP was discussed at the staff meeting of April 9, 2025 and feedback was shared. Staff is concerned with the achievement gap,

Educational Partner(s)	Process for Engagement
	especially for upper grade EL students in Math. There is strong interest in more in-school support for EL students in math.
Community	The draft LCAP is posted on the school website https://srfacs.srchools.org/ and feedback is welcomed. The plan will be presented to our governing board, the Santa Rosa City Schools Board of Trustees on June 25, 2025.

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

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

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Review of the California School Dashboard demonstrates that while the Mathematics indicator schoolwide is in the yellow, it shows the subgroups of Socioeconomically Disadvantaged and Hispanic student groups in the orange, identifying an area for growth.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Annual CAASPP Smarter Balance Summative Assessment in Mathematics measurement of Socioeconomically disadvantaged students	On the 2023 CAASPP SBAC, 44.73% of Socioeconomically disadvantaged students in all grades met or exceeded standard in Math.	On the 2024 CAASPP SBAC, 35.21% of socio-economically disadvantaged students in all grades met or		At least 51% of Socioeconomically disadvantaged students will meet or exceed standard in Math	The 2024 CAASPP SBAC showed 9.52% fewer socio-economically disadvantaged students in all

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	who meet or exceed standard.		exceeded standards in Math.			grades met or exceeded standards in Math.
1.2	Annual CAASPP Smarter Balance Summative Assessment in Mathematics measurement of English Learner students who meet or exceed standard.	On the 2023 CAASPP SBAC, 35.29% of students identified as English Learners in all grades met or exceeded standard in Math.	On the 2024 CAASPP SBAC, 0% of students identified as English Learners in all grades met or exceeded standards in Math.		At least 41% of English Learner students will meet or exceed standard in Math.	The 2024 CAASPP SBAC showed 35.29% fewer EL students in all grades met or exceeded standards in Math.

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.

Interventions including tutoring were implemented to support unduplicated students. Teachers adopted and implemented new strategies that may take time to demonstrate results. Analysis shows that while most EL students are reclassified by 3rd grade, 22 students have not reclassified and are struggling. Interventions will target these students in the coming 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.

NA

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

The 2024 SBAC results are disappointing. SRFACS believes continued targeted supports and Tier 1 strategies will best support these students. For the CAASPP SBAC measurements, an increase of Math instructional time in English may help in our French immersion learning environment.

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.

Classroom teachers will meet with the principal at the beginning of the 2025-2026 school year to review students in the relevant subgroups and discuss Tier 1 strategies. The TOSA will focus tutoring support on building math skills.

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	Provide academic support of EL and SED students.	Using Tier 1 academic measurements including iReady and the French National Grade Level Evaluations, our school will identify unduplicated students who need additional supports. Continue grade-level interventions by teachers and TOSA to support SED and EL students with a particular focus on academic language in Mathematics. Identify and establish extended learning opportunities to support targeted tutoring.	\$75,916.05	Yes
1.2	Increase programs and services that improve student outcomes	Support Multilingual learners with whole-child interventions. Provide collaboration opportunities to develop and implement units and projects that will link California Common Core standards and the French Ministry of Education standards in grade TK-6. Teachers will refer students to the CARE team as needed. CARE Team will refer students to the principal for tutoring. Provide manipulatives for differentiated classroom instruction. Provide targeted tutoring support in math for unduplicated students,	\$107,338.53	Yes
1.3	Provide academic support of EL and SED students	Increase academic interventions for struggling students. Teachers will use iReady and grade level assessments including Acadience and the French National Evaluations to organize small groups for additional support.	\$81,245.28	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Broad Goal: Engage students and improve students outcomes by Reducing Chronic Absenteeism as measured by the CDE dashboard with a goal of reducing chronic absenteeism by 2% annually through Tier 1 supports and Communication.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Reduce chronic absenteeism by

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	SRFACS will reduce chronic absenteeism 2% each year with the target goal of chronic absenteeism of less than 18.8% chronic absenteeism as an outcome in year three as measured by the CDE Dashboard.	Chronic Absenteeism was 24.8% on the 2023 CDE dashboard.	Chronic Absenteeism reduced to 12.8% on the 2024 CDE dashboard.		Less than 18.8% chronic absenteeism	The CDE Dashboard showed significant improvement in Chronic Absenteeism at SRFACS with a reduction to 12.8%, exceeding the Year 3 targeted outcome.

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.

Increased communication and understanding regarding regular school attendance was part of a successful implementation of the planned actions.

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

NA

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

The specific action of communicating and building parent and guardian awareness of Chronic Absenteeism was effective.

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.

NA

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	Increase Parent awareness regarding attendance.	SRFACS will increase and reinforce communication with parents regarding the importance of school attendance. School Leadership, parent and community groups will provide frequent, consistent messaging regarding attendance.	\$0.00	No
2.2	Student engagement in school	SRFACS teachers and leadership will give students reminders and incentives to attend school. Staff will reinforce the value of being in school	\$0.00	No

Action #	Title	Description	Total Funds	Contributing
		in order to learn. Incentives will be provided to classes that demonstrate excellent or improved attendance.		
2.3	Social-emotional	Post-pandemic, students and parents often cite anxiety as a hindrance for getting to school. Increased messaging regarding school attendance will include the social-emotional impacts of missing school including friendship changes when a student is missing recesses, the emotional stress of falling behind because of missed lessons, and the stress from needing to get back in the routine of getting to school. Tier 1 supports including Restorative practices and counseling addresses student needs. Students' stress often manifests itself in negative peer interactions. The SRFACS community has had extremely positive outcomes using restorative practices to help students address harms and move forward in a positive way. Having a Restorative Specialist at the site allowed for established, trusting relationships that serve as a foundation when problems occur. SRFACS highly values restorative practices. While the SRFACS community hoped to fund a 0.5 FTE Restorative Specialist at the site in order to continue the positive school climate, since that position is no longer an option, available funds will prioritize additional school safety advisor FTE with someone who has strong restorative skills and knowledge. Restorative training for staff members such as yard duties will also be a priority as funding allows.	\$62,540.65	No
2.4	Rich and engaging curriculum	SRFACS students have an unusual opportunity to learn in a rich language immersive learning environment. Reinforcing the value and benefits of the program encourages students to appreciate the education they are receiving and inspire them to attend school.	\$0.00	No
2.5	Mental Health support	SRFACS will seek and provide mental health and social-emotional professional resources to reduce attendance barriers due to mental health issues. Unduplicated students will be our priority for receiving services from a Site-Based Therapist.	\$12,071.84	Yes

Action #	Title	Description	Total Funds	Contributing

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Increase percent of socio-economically disadvantaged students meeting standard by 2% in ELA and Math on the CAASPP each year.	On the 2023 CAASPP, 49.35% of socio-economically disadvantaged students met standard in ELA and 44.73% of socio-economically met standard in Math.	On the 2024 CAASPP, 40.84% of socio-economically disadvantaged students met standard in ELA and 35.21% of		At least 50% of SED students meet or exceed standard on the SBAC in ELA and Math.	Current results show an 8.51% decline from baseline.

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			socio-economically met standard in Math.			

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.

SRFACS provided additional extended learning opportunities to engage students in their learning including a Study Hall before school where students can access the internet and complete homework assignments and Homework Club to provide a safe, nurturing environment after school.
 Afterschool tutoring supported identified students during school hours as well as before and after school.
 SRFACS used LCFF funds to fund a School Based Therapist to address the mental health needs of unduplicated students.
 We plan to continue providing these services for our unduplicated students.

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.

NA There was no difference between the planned and actual expenditures or improved services.

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

A decline in the number of SED students meeting or exceeding standard is concerning. SRFACS will follow those students more closely and provide targeted supports.

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.

An increased awareness among teachers of the increasing gap. Increased ELOP offerings.

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	Extend learning opportunities	Continue building the SRFACS extended learning opportunities program to engage students in their learning. Build teaching and learning opportunities that remove barriers to learning including providing a safe environment that is conducive to learning Provide a Study Hall before school where students can access the internet and complete homework assignments. Provide safe and engaging learning opportunities after school and during the summer vacation. Provide tutoring for struggling students.	\$35,000.00	Yes
3.2	Teacher Instruction	SRFACS teachers previously pursued professional development that brings new approaches to the classroom. Specifically, GLAD, Building Thinking Classrooms and Jo Boaler mindset trainings are having observable impact on student engagement. The impact of this increased capacity will be measured through improvements in iReady, Acadience, and French National evaluations. The French teachers are provided professional development through the French Ministry of Education.	\$0.00	No
3.3	Mental Health and Social-emotional support	Socio-economically disadvantaged students may have difficulties focusing on schoolwork due to trauma or other difficulties outside of school. SRFACS supports student mental health and social-emotional support.	\$12,071.84	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	DEL F, a diploma awarded by the French Ministry of Education to certify the level of French-language skills of non-French speakers.	90% of SRFACS students pass the DEL F by 6th grade	100% of 5th graders passed the DEL F A2		At least 90% of 6th grade students have passed the DEL F.	Year 1 outcomes exceeded Baseline.

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.

Continued rigorous instruction in French in accordance with the French Ministry of Education grade level standards. The TOSA provided tutoring before school to students who needed additional support. The TOSA organized, administered and corrected the DELF exams. All SRFACS students engaged with a wide range of instructional materials in French and English in accordance with the harmonized curriculum. Students with a variety of home languages engaged with literature through reading materials in their home language. All students visited the library weekly where they enjoy access to library collections in French and English.

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.

NA There was no material difference between budgeted expenditures and estimated actual expenditures nor the percentages of improved services and estimated actual percentages of improved services.

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

All but two 5th grade students succeeded in passing the DELF exam. If the students remain enrolled in SRFACS, they will have the opportunity to attempt the exam again next 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.

Students are successfully becoming at least bi-lingual in French and English by the time they complete 6th grade. An increasing number of students are multi-lingual and speak more than two languages. SRFACS will continue to deliver a rigorous, language immersion program that is accessible to all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Maintain and communicate harmonized curriculum	Continue to focus on language acquisition as the core of the school's program.	\$98,274.07	Yes

Action #	Title	Description	Total Funds	Contributing
		Continue to maintain the school's accreditation with the AEFÉ by maintaining the position of French TOSA to coordinate harmonization with the French Ministry of Education standards.		
4.2	Provide culturally and language relevant resources	Maintain appropriate instructional materials for all grade levels in both English and French. Broad and rich library resources in target and home languages. Maintain Library technician hours in order to manage library inventory in English, French and other languages. Continue funding additional Library Technician hours to support literacy and language development for EL and SED students school-wide. Continue increasing student literacy by building the library inventory to include more languages based on the home languages of SRFACS students including Spanish and other home languages.	\$23,896.09	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [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.

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.

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

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

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

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
\$410,660	\$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
7.307%	0.000%	\$0.00	7.307%

The Budgeted Expenditures for Actions identified as Contributing may be found in the Contributing Actions Table.

Required Descriptions

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	Action: Increase programs and services that improve student outcomes Need: Overall assessment data shows unduplicated students score below their peers in math, English and French. SRFACS seeks to support these students' academic success. Unduplicated students express needs for additional supports such as needing a warm	Teachers and support staff will collaborate to support students.	Formative assessments, student interactions, attendance, and summative assessments will be used to monitor effectiveness.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	coat or being hungry and not getting to school in time for breakfast or they have need for emotional support. Scope: Schoolwide		
4.1	Action: Maintain and communicate harmonized curriculum Need: The mission of SRFACS is to teach all students in a French immersion language program in a public school setting. This education is normally only available to students in private schools. We are proud to provide this learning opportunity to all students. The harmonized curriculum provided by the SRFACS program has demonstrated strong results of a rigorous and enriching education through mastery of both the French and English languages. Inherent in the language instruction is an immersion into the French culture that increases student knowledge of the global community. The program has historically demonstrated positive results that should be continued and built upon. Scope: Schoolwide	The immersion language curriculum in grades TK through 8, with 90% of instruction in French through grade 2, then incrementally transitioning to 50% French in 6th grade and above. TOSA personnel expenditure for this item is 60% of the total TOSA expense.	Annual accreditation by the French Ministry of Education through their Agency for French Education Abroad (AEFE) and student outcomes, in particular, student success on the DELF exam.
4.2	Action:	The immersion curriculum in grades TK through 8 requires instructional materials from France. The	Mastery of the English and French languages as

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
	Provide culturally and language relevant resources Need: Maintain an academically rigorous program of French language immersion that aligns with the California Common Core State Standards as well as the French Ministry of Education standards to support mastery of English and French languages. This program is a unique opportunity for unduplicated students in a public school in California. Scope: Schoolwide	dual curriculum increases the need for additional materials. Unduplicated students in particular may not have access to books in French or other languages. Our library has both French and an English inventories. In addition, because many of our students speak other languages at home, we are building inventories in Spanish, Russian and other languages in our library. These school needs demand additional time for our staff members. Given anticipated needs for the coming year, we will increase the librarian technician hours.	demonstrated through the DELF and CAASPP exams.

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
1.1	Action: Provide academic support of EL and SED students. Need: 2024 CAASPP SBAC showed 35.21% of Socioeconomically disadvantaged students in all grades met or exceeded standard in Math compared with 56.54% of not socioeconomically disadvantaged students.	Unduplicated students will receive targeted intervention from SRFACS teachers and TOSA.	Improvement of CAASPP scores over three years.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	2024 CAASPP SBAC showed 0% of students identified as English Learners in all grades met or exceeded standard in Math compared with 54.65% of English only learners. Scope: Limited to Unduplicated Student Group(s)		
1.3	Action: Provide academic support of EL and SED students Need: A significant percentage of unduplicated students score below grade level on local, State and French National evaluations Scope: Limited to Unduplicated Student Group(s)	Small group intervention and one-to-one support will support student learning in targeted areas of need. Unduplicated students will receive targeted intervention from the TOSA and teachers. TOSA personnel expenditure for this item is 40% of the total TOSA expense.	iReady, Acadience and French National Evaluations
2.5	Action: Mental Health support Need: SRFACS recognizes that students living in poverty, foster youth, and students with language barriers may additionally face attendance barriers due to mental health issues. Attendance is impacted by self-regulation and behavior issues as well as a lack of confidence due to academic struggles. Scope: Limited to Unduplicated Student Group(s)	In response to the school community's feedback, SRFACS will use LCFF funds to fund available Site-Based Therapist professional services.	The students being served will be monitored for reduced behavior incidents, improved attendance and improved academics as a result of having therapeutic support.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
3.1	Action: Extend learning opportunities Need: Socio-economically disadvantaged student outcomes continue to be below outcomes of All Students. The 2024 CDE dashboard showed All Students in the green while socio-economically disadvantaged students were in the orange. On the 2024 CAASPP ELA, 40.84% of socio-economically disadvantaged students met standard compared with 60.08% of all students. In math, 35.21% of socio-economically met standard compared with 50.21% of all SRFACS students. SRFACS' goal is to eliminate this outcome gap. Scope: Limited to Unduplicated Student Group(s)	Use ELOP funding to continue building the SRFACS extended learning opportunities to engage students in their learning. Build teaching and learning opportunities that remove barriers to learning including providing a safe environment that is conducive to learning including programs during the summer and holiday breaks. Provide a Study Hall before school where students can access the internet and complete homework assignments. Provide safe and engaging learning opportunities after school and during the summer vacation. Provide afterschool tutoring for struggling students.	CAASPP scores as well as local and formative assessments.
3.3	Action: Mental Health and Social-emotional support Need: SRFACS recognizes that students living in poverty, foster youth, and students with language barriers may additionally face attendance barriers due to mental health issues. Attendance is impacted by self-regulation and behavior issues as well as a lack of confidence due to academic struggles. Scope: Limited to Unduplicated Student Group(s)	In response to the school community's feedback, SRFACS will use LCFF funds to fund mental health professionals as available to address the needs of unduplicated students. One priority is a Site-Based Therapist to meet with identified students weekly. The amount of hours will be determined by SBT availability and available LCAP funding.	The students being served will be monitored for reduced behavior incidents, improved attendance and improved academics as a result of having support.

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

Additional Concentration Grant Funding

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

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

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	5,620,010	410,660	7.307%	0.000%	7.307%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$473,354.35	\$35,000.00	\$0.00	\$0.00	\$508,354.35	\$477,015.82	\$31,338.53

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Provide academic support of EL and SED students.	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		Continuous over three years	\$75,916.05	\$0.00	\$75,916.05				\$75,916.05	
1	1.2	Increase programs and services that improve student outcomes	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: SRFACS	Continuous ly over three years.	\$76,000.00	\$31,338.53	\$107,338.53				\$107,338.53	
1	1.3	Provide academic support of EL and SED students	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	Annually over three years	\$81,245.28	\$0.00	\$81,245.28				\$81,245.28	
2	2.1	Increase Parent awareness regarding attendance.	All Students with Disabilities	No			Specific Schools: SRFACS	Over the course of three years	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.2	Student engagement in school	All Students with Disabilities	No			Specific Schools: SRFACS	Continuous over three years.	\$0.00	\$0.00	\$0.00				\$0.00	
2	2.3	Social-emotional	All Students with Disabilities English Learners Foster Youth Low Income	No		English Learners Foster Youth Low Income	Specific Schools: SRFACS	Continuous over three years	\$62,540.65	\$0.00	\$62,540.65				\$62,540.65	
2	2.4	Rich and engaging curriculum	All Students with Disabilities	No			Specific Schools: SRFACS	Annually over three years	\$0.00	\$0.00	\$0.00				\$0.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.5	Mental Health support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: SRFACS		\$12,071.84	\$0.00	\$12,071.84				\$12,071.84	
3	3.1	Extend learning opportunities	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: SRFACS SRFACS	Continuous over three years	\$35,000.00	\$0.00	\$0.00	\$35,000.00			\$35,000.00	
3	3.2	Teacher Instruction	All Students with Disabilities	No			Specific Schools: SRFACS	Annually over three years	\$0.00	\$0.00	\$0.00				\$0.00	
3	3.3	Mental Health and Social-emotional support	English Learners Foster Youth Low Income	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: SRFACS	Annually over three years	\$12,071.84	\$0.00	\$12,071.84				\$12,071.84	
4	4.1	Maintain and communicate harmonized curriculum	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: SRFACS	2024-2025 school year	\$98,274.07	\$0.00	\$98,274.07				\$98,274.07	
4	4.2	Provide culturally and language relevant resources	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: SRFACS	Annually over three years	\$23,896.09	\$0.00	\$23,896.09				\$23,896.09	

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
5,620,010	410,660	7.307%	0.000%	7.307%	\$410,813.70	0.000%	7.310 %	Total:	\$410,813.70
								LEA-wide Total:	\$0.00
								Limited Total:	\$181,305.01
								Schoolwide Total:	\$229,508.69

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Provide academic support of EL and SED students.	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income		\$75,916.05	
1	1.2	Increase programs and services that improve student outcomes	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SRFACS	\$107,338.53	
1	1.3	Provide academic support of EL and SED students	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	All Schools	\$81,245.28	
2	2.3	Social-emotional			English Learners Foster Youth Low Income		\$62,540.65	
2	2.5	Mental Health support	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: SRFACS	\$12,071.84	
3	3.1	Extend learning opportunities	Yes	Limited to Unduplicated Student Group(s)	English Learners Foster Youth Low Income	Specific Schools: SRFACS	\$0.00	
3	3.3	Mental Health and Social-emotional support	Yes	Limited to Unduplicated	English Learners Foster Youth	Specific Schools: SRFACS	\$12,071.84	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
				Student Group(s)	Low Income			
4	4.1	Maintain and communicate harmonized curriculum	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SRFACS	\$98,274.07	
4	4.2	Provide culturally and language relevant resources	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: SRFACS	\$23,896.09	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$317,021.01	\$403,021.01

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	Provide academic support of EL and SED students.	Yes	\$65,516.05	\$85,516.05
1	1.2	Increase programs and services that improve student outcomes	Yes	\$0.00	
1	1.3	Provide academic support of EL and SED students	Yes	\$71,245.28	\$91,245.28
2	2.1	Increase Parent awareness regarding attendance.	No	\$0.00	
2	2.2	Student engagement in school	No	\$0.00	
2	2.3	Social-emotional	No	\$0.00	
2	2.4	Rich and engaging curriculum	No	\$0.00	
2	2.5	Mental Health support	Yes	\$6,035.92	\$6,035.92
3	3.1	Extend learning opportunities for learning	Yes	\$35,000.00	\$45,000.00
3	3.2	Teacher Instruction	No	\$0.00	
3	3.3	Mental Health and Social-emotional support	Yes	\$6,035.92	\$12,035.92

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)
4	4.1	Maintain and communicate harmonized curriculum	Yes	\$98,274.07	\$108,274.07
4	4.2	Provide culturally and language relevant resources	Yes	\$34,913.77	\$54,913.77

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)
356,756	\$282,021.01	\$358,021.01	(\$76,000.00)	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Provide academic support of EL and SED students.	Yes	\$65,516.05	\$85,516.05		
1	1.2	Increase programs and services that improve student outcomes	Yes	\$0.00			
1	1.3	Provide academic support of EL and SED students	Yes	\$71,245.28	\$91,245.28		
2	2.5	Mental Health support	Yes	\$6,035.92	\$12,035.92		
3	3.1	Extend learning opportunities for learning	Yes	\$0.00			
3	3.3	Mental Health and Social-emotional support	Yes	\$6,035.92	\$6,035.92		
4	4.1	Maintain and communicate harmonized curriculum	Yes	\$98,274.07	\$108,274.07		
4	4.2	Provide culturally and language relevant resources	Yes	\$34,913.77	\$54,913.77		

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)
5,493,523	356,756	0	6.494%	\$358,021.01	0.000%	6.517%	\$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, Statutes 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:

- 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).

California Department of Education
November 2024



LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa City Schools

CDS Code: 49402530000000

School Year: 2025-26

LEA contact information:

Lisa August

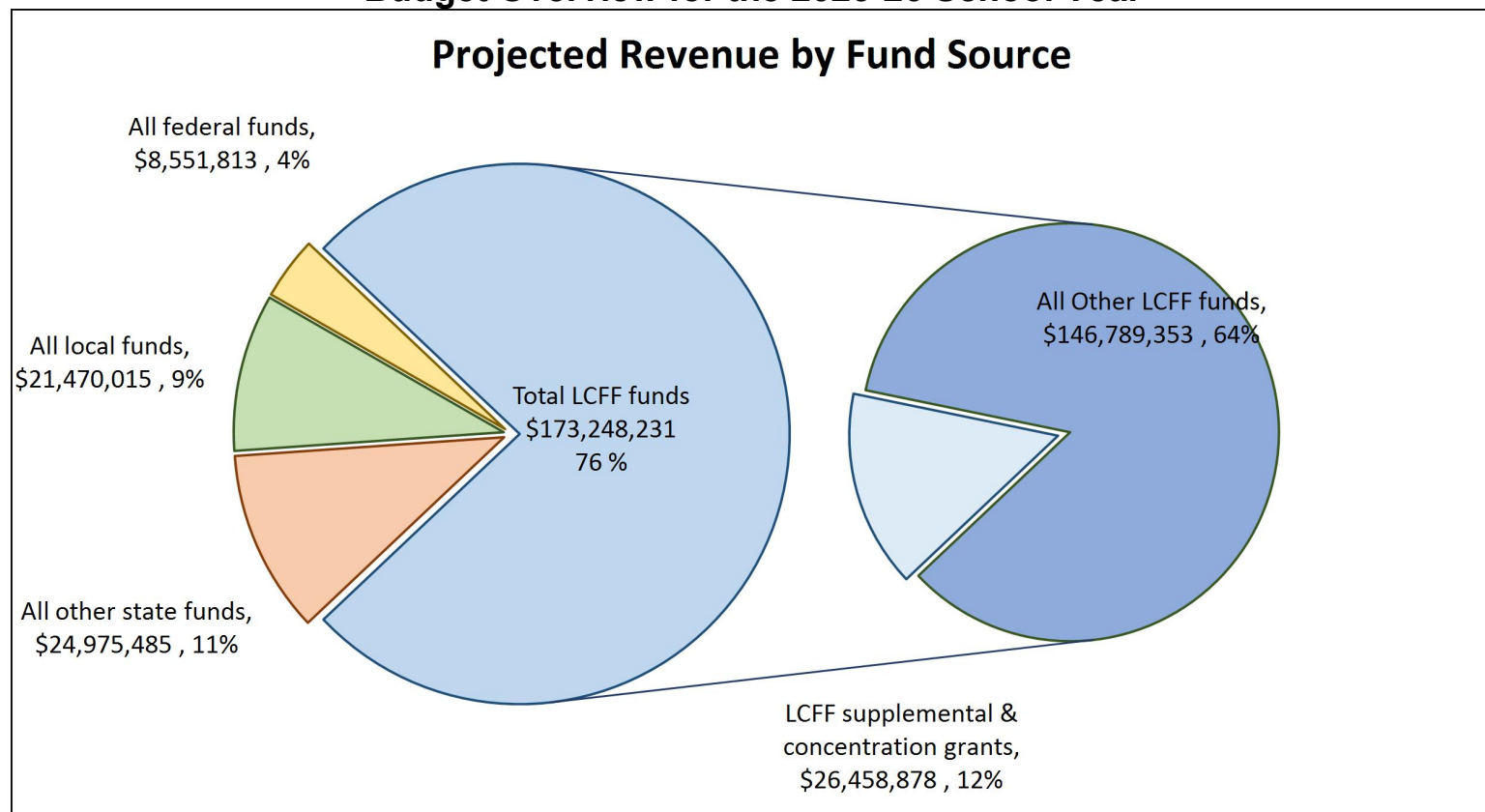
Interim Superintendent

laugust@srcs.k12.ca.us

(707) 890-3800

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

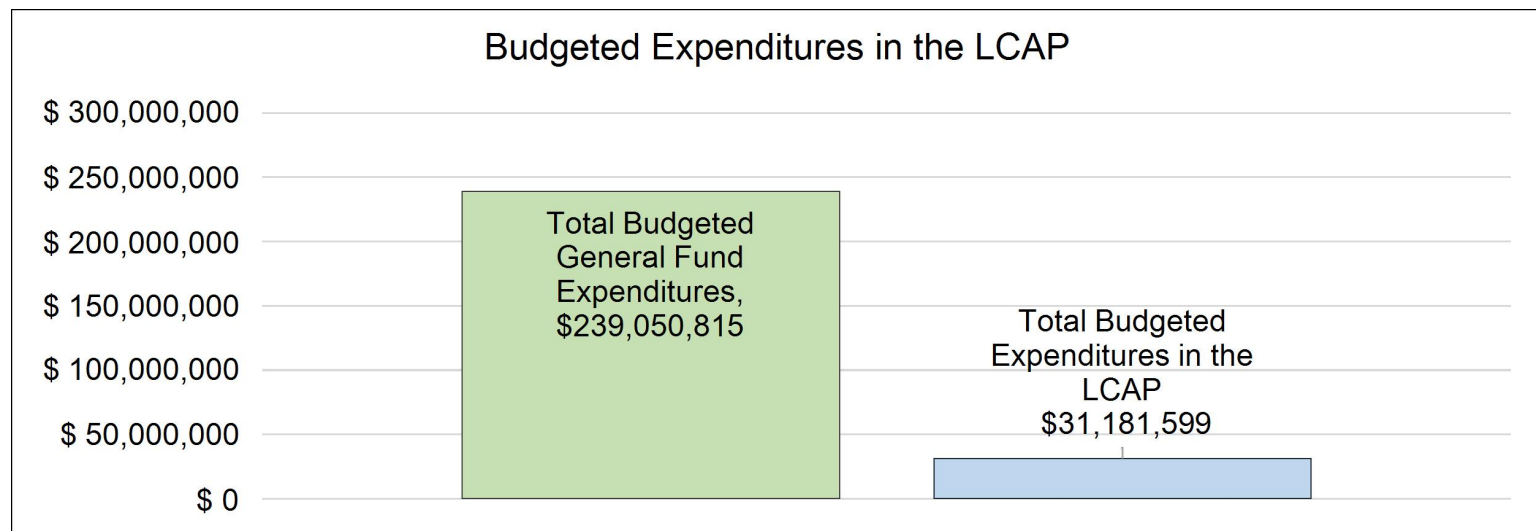


This chart shows the total general purpose revenue Santa Rosa City Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa City Schools is \$228,245,544, of which \$173,248,231 is Local Control Funding Formula (LCFF), \$24,975,485 is other state funds, \$21,470,015 is local funds, and \$8,551,813 is federal funds. Of the \$173,248,231 in LCFF Funds, \$26,458,878 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 City Schools 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 City Schools plans to spend \$239,050,815 for the 2025-26 school year. Of that amount, \$31,181,599 is tied to actions/services in the LCAP and \$207,869,216 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

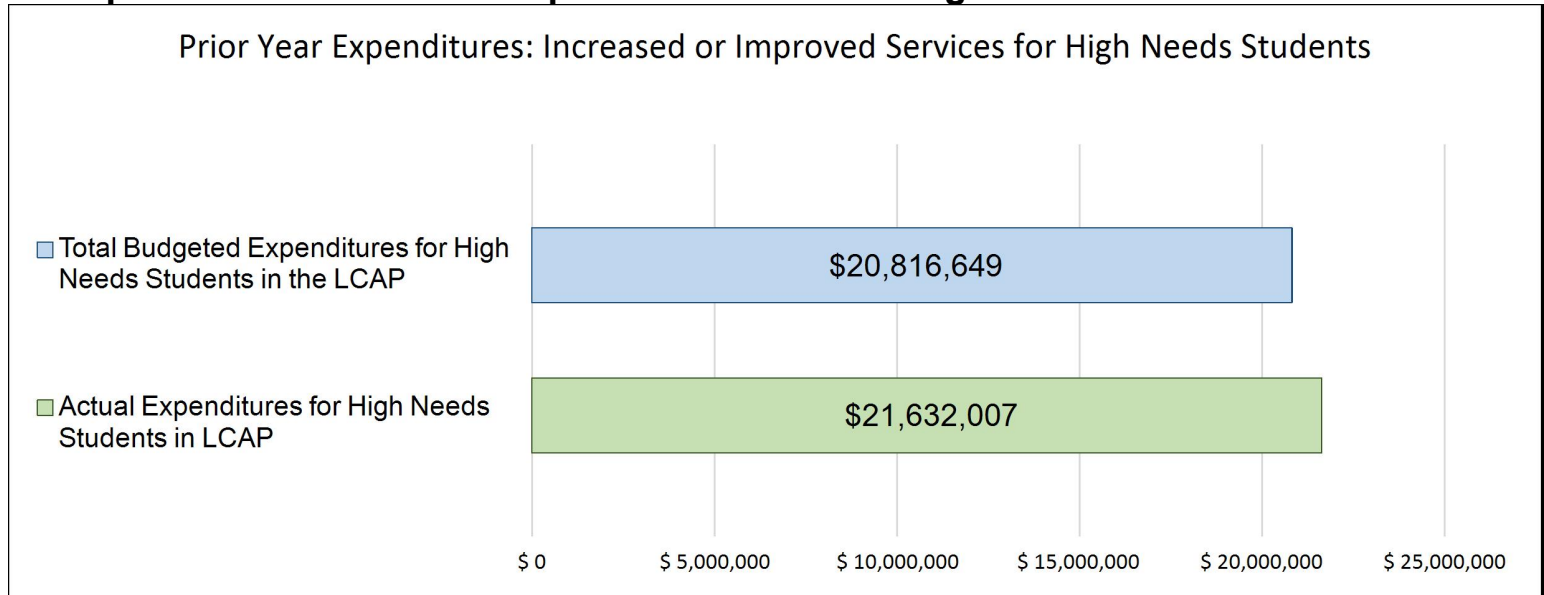
Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice Principals, and school office staff. Maintenance and operations i.e. custodians, custodial supplies, grounds workers, maintenance workers, and maintenance supplies.

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

In 2025-26, Santa Rosa City Schools is projecting it will receive \$26,458,878 based on the enrollment of foster youth, English learner, and low-income students. Santa Rosa City Schools must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rosa City Schools plans to spend \$26,477,727 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Santa Rosa City Schools 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 City Schools 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 City Schools's LCAP budgeted \$20,816,649 for planned actions to increase or improve services for high needs students. Santa Rosa City Schools actually spent \$21,632,007 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$815,358 had the following impact on Santa Rosa City Schools's ability to increase or improve services for high needs students:

These additional funds were invested in the services to these students to provide additional support towards their academic achievement.



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 City Schools	Lisa August Interim Superintendent	laugust@srcs.k12.ca.us (707) 890-3800

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 City Schools (SRCS) is a TK–12 district serving a diverse student population across 24 schools. In recent years, SRCS has taken bold, student-centered steps to align its resources, programs, and facilities with current and projected needs. The Santa Rosa City Schools (SRCS) District is facing a fiscal crisis driven by a significant decline in student enrollment and the expiration of temporary COVID-19 relief funds. To address this urgent situation, the District is engaged in a districtwide reconfiguration process aimed at right-sizing operations to better align with current enrollment and fiscal realities.

As part of this process, four schools will close at the end of the 2024–25 school year, with two additional schools scheduled to close at the end of 2025–26. These school closures, along with substantial staffing reductions across the district, are necessary steps to reduce operating costs and close a projected \$20 million shortfall in the Unrestricted General Fund for the 2025–26 fiscal year.

These decisions are difficult but essential to ensure SRCS meets fiscal solvency requirements under state law. The District is receiving guidance from the Fiscal Crisis and Management Assistance Team (FCMAT) and is under the fiscal oversight of the Sonoma County Office of Education.

The budget shortfall is largely due to a persistent and significant decline in student enrollment. SRCS currently operates more schools than are needed for the number of students it serves—a challenge compounded by declining birth rates, families moving out of the area, and increased enrollment in charter schools. In the 2012–13 school year, SRCS enrolled 15,430 students (excluding charter schools); by 2023–24, enrollment had dropped to 12,860.

Following extensive community engagement, demographic analysis, and fiscal forecasting, the district has embarked on a multi-year consolidation and school closure process designed to address declining enrollment, stabilize the budget, and ensure equitable access to high-quality educational programs.

As part of this effort, SRCS is actively implementing a phased school consolidation plan beginning in the 2025–26 school year. This includes the closure of under-enrolled elementary and secondary schools, reconfiguration of some campuses into 7–12 grade models known as the “JR/SRs”, and realignment of boundaries and student placement systems. These changes are guided by a five-year strategic outlook, informed by community feedback and supported by technical assistance from partners such as the Sonoma County Office of Education (SCOE), FCMAT, CCEE, and SELPA. The district is also working to maximize instructional opportunities through expanded career and dual language pathways, IB and AVID programs, and integrated academic and behavioral supports.

Our 2025-2026 School configuration will be:

1 Early Learning Academy, 6 Elementary Schools, 2 Middle Schools, 2 Junior/Senior High Schools, 3 High Schools and 4 Charter Schools.

In alignment with the Local Control and Accountability Plan (LCAP) goals, SRCS remains committed to prioritizing student achievement, access, and well-being throughout this transition. The district has exited Differentiated Assistance status as of 2024, a reflection of its progress in reducing chronic absenteeism, improving academic outcomes, and narrowing equity gaps for underserved student groups.

Moving forward, the district continues to engage stakeholders through transparent planning, thoughtful transitions, and data-informed decision-making to sustain momentum and ensure fiscal and instructional coherence. As part of this commitment, SRCS will continue its multi-year instructional initiative focused on Tier 1 “Quality First Instruction,” aimed at ensuring that all students—including English Learners and students with disabilities—receive consistent, rigorous, and culturally responsive teaching in every classroom. This work builds on recent academic gains and addresses long-standing equity concerns, including the over-identification of English Learners in Special Education, by strengthening universal classroom supports, refining early intervention practices, and reinforcing inclusive instructional strategies across all grade levels.

Reflections: Annual Performance

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

The California School Dashboard (Dashboard) is an online platform that provides parents, educators, and the public with data on various aspects of school performance and student success, including academic achievement, graduation rates, and school climate, among others. The Dashboard features a color-coded system to easily identify strengths and areas needing improvement across different state and local measures.

For the 2024 Dashboard, schools and districts received one of five performance levels for each eligible state measure. The performance levels are determined by combining current year performance and the change from the prior year, and are represented by a color ranging from Red (very low) to Blue (very high). Schools and districts are evaluated through six state measures and five local measures. The state

measures, or Indicators, include Academic Performance in English language arts (ELA) and mathematics, English Learner Progress, Chronic Absenteeism (TK-8), High School Graduation Rate, College/Career Readiness (9-12), and Suspension Rate. The local measures include Basic Conditions, Implementation of Academic Standards, Local Climate, Parent & Family Engagement, and Access to a Broad Course of Study.

School and district results for the six state indicators are further broken down by student group and include: African American, American Indian, Asian, English learner, Filipino, Foster Youth, Hispanic, Homeless, Multiracial, Pacific Islander, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups.

The reflections that follow are based on the district's annual performance and include a description of the areas that need significant improvement based on a review of the 2024 California School Dashboard (Dashboard), as well as an evaluation of performance disparities across student groups by performance indicator.

Academic Performance

Dashboard Indicator: College & Career (9-12)

The College and Career Indicator (CCI) is one of six state indicators that the California Department of Education (CDE) includes on the Dashboard. The CCI includes multiple measures, such as A-G completion and Career Technical Education (CTE) pathway completion, and represents the percentage of high school graduates who are prepared for college or career. The goal for school districts and high schools is to provide all students with a rigorous broad course of study that prepares them for postsecondary success. Based on the 2024 Dashboard reporting, 29.5% of Santa Rosa City Schools high school graduates were considered prepared for college or career, an increase of 2.2% from the prior year. The Dashboard reported a very low CCI performance level (Red) for English learners, Homeless, Long-Term English Learners, and Students with Disabilities, a low performance level (Orange) for African American and Multiracial students. Asian, Foster Youth, Hispanic, and Socioeconomically Disadvantaged students demonstrated a medium CCI performance level (Yellow), while White students had comparatively high rates (Green).

These findings highlight the need for targeted support to address the inequities and disproportionate impacts among these underrepresented student groups. Addressing these disparities will include implementing inclusive educational policies and practices aimed at increasing participation rates in Advanced Placement (AP), International Baccalaureate (IB), Ethnic Studies, and Career Technical Education (CTE) courses. Starting with the 2025-26 school year, the district is relaunching the Advancement via Individual Determination (AVID) initiative, with 5 schools participating: 2 high schools, one 7-12 school, one K-8 charter school, and one TK-6 elementary school. AVID focuses on providing academic support, developing essential skills, and fostering a culture of high expectations to help students achieve their academic potential.

During the 2024-25 school year, there were 1,873 students enrolled in a CTE program across the district, with 57.9% of student participants identifying as Hispanic or Latino. The number of CTE articulation agreements with the local junior college is now eight, an increase of 5 since the 2022-23 academic year. In 2023-24, students who had completed at least one CTE course showed a graduation rate of 93.4%, while students who had completed a CTE pathway demonstrated a graduation rate of 100%. Identified next steps for CTE include: continued expansion of early college credit options, increased work-based learning opportunities, securing a-g approval for remaining CTE course, and establishing College and Career Readiness Labs for middle school students.

Conditions and Climate

Dashboard Indicator: Suspension Rate

The suspension rate represents the percentage of K-12 students who were suspended for a total of one full day anytime during the school year. The goal for school districts and schools is to achieve a very low suspension rate.

In Santa Rosa City Schools, the suspension rate for school years 2022-23 and 2023-24 were 8.2% and 6.4%, respectively, demonstrating a decrease of 1.8 percentage points. However, the Dashboard reported a very high suspension rate (Red) for Foster Youth and high suspension rates (Orange) for American Indian, Asian, Pacific Islander, and Multiracial students. English Learners, African American, Filipino, Hispanic, Homeless, Long-term English Learners, Socioeconomically Disadvantaged, Students with Disabilities, and White student groups were reported at the average performance level for suspension rates (Yellow). No student groups were reported in the low (Green) or very low (Blue) performance levels for suspension rates.

The decrease in suspension rates reflects the prioritization of restorative practices, social-emotional support for and the safety of our students, staff, and the school community, as well as continued professional development for staff in these areas. More details about these efforts can be found in the Social-Emotional Wellness and Restorative Practices subtopics below.

Academic Engagement

Dashboard Indicator: High School Graduation Rate

For school years 2022-23 and 2023-24, the district demonstrated an increase of 3.8% in the graduation rate with 82.7% and 86.5% of students graduating, respectively. The 2024 Dashboard reported no students at the very low (Red) or low performance (Orange) levels, while four student groups demonstrated average performance levels (Yellow): English Learners, Homeless, Long-term English Learners, and Students with Disabilities. African American, Foster Youth, Hispanic, Multiracial, Socioeconomically Disadvantaged, and White student groups were reported in the high performance level (Green). Asian students were reported in the very high performance level (Blue) for the graduation rate.

Ethnic Studies is a district graduation requirement starting with the class of 2025. Santa Rosa City Schools currently offers 10 different courses for students on all high school campuses and two middle schools. This year, the district continued to offer professional development in Ethnic Studies. Three cohorts of teachers--75 in all-- participated in multi-day training to develop their foundational skills in Ethnic Studies content and pedagogy in order to provide culturally responsive teaching across our TK-12 classrooms. The limited journal and peer-reviewed studies about Ethnic Studies suggest that a robust programmatic implementation of Ethnic Studies will result in higher core academic achievement, better attendance, and more positive behaviors.

Academic Engagement

Dashboard Indicator: Chronic Absenteeism (K-8)

Chronic absenteeism is defined as a student being absent for 10% or more of the total instruction days they were enrolled. During the 2021-22 and 2022-23 school years, Santa Rosa City Schools saw a notable improvement in chronic absenteeism rates, decreasing from 39.8% to 26.2%. This significant decline moved the district from a very high absenteeism rate down to a medium rate.

According to the 2024 Dashboard, no student groups were reported with a very high absenteeism rate (Red). However, African American, American Indian, Foster Youth, Pacific Islander student groups were categorized with high absenteeism rates (Orange). The majority of

student groups demonstrated a medium absenteeism rate (yellow): Asian, English learners, Hispanic, Homeless, Long-term English Learners, Multiracial, Socioeconomically Disadvantaged, Students with Disabilities, and White students. Filipino students were reported at a low absenteeism rate (Green).

The decrease in chronic absenteeism rates reflects multiple district-wide efforts that encompass both academics, personalized family outreach and communication, as well as the prioritization of social-emotional support for and the safety of our students. More details about these efforts can be found in the Social-Emotional Wellness and Restorative Practices subtopics below.

Academic Performance

Dashboard Indicator: English Language Arts (ELA)

This Dashboard Indicator reports how well students are meeting grade-level standards on the annual English Language Arts assessments.

While the district demonstrated an increase of 8 points from the previous year, the 2024 California School Dashboard shows Santa Rosa City Schools students are 45.8 points below meeting the standard. The Dashboard highlights significant disparities in English Language Arts (ELA) performance among different student groups, with the majority of groups demonstrating a low performance level (Orange): American Indian, English Learners, Foster Youth, Hispanic, Homeless, Long-term English Learners, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities. African American and Multiracial student groups are performing at a medium level (Yellow). In contrast, Asian, Filipino, and White student groups demonstrated a high performance level (Green) in ELA.

California Assessment of Student Performance and Progress (CAASPP): ELA

To evaluate students' proficiency in ELA, performance is measured using the Smarter Balanced summative assessment (SBAC) or the California Alternate Assessment (CAA), administered annually to students in grades three through eight and grade eleven.

Results from the 2023-24 ELA assessment showed that overall, 34.7% of students met or exceeded the standards for ELA, which is a decline of 1.05 percentage points from the previous year. A breakdown by key grade levels shows the percentage of students who met or exceeded the state standard for ELA:

Grade 3: 28.67%

Grade 6: 36.08%

Grade 8: 31.23%

Grade 11: 48.32%

Data from both the Dashboard and CAASPP indicates a persistent achievement gap in ELA performance among different student groups, with English Learners, Socioeconomically Disadvantaged, and Students with Disabilities struggling the most. Grade eleven students tend to experience significant achievement when compared to other grades, although the gap for English Learners persists through 11th grade, with 4% meeting or exceeding the standard for ELA.

When comparing ELA data for English learners, the 2024 California Dashboard shows current English Learners as 143.9 points below standard and recently reclassified English Learners as 55.7 points below standard, while English Only students are 14.1 points below standard.

During the 2024-25 year, in conjunction with work done by and through the secondary English Steering Committee, secondary English teachers agreed to administer a district-wide common assessment twice during the year, the CAASPP Interim assessments, to provide teachers with a common formative assessment to support teaching and learning. These formative assessments provided opportunities to analyze data in school site teams to gauge student progress toward specific learning goals and to begin alignment of district-wide assessment practices and cycles of review. They also provided an opportunity for students to practice using the navigation and testing tools on the CAASPP platform.

Based on an identified academic need and after piloting programs at the elementary level during Spring 2024, the district implemented the 95% Core Phonics Curriculum, K-5, during the 2024-25 academic year. The district also implemented i-Ready diagnostic reading and math assessments, administered each trimester; students then participate in a personalized online learning program based on their diagnostic results. During 2024-25 grade level release days, teachers participated in professional development, learning how to analyze the diagnostic data in order to plan and implement differentiated instruction to meet all students' learning needs.

Academic Performance

Dashboard Indicator: Mathematics (Math)

To evaluate students' proficiency in Mathematics, performance is measured using the Smarter Balanced summative assessment (SBAC) or the California Alternate Assessment (CAA), administered annually to students in grades three through eight and grade eleven.

While the district demonstrated an increase of 13.5 points for all students from the previous year, the 2024 California School Dashboard shows Santa Rosa City Schools students are 89.1 points below standard. The data from the 2024 California School Dashboard reveals differences in math performance among various student groups. The majority of student groups demonstrated a low performance level (Orange): African American, American Indian, English Learners, Filipino, Foster Youth, Hispanic, Homeless, Long-term English Learners, Pacific Islander, Socioeconomically Disadvantaged, and Students with Disabilities. Multiracial and White students performed at a medium level (Yellow), while Asian students performed at a very high level (Blue).

California Assessment of Student Performance and Progress (CAASPP): Math

To evaluate students' proficiency in mathematics, performance is measured using the Smarter Balanced summative assessment (SBAC) or the California Alternate Assessment (CAA), administered annually in the spring to students in grades three through eight and grade eleven.

Results from the math assessment showed that overall, 24.30% of students met or exceeded the standards for math, which represents a 0.57 percentage point decline from the prior year. A breakdown by key grade levels shows the percentage of students who met or exceeded the state standard for Mathematics:

Grade 3: 29.60%

Grade 6: 26.02%

Grade 8: 22.23%

Grade 11: 22.81%

When comparing Mathematics data for English Learners, the 2024 California Dashboard shows current English Learners as 163.6 points below standard and Recently Reclassified English Learners as 99.6 points below standard (a 4-point increase from the previous year), while English Only students are 59.9 points below standard (an increase of 17.6 points from the previous year).

This highlights the need for targeted support and interventions, as well as a need to align our teaching practices to the new California Math Framework. At the elementary level, teachers continued to be supported through twice-yearly grade-level release days for the last two years. Elementary teachers also had the opportunity to attend professional learning sessions organized by grade level spans. At the secondary level, teachers also had the opportunity to work in grade level span teams to align their curriculum and teaching strategies with the new Framework. At these sessions, district office staff prioritized mathematics on the meeting agendas, focusing on supporting positive math mindsets in our students through the use of low-floor/high-ceiling math tasks, inviting warm-ups, math games, and group work, including visuals and multiple pathways to solving problems. These sessions focused on modeling and the use of the strategies for classroom instruction using the teaching practices from Building Thinking Classrooms in Mathematics. These practices align to work the district had previously done with Dr. Jo Boaler around growth mindset and the launch of the new California Math Framework.

Santa Rosa City Schools expanded its math redesign efforts to include TK-3 in 2024-25. The district also implemented i-Ready diagnostic reading and math assessments, administered each trimester; students then participate in a personalized online learning program based on their diagnostic results.

During the 2024-25 year, in conjunction with work done by and through the secondary Math Steering Committee, secondary math teachers agreed to administer a district-wide common assessment twice during the year, the CAASPP Interim assessments, to provide teachers with a common formative assessment to support teaching and learning. These formative assessments provided opportunities to analyze data in school site teams to gauge student progress toward specific learning goals and to begin alignment of district-wide assessment practices and cycles of review. They also provided an opportunity for students to practice using the navigation and testing tools on the CAASPP platform.

Academic Performance

Dashboard Indicator: English Language Progress

English Learner students take the English Language Proficiency Assessments for California (ELPAC) exam to measure progress in English language proficiency. The ELPAC has four levels with four being the highest. On the 2024 Dashboard, 39.7% of English Learner students made progress towards English language proficiency. This represents a decline of 3.6 percentage points from 43.3% in 2023.

To address the needs of our current English Learners and Long-term English Learners, the district has conducted ongoing professional development for teachers on effective strategies for English language instruction, building on prior Guided Language Acquisition & Development (GLAD) training to now include practices from 7 Steps to a Language-Rich, Interactive Classroom. This includes training on scaffolding techniques, differentiated instruction, and culturally responsive teaching practices. Teacher training has also been focused on how to utilize data from the ELPAC and other local assessments to tailor instruction to meet the individual needs of current and Long-term English Learners.

At the elementary level, biannual teacher grade-level meetings focused on Designated English Language Development (D-ELD) lessons and strategies. With guidance from the Multilingual Services department, teacher teams have been developing customized D-ELD lessons for our Board-approved units of study that integrate English/Language Arts, Social Studies, Science, and other content areas.

The district is continuously working to strengthen family and community engagement efforts to involve parents and families in their children's language development and maintain family and community engagement liaisons to facilitate communication and involvement of families in

school activities. To this end, the district has established Language Acceleration Review Committees (LARC) at school sites. Composed of site administrators, counselors, teachers, English Learner Specialists, and Family Engagement Facilitators, LARC teams have met regularly to inform decisions of placement, assessment, needed student supports and readiness for reclassification.

Expanded Learning Opportunities Program

The district has maintained its commitment to offer engaging academic and enrichment summer school programming to students. The Expanded Learning Opportunity grant monies have resulted in significant increases in direct services and support for students. Specifically, the district has been able to expand offerings to our afterschool and summer school programs to address students' academic and social development. As a result, the number of students served in summer programs has increased from 1,646 students in Summer 2020 to 2,970 students in Summer 2024. The district has also expanded the number of summer programs offered, from 6 programs in 2020 to 17 programs in 2024, with a range of programs available to students: STEM, Newcomer English, Migrant Education, extended school year for students with IEPs and other special needs, arts/mariachi, math lab and science, and outdoor education. In summer 2024, new or expanded offerings included: middle grades science, high school credit recovery, and elementary academy programs. In addition to summer school, the district has worked to increase options and opportunities after school, during intercession, and night school.

Social-Emotional Wellness

The district continued to prioritize social-emotional support for students, staff, and our community during the 2024-25 academic year. In October 2024, school sites administered the Panorama wellness survey to students. This survey is designed to help us capture student voices, understand their perspectives on key topics, and identify areas for improvement in schools and classrooms. Seventy-four percent of all K-3 students and sixty-six percent of all students in grades 4-12 responded, which reflects a small drop in participation rates from the October 2023 survey.

In the area of Social Awareness, K-3 responses showed no change from the 2023-24 school year survey administration. However, in the categories Classroom Effort, Engagement, Self-Efficacy, and Self-Management, results indicated a small decline (roughly a 1 - 3 point difference since the spring administration), while Emotional Regulation and Challenging Feelings showed a larger drop (a 5 - 7 point difference) since the prior year survey administration.

For the survey of students in grades 4-12, most topic areas showed incremental improvement. In the secondary administration for grades 7-12, the area with the greatest improvement was School Safety, with a 7-point increase. However, for both the grades 4-6 and 7-12 grade bands, responses for Self-Efficacy showed a decline from the 2023-24 school year. Since the survey results were released in late November 2024, sites have been acting on this data to serve individual students as well as to guide site decision-making.

Santa Rosa City Schools also continued with the administration of the Panorama Staff Survey, a tool to collect feedback about professional well-being, school climate and culture, and relationships with colleagues, families, and school leadership. There was a slight increase in participation this year (822 in the 2024-25 school year compared to 744 in the previous school year). Staff were surveyed on concepts under two categories: Well-being and Belonging. While the overall topic of Well-being showed no change from the 2023-24 school year, results for the subcategories of Feeling Happy or Hopeful at work showed a 5-6 point improvement from last year. There was also a 7-point increase in

feeling “satisfied with your job” when compared to the results from the 2023-24 school year. In the category of Belonging, results indicated a 3-point overall decrease, but a marginal improvement in feeling connected and understood by other adults at school.

The district also continues to use the Panorama Playbook, a professional learning library for educators designed to help them act on data from student surveys to implement evidence-based strategies and interventions. The library includes instructional resources and interventions across various areas like academics, social-emotional learning, behavior and attendance. Staff, counselors, and service providers on sites utilize Panorama data to provide targeted support and interventions for identified students.

For Tier 1 social-emotional learning at the elementary level, counselors continue to use Toolbox curriculum lessons with students, supplementing them with the Kimochis curriculum. Counselors log all contacts into Aeries and work with administration on their Tier II teams to facilitate Tier II and Tier III interventions following the Multi-Tiered Systems of Support (MTSS) model. They also regularly consult with school-based therapists and school psychologists with regard to social-emotional counseling and support.

Restorative Practices

In connection with stakeholder priorities as expressed through Panorama wellness and Youth Truth climate surveys, there is a continued focus on the need and benefit of connection and community building through restorative practices. In the January 2025 administration of the Youth Truth survey, the topic of school safety showed a substantial increase in positive responses across almost all stakeholder groups. Elementary students reported a 3% improvement to 58% reporting feeling safe at school, Middle school students reported a 9% improvement up to 49% reporting feeling safe at school, and High School students reported a 12% improvement up to 56% reporting feeling safe at school. The parent community also saw a marked improvement, even more significant than the students. Elementary parents reported an 11% improvement to 83% reporting feeling that their child is safe at school, Middle school parents reported a 32% improvement up to 64% reporting feeling that their child is safe at school, and High School students reported a 32% improvement up to 68% reporting feeling their child is safe at school. Additionally, the SRCS parental participation in the Youth Truth survey almost tripled this year, going from 16% to 31%.

In the Youth Truth Survey, SRCS saw a steady improvement in response to questions about Engagement, Relationships, and Culture, with every stakeholder group reporting improvements in these three areas, including students, parents, and staff. Both Middle School and High School parents identified Culture as the area of greatest improvement, with double-digit increases in this area. Elementary parents identified Engagement as their area of highest improvement.

A series of professional development workshops were offered monthly for the 2024-25 school year, helping the Restorative and Student Safety Advisors develop their skills in trauma-informed care, persistent traumatic stress disorder, engagement, and de-escalation strategies. These monthly trainings included restorative practices and were offered by both community-based organizations as well as trained in-house staff.

During the 2024-25 school year, the restorative response specialists continued to provide tiered support to students at all grade levels. Interventions included both proactive work with students before they demonstrated challenges and responsive support for students. In response to the need for fiscal stabilization, our model of providing restorative services is changing for the 2025-26 school year. The job description for these specialists was rewritten to focus more on Restorative Intervention Support at the Tier 2 and Tier 3 levels, and SRCS is

reducing the number of staff to 8. These staff members will be assigned to more than one school and will be implementing responsive services, including conferencing, Tier 3 support, and groups. An additional staff position, the Student Safety Advisor, staffed at each site, will be addressing the Tier 1 restorative services, including proactive support, community building, and circles.

SUCSESSES based on CA Dashboard and Local Data

State indicators where the LEA/School received "green" or "blue" performance level on the 2024 Dashboard for "all students"

Santa Rosa City Schools received "green" performance level on the 2024 Dashboard for "all students" in the area of Graduation Rate

The following local indicators were at the "standard met" level.

Basic Services

Implementation the Academic Standards

Parent and Family Engagement

Local Climate Survey

Access to Broad Course of Study

CHALLENGES based on CA Dashboard and Local Data:

Overall indicators where the School/LEA that received the lowest performance level ("red") on one or more state indicators on the 2024 Dashboard for "all students"

There were no indicators where the LEA/School received "red" performance level on the 2024 Dashboard for "all students":

Student groups within the School/LEA that received the lowest performance level ("red") on one or more state indicators on the 2024 Dashboard:

Student Groups:

Suspension: Foster Youth

College and Career Indicator: Students with Disabilities, English Learners, Long term English Learners, Homeless

Schools:

Suspension: Albert Biella Elementary, Hilliard Comstock Middle School

ELPI: Hidden Valley Elementary, Luther Burbank Elementary, Brook Hill Elementary, Ridgway Continuation, Santa Rosa High, Piner High, Elsie Allen High

College and Career Indicator: Ridgway Continuation High School

As of the 2024 CA School Dashboard, SRCS is no longer identified as DA eligible because we no longer have any student demographic group in red in two or more priority areas and we have met all local indicators. SRCS had reported the following data for schools with lowest performance level on one or more indicator on the 2023 Dashboard, student groups with the lowest performance level on one or more indicator on the 2023 Dashboard (this includes disaggregated data, not just the overall dashboard color), and any student group within a school with the lowest performance level on one or more indicator on the 2023 Dashboard which had made us eligible for differentiated assistance. We are proud of the gains made, we qualified for direct technical assistance through the CCEE for 3 of our student groups having 3 or more dashboard qualifiers for 3 of 4 years.

ELA: Red: American Indian, English Learners, Homeless, Student with Disabilities. Yellow: African American, Foster Youth, Hispanic, Pacific Islander, Socioeconomically Disadvantaged.

Math: Red: African American, English Learners, Homeless, Socioeconomically Disadvantaged. Yellow: American Indian, Foster Youth, Hispanic, Pacific Islander, Student with Disabilities.

Chronic Absenteeism: Red: African American, Pacific Islander

Graduation Rate: Red: English Learner, Foster Youth, Homeless, Students with Disabilities

Suspension: Red: African American, American Indian, English Learners, Foster Youth, Hispanic, Homeless, Pacific Islander, Socioeconomically Disadvantaged Student with Disabilities.

College and Career Readiness: Very Low: English Learners, Foster Youth, Homeless, Students with Disabilities.

Our eligibility in 2023 qualified us for 2 consecutive years of support through Sonoma County Office of Education.

As a means to address the above, SRCS is participating in a year long Continuous Improvement Collaborative in partnership with Sonoma County Office of Education and other eligible districts and charter schools. Through the continuous improvement model we will be analyzing public data as well as local data. Some of what the data indicates is that we are making progress with our EL and Students with disabilities groups. We have identified our Urgent Articulated Problem as “in Santa Rosa High School District English Language Learners make up 22% of students with disabilities, compared to 14% overall in SRHSD”. Some of the root causes of this Urgent Articulated Problem are that while each school site has its unique challenges, financial and political barriers pose obstacles that District instructional leaders, site administrators, and site staff must overcome. Decreased financial resources, in addition to contractual limitations with staff, are potential barriers. Calibration between schools and implementation fidelity are also barriers that can delay progress on addressing this need. SRCS has often approached things from a deficit-based mindset and past practices assume gaps in student learning and therefore, there needs to be an asset-based approach that values our students skills, talents, cultural and familial wealth, etc.

As we plan for the 2025- 2026 school year we will be focusing on addressing the need to identify, calibrate, implement, and assess universal Tier 1 academic interventions and strategies that instructional leaders and school site teams can rely on for supporting student academic engagement. These strategies will align with tiered supports for social-emotional and behavior needs to establish a more effective and safe learning environment.

LCAP Actions related to eligibility to meet the needs of specific student groups include Goal 1: Actions 1.1, 1.4, 1.5, 1.6 and 1.9. Goal 2: 2.5, 2.6 and 2.8, Goal 3: Actions 3.5 and 3.6. We will continue to analyze data to determine the effectiveness or ineffectiveness of the actions in improving student outcomes.

Actions to serve EL and LTELs:

LCAP Actions related to meeting the needs of ELs and LTELs include Goal 1: Actions 1.1, 1.2, 1.3, 1.4, 1.5, 1.6, 1.9, 1.10 and 1.11 Goal 2: 2.1, 2.2, 2.4, 2.5, 2.6 and 2.8, Goal 3: Actions 3.2, 3.3, 3.5 and 3.6

Equity Multiplier

There are no schools within Santa Rosa City Schools that are eligible for Equity Multiplier funds in 2025-26

Learning Recovery Emergency Block Grant (LREBG):

Potential incoming LREBG funds for next year would be used towards actions Santa Rosa City Schools plans to use the Learning Recovery Emergency Block Grant to support our most marginalized students by focusing on district-wide initiatives in reading, writing, and math. By targeting these foundational academic areas, we aim to provide struggling learners with the structured, evidence-based interventions they need to make meaningful progress and thrive. The grant funding will allow SRCS to implement proven strategies such as small group instruction, tutoring, extended learning opportunities, and instructional coaching to strengthen both core instruction and targeted interventions. Based upon the work we have already done around the urgent articulated problem our needs assessment further emphasized our need to focus on Tier I instruction.

LCAP Actions related to use of LRBEG Grant if allocated: Goal 1: Actions 1.1, 1.2, 1.3, 1.5, 1.8, and 1.10 Goal 2: Action 2.9 and Goal 3: Actions 3.2, 3.3, 3.4, 3.5, 3.6, and 3.7

Reflections: Technical Assistance

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

The 2024 Differentiated Assistance (DA) report received in December officially notified Santa Rosa City Schools (SRCS) that the district had exited Differentiated Assistance status. This recognition reflected significant progress across key performance indicators, including improvements in chronic absenteeism, academic achievement, and graduation rates. While continued attention to equity gaps remains important, this exit affirms the district's effective efforts to support historically underserved student groups. While we have no student groups identified this year for differentiated assistance, the district qualified for Direct Technical Assistance through the CCEE (SRCS met the criteria of three or more student groups not meeting two or more Local Control Funding Formula Priorities for three of four consecutive year). CCEE is supporting SCOE as it continues to provide assistance to SRCS through a variety of methods, including workshops on Continuous Improvement Collaborative and Urgent Articulate Problem, and through direct technical support.

In addition, The Six Months, Six Projects Partnership between Sonoma County Office of Education (SCOE) and Santa Rosa City Schools (SRCS) is a coordinated effort to support the district through financial, operational, and structural transitions. The partnership focuses on six key areas: fiscal stability, demographic analysis, grade reconfiguration planning, school safety, special education transitions, and communications—each supported by SCOE and state-level partners such as FCMAT, CCEE, and SELPA.

An ad hoc SRCS board committee regularly reviews progress and provide feedback, with an emphasis on collaboration, transparency, and student-centered planning during SRCS's district restructuring efforts.

Comprehensive Support and Improvement

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

Schools Identified

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

N/A

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Stakeholder Feedback dates	Our first round of engaging our educational partners were five in-person meetings held to explain the LCAP and how it was being implemented on: Oct. 30, 2025, Nov. 12, 2025, and Nov. 14, 2025, Dec. 2, 2025 and Dec.4, 2025 with an additional virtual meeting held Nov. 15, 2025 SRCS held a second round of LCAP presentations focusing on feedback for revisions on: April 2, 2025, April 7, 2025, April 14, 2025, April 16 2025, and April 17, 2025. A survey was made available to our educational partners by providing a QR code at each of our LCAP meetings and via the district website from The survey link was also shared through Parent Square to all staff, students, and families. Posted on Santa Rosa City Schools website are our LCAP 7 priorities including references for each priority.
Certificated Bargaining Unit and Classified Bargaining Unit	May 13, 2025 our certificated educational partners were provided a copy of the LCAP to provide feedback on and on May 14, 2025 our classified bargaining unit received a copy.
Site Administrators	On April 1 2025, we gathered feedback on our LCAP from site administrators during our instructional leadership team meeting.

Educational Partner(s)	Process for Engagement
	Feedback from administrators expressed the need to focus on policy implementation ensuring compliance with educational standards. The allocation of resources to meet school needs was a concern along with the management of staff recruitment, retention, and professional growth were prevalent.
Parents/Guardians	Student achievement was a priority for parents and guardians. They are keen on understanding and supporting their children's academic progress. The concern about school safety measures and protocols were mentioned. Parents and guardians expressed that there is a desire to have increased opportunities for parent involvement in school activities.
Certificated Staff	Many teachers expressed the need for updated curriculum materials and resources to enhance classroom instruction. There is a strong desire for ongoing training, especially in integrating technology and differentiated instruction. The concern around teachers' workload was highlighted due to including tasks they considered to be administrative in nature and the concern for possible larger class sizes.
Classified Staff	The desire for clearer communication channels between administration and staff to be informed of what is happening on site and within the district. Our classified staff would like additional opportunities for professional development to enhance their learning and develop ways to support students and teachers Classified staff would appreciate the acknowledgment for their contributions to the school environment and the work they are doing on a daily basis.

Educational Partner(s)	Process for Engagement
Students	Concerns about academic pressure was a common thread of information from our students along with being college and career focused for their future. The desire for continued and additional extracurricular activities and continued mental health support was important to our students.
SELPA	While students and families of students with Special Needs were in attendance at several of our LCAP Roadshow and Revision Input Meetings, we did not offer separate opportunities for them to offer feedback. For the 2025-2026 school year, input from parents of students with disabilities will be solicited through a variety of means. SRCS will send out a survey to all parents of students with disabilities that will include questions about their special education experience, as well as input on LCAP priorities. In addition, through periodic parent listening sessions, organized by Special Services. SRCS served a wide continuum of student needs through its various programs. Few students require an out of district placement. Placement on a public school campus allowed students to be included in general education as much as possible. Students from birth through 22 are served in our district, with a wide variety of needs. What will we be doing differently this upcoming year? Programs from BHES and ABES will be located at different sites. In addition, a higher needs ESN classroom is opening to more effectively serve some of our students. Also, we are expanding our Counseling Enriched Program to elementary school. This program has trauma informed instruction and supports. There will be additional inclusion opportunities at various sites. How were parents notified about the change of schools for their children for the upcoming year?

Educational Partner(s)	Process for Engagement
	Parents received communications via letter, email from their program manager, as well as from their case managers. In some cases, there were phone meetings with parents, and some cases more extensive IEP meetings. Programs offered- Deaf/Hard of Hearing Program at Hidden Valley Elementary School ESN - Extensive Support Needs program, at various sites, serving students with moderate/to severe cognitive disabilities and medical or behavioral needs. TK-12 RISE - Reaching Independence Through Structured Education - serving primarily students on the spectrum with social skills challenges. TK-12 CEP - Counseling Enriched Program. Serving students with mental health challenges that inhibit access to education, through trauma informed practices. Serves grades TK-12 Transition - 18-22 - serving students to build independent, educational, and vocational skills through community volunteer and employment opportunities In general, parents affected by the closure and consolidation process expressed dismay that their school was closing. Parents of students felt a real community in their program classes at the closed schools. Special Services Department, in coordination with Educational Services, will continue to work intentionally to mitigate the efforts of the closure and consolidation process on families affected, monitoring carefully and collecting information as described above.
DELAC	April 3, 2025 our Multilingual Director presented our LCAP to our DELAC families. The need for family engagement facilitators to continue, support for our multilingual learners, and educational opportunities after school to support students. The need for more bilingual staff.

Educational Partner(s)	Process for Engagement
Foster Youth/McKinney Vento	While students and families of students from our Foster Youth population were in attendance at several of our LCAP Roadshow and Revision Input Meetings, we did not offer separate opportunities for them to offer feedback. Santa Rosa City Schools engages families who support foster youth and who may qualify for McKinney-Vento services to ensure early identification and to provide regular access to supports and resources. Beginning with an intake interview, staff reaches out to families to learn about their situation and the needs of the child and the family. When we engage families, we reach out using a variety of methods of communication--emails, flyers, texts and phone calls. To ensure that our families who support foster youth and who qualify under McKinney-Vento feel engaged, we will be creating specialized invitations for families to events such as LCAP or other shared decision-making opportunities in the 2025-2026 school year.

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

After gathering our stakeholders feedback a summary of the LCAP feedback was posted to our district website for transparency. We reviewed themes and the priorities, and identified key areas for action moving forward.

Student feedback expressed feelings of stress related to academic expectations. Their desire for more diverse extracurricular options was noted. Students highlighted the need for accessible mental health resources.

Our parents and guardians want to have a keen understanding of students' academics and how to support their progress. They called out the need to continue College and Career Counselors to help support and facilitate those needs. Safety continued to be a concern. They would like to learn more about what the school safety measures and protocols are. There is a desire for increased opportunities for parent involvement in school activities.

Administrators are focused on effectively implementing district policies and ensuring compliance with educational standards, but they would like to have the policies implemented with fidelity and district wide. They emphasized the need for strategic allocation of resources to meet school needs. Concerns about staff recruitment, retention, and professional growth were prevalent.

Our teacher association stressed the need for continued and increased curriculum support. Many teachers expressed the need for updated curriculum materials and resources to enhance classroom instruction. There is a strong desire for ongoing training, especially in integrating technology and differentiated instruction. Teachers highlighted challenges related to workload, including administrative tasks and large class sizes.

Our support staff would appreciate clearer communication between administration and staff. They are interested in increased professional development to help support their growth and ability to support students and staff. They shared the hope for more acknowledgement for their contributions that enhance the school environment and student achievement.

Student and family wellness was a key priority as identified in student, family, and guardian feedback. The need for MTSS counselors and College and Career counselors were identified. In our LCAP five MTSS Counselors were included to support our comprehensive high

schools full time. Three counselors focusing on college and career will continue to support our six high schools, five comprehensive and one continuation high school.

School safety was and has been a continued theme for all of our stakeholders. Thirteen additional Student Safety Advisors were added to our LCAP to support all of our school sites. This is a new position for our elementary school sites.

Funding for supplemental funds was added to address the concerns by stakeholders for adequate resources and student achievement. We will continue to provide staff development, including two dedicated days for all staff to participate in grade-level release and training on the state-mandated reading diagnostic. Additionally, we will maintain ongoing support in mathematics and multilingual education.

Instructional and systemic support received increased focus. We created three new Instructional Strategies Support Specialist positions to serve elementary schools. These specialists focus on implementing high-quality instructional practices, building teacher capacity, and strengthening Tier 1 instruction, while also supporting the implementation of Tier 2 interventions.

To ensure multilingual learners receive the support they need, we included a Multilingual Teacher Learner Facilitator position for both elementary and secondary levels.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	SRCS will provide student-centered teaching and learning opportunities by increasing programs and services that maximize student growth toward meeting or exceeding standards with an emphasis in the areas of English Language Arts and Math. Qualifier: SRCS will provide student-centered teaching and learning opportunities through strengthening services that maximize student growth by aligning quality first instruction for all students (Tier 1 Instruction), to meet the needs of our diverse learners while focusing on an asset-based approach to maximize potential for all students and disrupt the influence of economic status on outcomes. This will include a focus on specific student groups, particularly in the areas of English Language Arts and Math, and guiding our students toward promising postsecondary pathways.	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 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.

To enhance the quality of education, we are taking a comprehensive approach to recalibrating classroom instruction, guided by California Dashboard data and local indicators. Feedback from our educational partners are integral to this process, ensuring that the voices of our community are heard and valued. Our SRCS MVP (Mission, Vision, and Priorities) emphasizes a focus on best first instruction, aiming to deliver the most effective teaching strategies from the outset. By integrating satellite and street-level data, we can obtain a multi-faceted understanding of our students' needs, allowing us to tailor our instructional methods more precisely and effectively. In "Street Data: A Next-Generation Model for Equity, Pedagogy, and School Transformation" by Shane Safir and Jamila Dugan, satellite data refers to high-level quantitative data that provides a broad overview of trends and patterns, such as test scores, graduation rates, and attendance records. This type of data is often used to make large-scale decisions and assessments about school performance. In contrast, street data is qualitative and context-specific, gathered from the ground level through direct interactions, observations, and stories from students, teachers, and

community members. Street data offers nuanced insights into the lived experiences of individuals within the school ecosystem, helping to inform more equitable and responsive educational practices.

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 Proficiency (3, 6, 8, 11)	ELA CAASPP Proficiency Baseline year: 2022-2023 Grade 3: 29.3% Hispanic /Latino: 19.5% Grade 3 UPC: 19.1% Grade 3 ELs: 8.9% Grade 3 SED: 22.8% Grade 3 Homeless: 33.3% Grade 3 Foster Youth: n/a Grade 6: 40.6% Hispanic /Latino: : 29.7% Grade 6 UPC: 26.1% Grade 6 ELs: 3.2% Grade 6 SED: 33.3% Grade 6 Homeless: 33.3% Grade 6 Foster Youth: 0% Grade 8: 29.0% Hispanic /Latino: 17.6% Grade 8 UPC: 17.4% Grade 8 ELs: 1.2% Grade 8 SED: 19.3% Grade 8 Homeless: 0%	ELA CAASPP Proficiency (3, 6, 8, 11) Grade 3 29.2% (N=566) Grade 3 H/L 19.8% (N=374) Grade 3 UPC 16.3% (N=386) Grade 3 EL 6.6% (N=206) Grade 3 SED 17.8% (N=363) Grade 3 Homeless 0% (N=3) Grade 6 38.6% (N=577) Grade 6 H/L 23.7% (N=362) Grade 6 UPC 24.7% (N=354) Grade 6 EL 2.8% (N=117) Grade 6 SED 26.4% (N=353) Grade 6 Homeless N/A% (N=1) Grade 6 Foster Youth 0% (N=1)		ELA CAASPP Proficiency Grade 3: 38.3% Hispanic /Latino: : 28.5% Grade 3 UPC: 28.1% Grade 3 ELs: 17.9% Grade 3 SED: 31.8% Grade 3 Homeless: 42.3% Grade 3 Foster Youth: 9% Grade 6: 49.6% Hispanic /Latino: 38.7% Grade 6 UPC: 35.1% Grade 6 ELs: 12.2% Grade 6 SED: 42.3% Grade 6 Homeless: 42.3% Grade 6 Foster Youth: 9% Grade 8: 38.0%	ELA CAASPP Proficiency (3, 6, 8, 11) Grade 3: -0.1% Grade 3 Hispanic/Latino: 0.3% Grade 3 UPC: -2.8% Grade 3 EL: -2.3% Grade 3 SED: -5% Grade 3 Homeless: -33.3% Grade 6: -2% Grade 6 Hispanic/Latino: -6% Grade 6 UPC: -1.4% Grade 6 EL: -0.4% Grade 6 SED: -6.9% Grade 6 Homeless: N/A Grade 6 Foster Youth: 0% Grade 8: -2.6% Grade 8 Hispanic/Latino: -2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 8 Foster Youth:N/A Grade 11: 50.4% Hispanic /Latino: : 37.4% Grade 11 UPC: 34% Grace 11 ELs: 4.1% Grade 11 SED: 38.2% Grade 11 Homeless: 33% Grade 11 Foster Youth: 40%	Grade 8 26.4% (N=1417) Grade 8 H/L 14.8% (N=842) Grade 8 UPC 15.1% (N=800) Grade 8 EL 1% (N=230) Grade 8 SED 16.5% (N=776) Grade 8 Homeless 10% (N=15) Grade 8 Foster Youth 33.3% (N=3) Grade 11 51.2% (N=1604) Grade 11 H/L 36.4% (N=867) Grade 11 UPC 39.8% (N=779) Grade 11 EL 4.2% (N=173) Grade 11 SED 43.2% (N=815) Grade 11 Homeless 14.3% (N=9) Grade 11 Foster Youth 0% (N=3)		Hispanic /Latino: 26.6% Grade 8 UPC: 26.4% Grace 8 ELs: 10.2% Grade 8 SED: 28.3% Grade 8 Homeless: 9% Grade 8 Foster Youth: 9% Grade 11: 59.4% Hispanic /Latino: 46.4% Grade 11 UPC: 43% Grace 11 ELs: 13.1% Grade 11 SED: 47.2% Grade 11 Homeless: 42% Grade 11 Foster Youth: 49%	Grade 8 UPC: -2.3% Grade 8 EL: -0.2% Grade 8 SED: -2.8% Grade 8 Homeless: 10% Grade 8 Foster Youth: N/A Grade 11: 0.8% Grade 11 Hispanic/Latino: -1% Grade 11 UPC: 5.8% Grade 11 EL: 0.1% Grade 11 SED: 5% Grade 11 Homeless: -18.7% Grade 11 Foster Youth: -40%
1.2	Math CAASPP Proficiency (3, 6, 8, 11)	Math CAASPP Proficiency Baseline year: 2022-2023 Grade 3: 31.6%	Math CAASPP Proficiency (3, 6, 8, 11) 0% (N=) Grade 3 30.3% (N=566)		Math CAASPP Proficiency Grade 3: 40.6% Hispanic /Latino: 22.3%	Math CAASPP Proficiency (3, 6, 8, 11) Grade 3: -1.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic /Latino: 22.3% Grade 3 UPC: 20.3% Grade 3 ELs: 12.0% Grade 3 SED: 24.3% Grade 3 Homeless: 33.3% Grade 3 Foster Youth: n/a Grade 6: 33.7% Hispanic /Latino: 24.4% Grade 6 UPC: 19.4% Grade 6 ELs: 4.5% Grade 6 SED: 23.1% Grade 6 Homeless: 33.3% Grade 6 Foster Youth: 0% Grade 8: 17.6% Hispanic /Latino: 8.1% Grade 8 UPC: 8.2% Grade 8 ELs: 0.4% Grade 8 SED: 8.5% Grade 8 Homeless: 0% Grade 8 Foster Youth: N/A Grade 11: 24.9% Hispanic /Latino: 11.1% Grade 11 UPC: 11.6% Grade 11 ELs: 0.6% Grade 11 SED: 12.6% Grade 11 Homeless: 0% Grade 11 Foster Youth: 25%	Grade 3 H/L 21.8% (N=374) Grade 3 UPC 19% (N=386) Grade 3 EL 12.4% (N=206) Grade 3 SED 20.6% (N=363) Grade 3 Homeless 0% (N=3) Grade 6 29.% (N=577) Grade 6 H/L 14.6% (N=362) Grade 6 UPC 16.7% (N=354) Grade 6 EL 1.8% (N=117) Grade 6 SED 17.8% (N=353) Grade 6 Homeless 0% (N=1) Grade 6 Foster Youth 0% (N=1) Grade 8 18.8% (N=1417) Grade 8 H/L 8.6% (N=842) Grade 8 UPC 8.9% (N=800) Grade 8 EL 0% (N=230) Grade 8 SED 9.4% (N=776)		Grade 3 UPC: 29.3% Grade 3 ELs: 21.0% Grade 3 SED: 33.3% Grade 3 Homeless: 42.3% Grade 3 Foster Youth: 9% Grade 6: 42.7% Hispanic /Latino: 33.4% Grade 6 UPC: 28.4% Grade 6 ELs: 13.5% Grade 6 SED: 32.1% Grade 6 Homeless: 42.3% Grade 6 Foster Youth: 9% Grade 8: 17.6% Hispanic /Latino: 17.1% Grade 8 UPC: 17.2% Grade 8 ELs: 9.4% Grade 8 SED: 17.5% Grade 8 Homeless: 9% Grade 8 Foster Youth: 9%	Grade 3 Hispanic/Latino: -0.5% Grade 3 UPC: -1.3% Grade 3 EL: 0.4% Grade 3 SED: -3.7% Grade 3 Homeless: -33.3% Grade 6: -4.7% Grade 6 Hispanic/Latino: -9.8% Grade 6 UPC: -2.7% Grade 6 EL: -2.7% Grade 6 SED: -5.3% Grade 6 Homeless: -33.3% Grade 6 Foster Youth: 0% Grade 8: 1.2% Grade 8 Hispanic/Latino: 0.5% Grade 8 UPC: 0.7% Grade 8 EL: -0.4% Grade 8 SED: 0.9% Grade 8 Homeless: 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 8 Homeless 0% (N=15) Grade 8 Foster Youth 0% (N=3) Grade 11 23.9% (N=1604) Grade 11 H/L 9.8% (N=867) Grade 11 UPC 13.8% (N=779) Grade 11 EL 0% (N=173) Grade 11 SED 14.4% (N=815) Grade 11 Homeless 12.5% (N=9) Grade 11 Foster Youth 33.3% (N=3)		Grade 11: 33.9% Hispanic /Latino: 20.1% Grade 11 UPC: 20.6% Grade 11 ELs: 9.6% Grade 11 SED: 21.6% Grade 11 Homeless: 9% Grade 11 Foster Youth: 34%	Grade 8 Foster Youth: 0% Grade 11: -1% Grade 11 Hispanic/Latino: -1.3% Grade 11 UPC: 2.2% Grade 11 EL: -0.6% Grade 11 SED: 1.8% Grade 11 Homeless: 12.5% Grade 11 Foster Youth: 8.3%
1.3	Science (CAST) Proficiency 5, 8, 11/12)	Science (CAST) Proficiency Baseline year: 2022-2023 Grade 5: 27.1% Hispanic /Latino: : 11.9% Grade 5 UPC: 13.9% Grade 5 ELs: 1.9% Grade 5 SED: 15.5% Grade 5 Homeless: 0% Grade 5 Foster Youth: 100% Grade 8: 20.2%	Science CAST Proficiency (5, 8, 11/12) Grade 5 30.3% (N=624) Grade 5 H/L 14.1% (N=345) Grade 5 UPC 14.5% (N=378) Grade 5 EL 1.3% (N=159) Grade 5 SED 15.4% (N=361) Grade 5 Homeless 20% (N=5)		Science (CAST) Proficiency Grade 5: 36.1% Hispanic /Latino: 20.9% Grade 5 UPC: 22.9% Grade 5 ELs: 10.9% Grade 5 SED: 24.5% Grade 5 Homeless: 9% Grade 5 Foster Youth: 100%	Science CAST Proficiency (5, 8, 11/12) Grade 5: 3.2% Grade 5 Hispanic/Latino: 2.2% Grade 5 UPC: 0.6% Grade 5 EL: -0.6% Grade 5 SED: -0.1% Grade 5 Homeless: 20%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic /Latino: 9.5% Grade 8 UPC: 9.1% Grade 8 ELs: 0.4% Grade 8 SED: 10.2% Grade 8 Homeless: 0% Grade 8 Foster Youth: N/A Grade 11&12: 25.6% Hispanic /Latino: 14.3% Grade 11&12 UPC: 14.4% Grade 11&12 ELs: 0% Grade 11&12 SED: 15.8% Grade 11&12 Homeless: 10% Grade 11&12 Foster Youth: 40%	Grade 5 Foster Youth N/A% (N=-) Grade 8 20.1% (N=1417) Grade 8 H/L 9.8% (N=842) Grade 8 UPC 9.2% (N=800) Grade 8 EL 0% (N=230) Grade 8 SED 9.8% (N=776) Grade 8 Homeless 0% (N=15) Grade 8 Foster Youth 33.3% (N=3) Grade 11/12 29.5% (N=3282) Grade 11/12 H/L 16.7% (N=1763) Grade 11/12 UPC 20.1% (N=1526) Grade 11/12 EL 0.6% (N=338) Grade 11/12 SED 21.5% (N=1616) Grade 11/12 Homeless 12.5% (N=11) Grade 11/12 Foster Youth 33.3% (N=3)		Grade 8: 29.2% Hispanic /Latino: 18.5% Grade 8 UPC: 18.1% Grade 8 ELs: 9.4% Grade 8 SED: 19.2% Grade 8 Homeless: 9% Grade 8 Foster Youth: 9% Grade 11&12: 34.6% Hispanic /Latino: 23.3% Grade 11&12 UPC: 23.4% Grade 11&12 ELs: 9% Grade 11&12 SED: 24.8% Grade 11&12 Homeless: 19% Grade 11&12 Foster Youth: 49%	Grade 5 Foster Youth: N/A Grade 8: -0.1% Grade 8 Hispanic/Latino: 0.3% Grade 8 UPC: 0.1% Grade 8 EL: -0.4% Grade 8 SED: -0.4% Grade 8 Homeless: 0% Grade 8 Foster Youth: N/A Grade 11/12: 3.9% Grade 11/12 Hispanic/Latino: 2.4% Grade 11/12 UPC: 5.7% Grade 11/12 EL: 0.6% Grade 11/12 SED: 5.7% Grade 11/12 Homeless: 2.5% Grade 11/12 Foster Youth: -6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	ELPAC Improvement	ELPAC Improvement: Baseline year: 2022-2023 Elementary: 38.6% Secondary: 31.7%	ELPAC Improvement: Elementary 36.5% (N=4521) Secondary 31.3% (N=9049)		ELPAC Improvement: Elementary: 53.6% Secondary: 46.7%	ELPAC Improvement Elementary: -2.1% Secondary: -0.4%
1.5	Reclassification Rate	Reclassification Rate: Baseline year: 2022-2023 Elementary: 7.4% Secondary: 4.4%	Reclassification Rate: Elementary 10.7% (N=4521) Secondary 5.5% (N=9049)		Reclassification Rate: Elementary: 16.4% - 22.4% Secondary: 13.4 - 19.4%	Reclassification Rate Elementary: 3.3% Secondary: 1.1%
1.6	Percentage of D's and F's per subject grades 7-12	Percentage of Ds and Fs per subject Baseline year: 2022-2023 ELA: Overall 33.3%, Latinx 42.9% Math: Overall 40.5%, Latinx 49.9% History: Overall 35.6%, Latinx 45.6% Science: Overall 36.5%, Latinx 46.2%	Percentage of Ds & Fs per subject ELA 30.5% (N=9379) ELA Latinx 39% (N=5336) Math 36.1% (N=9379) Math Latinx 45% (N=5336) History 27.7% (N=9379) History Latinx 34.4% (N=5336) Science 33.9% (N=9379) Science Latinx 42.8% (N=5336)		Percentage of Ds and Fs per subject ELA: Overall 27.3%, Latinx 33.9% Math: Overall 34.5%, Latinx 40.9% History: Overall 29.6%, Latinx 35.6% Science: Overall 30.5%, Latinx 37.2%	Percentage of Ds & Fs per subject grades 7 - 12 ELA -2.8% ELA H/L -3.9% Math -4.4% Math H/L -4.9% History -7.9% History H/L -11.2% Science -2.6% Science H/L -3.4%
1.7	A-G Completion	A-G Completion:	A-G Completion:		A-G Completion: Overall 45.8%,	A-G Completion Overall: 2.6%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline year: 2022-2023 Overall 33.8%, Latinx 21.99%	Overall 36.4% (N=1678) Latinx 21.9% (N=896)		Latinx 36.99%	Latinx: -0.1%
1.8	Progress Toward A-G completion	Progress Towards A-G Completion: Baseline year: 2022-2023 Overall - 33.8%, Latinx - 22%	Progress towards A-G Completion: Overall 37.3% (N=6653) Latinx 25.1% (N=3705)		Progress Towards A-G Completion: Overall - 45.8%, Latinx - 37%	Progress towards A-G Completion Overall: 3.5% Latinx: 3.1%
1.9	CTE Completion	CTE Completion: Baseline year: 2022-2023 Overall 4.7%, Latinx 3.1%	CTE Completion: Overall 8.3% (N=6653) Latinx 5.9% (N=3705)		CTE Completion: Overall 7.7 - 8.7%, Latinx 6.1% - 7.1%	CTE Completion Overall 3.6% Latinx 2.8%
1.10	Ethnic Studies Completion	Ethnic Studies Completion Baseline year: 2022-2023 Overall - 63.7%, Latinx - 55%	Ethnic Studies Completion Overall 65.1% (N=6653) Latinx 59.7% (N=3705)		Ethnic Studies Completion Overall - 88%, Latinx - 86%	Ethnic Studies Completion Overall: 1.4% Latinx: 4.7%
1.11	Graduation Rate	Graduation Rate for the 2022-23 school year: All Students - 82.6%, Latinx: 77.4% Students with an IEP- 62.5%	Graduation Rate for the 2023-24 school year: All Students - 86.5%, Latinx: 83.8% Students with an IEP - 68.8%		Graduation Rate for the 2026-27 school year: All Students - 88%, Latinx: 86% Students with an IEP - 68%	Graduation Rate All Students 3.9% Latinx 6.4% Students with an IEP 6.3%
1.12	High School Readiness	High School Readiness Rate:	High School Readiness Rate:		High School Readiness Rate:	High School Readiness Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline year: 2022-2023 Secondary Overall 80.8%, Secondary Latinx 71.8%	Secondary Overall 83.9% (N=9049) Secondary Latinx 76.9% (N=4996)		Secondary Overall 86.8%, Secondary Latinx 80.8%	Overall Secondary 3.1% Latinx Secondary 5.1%
1.13	Dual Enrollment	2022 -2023 Dual Enrollment: Overall - 18.6%, Latinx - 11.8%	Dual Enrollment: Overall 19.1% (N=6653) Latinx 12.2% (N=3705)		Dual Enrollment: Overall - 30.6%, Latinx - 29.8%	Dual Enrollment Overall: 0.5% Latinx: 0.4%
1.14	Work Based Learning	Work-based learning (state) Baseline year: 2022-2023 2%, Overall 2.2% Hispanic/Latino	Work-based learning (state) Overall 2.5% (N=6653) Latinx 2.5% (N=3705)		Work-based learning (state) - 5%, 5.2% Hispanic/Latino	Work Based Learning Overall: 0.5% Latinx: 0.3%
1.15	Middle School Drop Out Count	Middle School Drop Out Count Baseline year: 2022-2023 Overall= 7	Middle School Drop Out Count = 5		Middle School Drop Out Count = 0	Middle School Drop Out Count -28.57%
1.16	Suspension Rate	Suspension Rate for the 2022-2023 school year: All Students- 7.7%. Hispanic: 8.9% UPC: 9.9% ELs: 8.9% SED: 9.8% Homeless: 21.7% Foster Youth: 25%	Suspension Rate for the 2023-2024 school year: All Students 6.2% (N=13570) Hispanic or Latino 7% (N=7989) UPC 7.9% (N=7687) EL 7.6% (N=2602)		Suspension Rate for the 2026-2027 school year: All Students- 4.7%. Hispanic: 2.9% UPC: 6.9% ELs: 5.9% SED: 6.8% Homeless: 18.7% Foster Youth: 22%	Suspension Rate All Students: -1.5% Hispanic or Latino: -1.9% UPC: -2% EL: -1.3% SED: -2.2% Homeless: -5.4% Foster Youth: -5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			SED 7.6% (N=7619) Homeless 16.3% (N=104) Foster Youth 20% (N=15)			
1.17	Chronic Absenteeism	Chronic Absenteeism for the 2022-23 School Year - Overall, 35.6% Hispanic 32.2% UPC: 34.6% ELs: 37% SED: 33.2% Homeless: 49.4% Foster Youth: 45%	Chronic Absenteeism for the 2023-24 School Year - Overall 20.2% (N=13570) Hispanic or Latino 23% (N=7989) UPC 24.4% (N=7687) EL 26.3% (N=2602) SED 23.7% (N=7619) Homeless 39.4% (N=104) Foster Youth 6.7% (N=15)		Chronic Absenteeism for the 2026-27 School Year- Overall 15% Hispanic 17.2% UPC: 19.6% ELs: 22% SED: 18.2% Homeless: 34.4% Foster Youth: 30%	Chronic Absenteeism All Students: -15.4% Hispanic or Latino: -9.2% UPC: -10.2% EL: -10.7% SED: -9.5% Homeless: -10% Foster Youth: -38.3%
1.18	IB/AP Access	IB/AP Participation: Baseline year: 2022-2023 Overall Sec. 9.5% Sec. Hispanic/Latino 5.9%	IB/AP Participation: Overall - Secondary 9% (N=9049) Hispanic/Latino - Secondary 5.8% (N=4996)		IB/AP Participation: Overall Sec. 12.5% Sec. Hispanic/Latino 11.9%	AP/IB Access (Participation) Overall - Secondary: -0.5% Hispanic/Latino - Secondary: -0.1%
1.19	AP Pass Rate	AP Pass Rate:	AP Pass Rate:		AP Pass Rate:	AP/IB Pass Rate

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Baseline year: 2022-2023 Overall Sec. 70.1% Sec. Hispanic/Latino 62.1%	Overall Sec 77.2% (N=9049) Hispanic/Latino Sec 70% (N=4996)		Overall Sec. 73.1% Sec. Hispanic/Latino 68.1%	Overall - Secondary: 7.1% Hispanic/Latino - Secondary: 7.9%
1.20	Seal of Biliteracy Recipients	Seal of Biliteracy Baseline year: 2022-2023 Overall 10.5%	Seal of Biliteracy: Overall 17% (N=1678)		Seal of Biliteracy: 16.5%	Seal of Biliteracy Recipients Overall 6.5%
1.21	Progress Towards Graduation	Progress Towards Graduation - Baseline year: 2022-2023 All: 89.3% UPC: 60.5% ELs: 45.5% SED: 63% Homeless: 40.9% Foster Youth: 57.1% Students with an IEP - 53.6% Students with a 504 - 71.2%	Progress Towards Graduation - All 75.3% (N=6653) UPC 68.6% (N=3354) EL 55.2% (N=739) SED 70.2% (N=3495) Homeless 41% (N=39) Foster Youth 50% (N=8) Students with an IEP 57.2% (N=1097) Students with a 504 78.4% (N=338)		Progress Towards Graduation - All: 95.3% UPC: 66.5% ELs: 51.5% SED: 69% Homeless: 46.9% Foster Youth: 63.1% Students with an IEP - 60% Students with a 504 - 75%	Progress Towards Graduation Overall -14.% UPC 8.1% EL 9.7% SED 7.2% Homeless 0.1% Foster Youth - 7.1% Students with an IEP 3.6% Students with a 504 7.2%
1.22	Access to Standards Aligned Instructional Materials	Board approval of resolution of sufficiency of instructional materials 2023-24.	Board approval of resolution of sufficiency of instructional materials 2024-25.		Board approval of resolution of sufficiency of instructional	No difference

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					materials for each year.	
1.23	K-6 ELA and Math Assessment	Will use I- Ready. Baseline for 2024-25	2024/25 EOY Diagnostic (% at or above grade level) - Grade 3 Reading: 52% (All Students) Grade 3 Reading: 18% (EL) Grade 3 Math: 34% (All Students) Grade 3 Math: 11% (EL) Grade 6 Reading: 44% (All Students) Grade 6 Reading: 2% (EL) Grade 6 Math: 41% (All Students) Grade 6 Math: 4% (EL)		EOY Diagnostic (% at or above grade level) - Grade 3 Reading: 57% (All Students) Grade 3 Reading: 23% (EL) Grade 3 Math: 39% (All Students) Grade 3 Math: 16% (EL) Grade 6 Reading: 49% (All Students) Grade 6 Reading: 7% (EL) Grade 6 Math: 46% (All Students) Grade 6 Math: 9% (EL)	24-25 is the baseline year

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.

At the elementary level, grades K–6 have embraced a new testing platform, i-Ready, for ELA and Math. Teachers participated in grade-level release days and benefited from a newly structured Collaborative Curriculum Design unit format, ensuring instructional practices remain aligned and focused on student needs. A full-time Instructional Technology, Data, and Assessment Specialist was brought on board to provide crucial support in leveraging data for instruction.

Middle and high school teachers have begun using interim assessments in ELA and Math to better understand student progress. These efforts are part of a district-wide focus on using data through a formative assessment inquiry process, helping teachers collaborate and adjust

instruction to meet learning needs. In addition, site administrators have been receiving professional development on data use and leadership, while principals are participating in an ongoing five-part series on instructional leadership.

A notable highlight this year is the expansion of the Math Redesign initiative to include TK–3 grades. Teachers across grade spans have been offered targeted training that aligns with the new math framework and emphasizes practices such as Building Thinking Classrooms and Growth Mindset.

The district's efforts to foster college and career readiness have also grown. A College and Career Readiness Coordinator and Senior Secretary were hired, and each high school now has a dedicated College and Career Counselor. October's 8th Grade Career Day connected over 950 students with representatives from local industries, community partners, and high school Career Technical Education (CTE) programs—offering an early glimpse into future career pathways.

Support for multilingual learners has been a top priority. A team of six EL Specialists, along with a Multilingual Learner Coordinator and an EL TOSA, are providing professional development, direct instructional support, and data-driven coaching for teachers across the district. Collaboration with Language Acceleration Review Committees (LARCs) has ensured data-informed decisions on student placement and reclassification. Findings from these efforts have underscored the need for new academic language development courses to better support secondary multilingual learners.

After-school programming has expanded to serve nearly 2,200 students daily across 14 sites, blending academics and enrichment activities to support students and families. Summer programming also saw a significant boost, with nearly 3,000 students participating in 17 different academic and enrichment opportunities. Highlights included targeted support for newcomers and migrant education, as well as enrichment camps in the arts, science, and outdoor learning.

Beyond these targeted programs, the district has made significant investments to support equity and cultural connections. Elementary music programs continue to provide weekly instruction that engages students identified as homeless, English learners, foster youth, and low-income. Secondary co-taught classes in ELA and Math are supported with extra planning time for teachers to ensure alignment and individualized support for students.

Throughout the year, professional development and training opportunities have been tailored to meet the evolving needs of school sites. Fall training for site administrators focused on School Site Council responsibilities, Title I funding, and parent engagement, while winter training will address fiscal accountability and resource use.

Importantly, these efforts are producing tangible results. The district has seen rising high school graduation rates, fewer students off-track for graduation, improved CAASPP scores, and decreasing numbers of schools requiring state-sanctioned differentiated assistance. Attendance rates are also on the upswing, reflecting stronger engagement and support systems.

Looking ahead, the district remains cautiously optimistic, confident that these collective efforts—rooted in equity, data-driven practices, and responsive instruction—will continue to strengthen student outcomes and meet the diverse needs of its communities.

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.

Goal #1 Budgeted Expenditures were \$13,277,355.60 and the Estimated Actual Expenditures are \$16,000,216.33. Action 1.2 College & career readiness received other funding support, which shifted expenditures. The material difference is action 1.3 Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs was updated to reflect the full cost of the program from all sources. Action 1.9 Co-teaching costs were rebenchmarked based on actual assigned staff.

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

The actions implemented over the past year were deemed effective based on multiple indicators of progress. Most notably, Santa Rosa City Schools successfully exited Differentiated Assistance status, and several schools previously identified for Comprehensive Support and Improvement (CSI) also exited that designation. There are no more schools with the CSI designation. These outcomes reflect the district's strategic efforts to align resources, instruction, and student support systems with data-informed decision-making.

One major contributor to this success was the Math Redesign initiative, which emerged in response to student voice data gathered through our Street Data efforts. This redesign emphasized access to rigorous, grade-level content and targeted interventions—resulting in gains in math achievement and student engagement in every student group. Additionally, our emphasis on college and career readiness pathways led to increased A–G completion rates and greater student participation in dual enrollment, AVID, and CTE programs (Actions 1.1, 1.2, 1.4).

Multilingual learner successes this year included the support of six English Learner (EL) Specialists and one EL Teacher on Special Assignment (TOSA), who worked across all schools. Their work focused on modeling differentiated instruction, analyzing and presenting schoolwide and individual student data, supporting curriculum implementation across grade levels and content areas, and enhancing both Designated and Integrated English Language Development. They also facilitated the use of assessment data and led collaborative lesson studies.

The Bilingual School Psychologist partnered with the Special Services Department to better understand the intersection of language acquisition and special education, with a focus on reducing the overidentification of dually identified students. The Translation Department expanded its efforts to include not only translation and interpretation, but also deeper engagement with families receiving services. The Dual Language Immersion TOSA supported staff in strengthening and enriching the dual immersion experience for students. Parent participation continues to grow at school sites, within the District English Learner Advisory Committee (DELAC), and in district wide events. The number of students earning the Seal of Biliteracy continues to rise, reflecting increased academic achievement and language proficiency. One of the most celebrated accomplishments has been the student reclassification ceremony, which highlights the success of our multilingual learners and the dedication of those who support them. (Actions 1.2, 1.4, 1.5, 1.8)

The school psychologist supported district 504s, MTSS Intervention Counselors at each school offered targeted site support and continued to meet monthly to refine intervention systems. Our elementary music program continues to provide a well rounded instructional program in the arts. Through our co-teach model, students in participating classes benefit from the 2 teacher model for greater access to grade level content. (Actions 1.6, 1.7, 1.9)

Santa Rosa City Schools' expanded learning efforts—including afterschool programs, credit recovery, spring break camps, summer school, and other targeted offerings—played a pivotal role in supporting student achievement and directly contributed to the district's highest-ever graduation rate of 86%. These programs provided students with multiple, flexible pathways to stay on track or recover credits, while also

fostering engagement through enrichment opportunities beyond the traditional school day. By offering consistent academic support, access to high-quality instruction during out-of-school time, and tailored interventions for students at risk of falling behind, the district was able to remove key barriers to graduation. These efforts ensured that more students remained connected, supported, and academically prepared to meet graduation requirements and pursue postsecondary goals. (Action 1.3)

Action 1.1 had a component that was deemed ineffective: the use of DRA which will be discontinued for 2025-26.

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.

Actions revised:

Action 1.1: A new assessment for both ELA and Math is needed in secondary and will be explored in 2025-26 with plans for early implementation.

Action 1.8 With the conversion at Elsie Allen High School from a 7 period day to a 4X

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	Assessment Systems TK-12	Implement a comprehensive data system integrating formative, interim, and summative assessments, including tools like TK, Online Testing Platform (Letter Naming Fluency), DIBELS mClass K-6, district, state and local assessments, to inform practices and supports that enhance student achievement and address disproportionality. Utilize this system to build Multi-Tiered System of Supports (MTSS) structures for targeted analyses and action planning, ensuring students receive the necessary support to succeed academically. Ensure access to Intervention Software (ie - Cyber High, Imagine Learning) and instructional platforms (Kami) as well as Functionality platforms (DTS). Support this implementation by providing release days for teachers (three days for grades 3-6 and three days for grades K-2), teacher release for ELPAC testing. Explore and support a new comprehensive assessment	\$1,200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		program for grades 7-12. Employ a full-time instructional technology, data, and assessment specialist. Through a data-driven framework, ensure Multilingual Learners (MLs) receive personalized, effective support for language proficiency and academic success. Regularly collect and analyze data from various assessments and student work to identify specific literacy challenges and strengths, informing individualized learning plans and differentiated instruction. Provide ongoing professional development for educators on effective data use, fostering collaboration among teachers, administrators, and families to support literacy development. Continuously monitor and evaluate the effectiveness of interventions to improve language proficiency, academic performance, and student engagement.		
1.2	Curriculum Supports and College and Career Readiness	Enhance student learning through various initiatives, including developing and refining cross-curricular CCD units to deepen student understanding and encourage connections across disciplines, promoting real-world application of knowledge. Additionally, resources and training will be provided to bolster instructional literacy for developing readers utilizing the Sonday literacy system. Math Redesign efforts will focus on building district-wide coherence in grades 4th-12th through professional learning with an emphasis on teaching to big ideas, culturally relevant math modeling, Building Thinking Classrooms, formative assessment, and Boaler's strategies for growth mindset and positive math identity. Redesign efforts will include increased support to sites and leaders with a focus on implementation of the New California Math Framework. A 1.0 FTE College and Career Readiness Coordinator and 1.0 FTE College and Career Readiness Senior Secretary will support the development of integrated pathways, early college opportunities, work-based learning, and high- quality Career Technical Education programs. Efforts to promote equity include the ongoing development of Ethnic Studies courses and continued support for co-taught classes. A total of three FTEs for College and Career Counselors will be shared at the	\$1,867,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		comprehensive high school sites to support college and career readiness initiatives and completion of financial aid applications. Provide funding to school libraries to update collections ensuring school library collections are developed in a culturally responsive and inclusive process, increasing student interest and access to books and other literature reflective of student interest, identity and needs.		
1.3	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	Maintaining access to elementary afterschool and summer school programs for students, including after school tutoring, High School Credit Recovery, Migrant Education, Mike Hauser academy program, Newcomer English, Math and Science Camp Middle Grades programs; all towards supporting a rigorous program of academic study (including increasing students' A-G course access, graduation rates, and college acceptance rates for historically underserved student groups - ELs, Latinx, AA, UPC students). Generally speaking, these offerings are designed to build and maintain academic skills, while providing additional experiences that enrich students, preparing them for the next level of their education while supporting their holistic development. Funding is also required to help ensure safe and secure campuses during summer programs. Additionally, funding requested towards providing support to help build out related data/counseling supports. This is beginning 25/26 (summer 2025), and in 2025/26 will be contributing. Efforts include supporting Avance and Pasitos programs on several of our school campuses (5 sites), which includes hosting classes for targeted families in our community. And finally, providing ongoing support of supervision of Transitional Kindergarten and Kindergarten students (4.5 FTEs) between the end of the school day for TK/K and the end of the school day for 1-6. As SRCS begins implementing the California Community School Partnership Program (CCSPP) Extended Learning Opportunities funded under this item will be coordinated through the 4 sites that have been awarded CCSPP funding for implementation.	\$3,963,612.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	School Based Support for SPSA Actions and Implementation	Decentralized funding for school sites to implement services to Foster Youth (FY), Low Income (LI), English Learners (EL), and families as described in their school site plans (SPSAs). Each school SPSA is aligned to the LCAP goals with a strategic focus on the site's specific needs. Progress monitoring of the SPSA goals will occur throughout the year.	\$1,150,384.00	Yes
1.5	Multilingual Learners Site and Staff and Student Support	SRCS will allocate one FTE Multilingual Learner and Equitable Services Coordinator (.6 LCAP and .4 restricted funds) to encompass various aspects of professional development, including content area and grade-level training, Designated and Integrated English Language Development, utilization of assessment data, personalized modeling, and collaborative lesson studies. By targeting the unique needs of unduplicated pupils, we aim to enhance classroom instruction and promote academic success among multilingual learner students, low-income students, and foster youth. Addressing disparities in academic progress among multilingual learners, foster youth, and low-income students is a priority. By providing focused professional learning and instructional support, we anticipate improved engagement and academic outcomes for these student populations. Through additional learning opportunities, educators will be better equipped to address the diverse needs present in their classrooms as noted in the California English Learner Roadmap. The support provided by the Multilingual Learner and Equitable Services Coordinator will extend to both elementary and secondary school sites, encompassing professional development, access to materials, and specialized training. Additionally, the staff will collaborate with Language Acceleration Review Committees (LARCs) at each school site to refine and implement strategies to support multilingual learners. LARC meetings will involve reviewing site data to inform decisions regarding student placement, assessment, readiness for reclassification, and interventions tailored to different learner typologies. Funding allocation will include funds for	\$477,388.00	Yes

Action #	Title	Description	Total Funds	Contributing
		extended pay rates for certificated members participating in LARC activities.		
1.6	Comprehensive and Collaborative Supports for Students	Continued fiscal support of 0.5 FTE school psychologist position. The role includes developing, updating, and running 504 trainings for district staff, ensuring 504 materials are in compliance, and supporting school sites across the district with 504 compliance. Additionally, support students with materials and supplies to support specific 504 accommodations that are unique. 1 FTE Behavior Specialist to: Provide New Teacher Training on at first start of school year and ongoing monthly to cover: Setting up a classroom for success with behavior and sensory regulation Evidenced-based Classroom Management Strategies, present at School Psych Staff meetings, act as point person to support case managers and program managers with the processes and documentation needed for reclassification of students served by an IEP, review all reclassification documentation in collaboration with the Multilingual Services/Special Services program technician to ensure compliance. MTSS Intervention Counselors split across all secondary sites to continue to support district wide intervention systems and offer targeted support to identified students, focusing on multilingual learners, foster youth, and low income students.	\$1,295,000.00	Yes
1.7	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	Utilize the elementary music program to foster cultural connections among students identified as Homeless, English learners, foster youth, and low-income by delivering continuous music education. Ensure students receive weekly music instruction, including both classroom-based and instrumental lessons. Additionally, it provides elementary classroom teachers in grades 1-6 to their preparation time for a total of 7.4 FTEs	\$1,008,025.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.8	Academic Initiatives	Secondary Initiatives will be developed to enhance instructional outcomes for secondary students, this includes the development of the Jr/Sr High Model at Santa Rosa High School and Montgomery High School in 2025-26 and the planning for Piner High School and Elsie Allen High School for 2026-2027. Additionally the signature programs at schools such as Art Quest at SRHS, STEM at PHS, International Baccalaureate at MHS and new program development at EAHS will be supported to increase enrollment and increase student outcomes. A 1.0 Director Position will be funded (.2 FTE LCAP and .8 FTE A-G). Dual Language Immersion Teacher on Special Assignment (TOSA) will be designated to support the expansion and ongoing development of the Culturally and Linguistically Responsive Approaches program at Elsie Allen High School and Cesar Chavez Language Academy. This role will focus on providing guidance and resources to further enrich the dual language immersion experience for students. To support college and career readiness and academic outcomes, the district will support the Advancement via Individual Determination (AVID) program for participating schools.	\$339,000.00	Yes
1.9	Supports for Increased Inclusive practices	Continue to support general education sections for math and ELA at the secondary level to support ideal ratios (1/3:2/3) in the co-taught classes. Compensate teachers for extra planning time and collaboration of co-teaching teams. Fund the additional 2.0 FTEs needed for this action. (total additive support)	\$600,000.00	Yes
1.10	Supplemental Materials and Supplies TK-12	Provide adaptive/supplemental curriculum, materials and supplies as needed for tiered services TK-12 to ensure that teachers and students have supplemental materials to support district-adopted, standards-based curriculum for all pertinent content areas, including: the core subject areas, CTE, VAPA, Physical Education, summer school and expanded learning programs etc.	\$180,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.11	Class size reduction	Reduce class sizes in targeted grades and courses to provide additional support, specifically: Class Size reduction in elementary grades K-3 and 9th grade for math, ELA and science.	\$6,320,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	SRCS, in partnership with our community, commits to developing safe, inclusive, culturally responsive learning environments to promote social-emotional wellness and address the physical needs of students, families, and staff. Qualifier: SRCS, in sustained collaboration with our community, is dedicated to creating safe, inclusive, and culturally responsive learning environments that foster social-emotional wellness. We are committed to cultivating a deep level of parent engagement, recognizing the importance of students' mindsets, assets, and identities, and providing comprehensive wraparound services and support to meet the physical and emotional needs of students, families, and staff. Our goal is to ensure institutional responsiveness to the cultural and linguistic needs of our students and their families. We aim to move beyond surface-level interactions to foster meaningful and intentional family engagement, empowering parents with agency and sustaining a collaborative community where every member feels valued and supported.	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.

Santa Rosa City Schools has developed this goal based on insights from the California Dashboard, Panorama, Youth Truth, Street Data, and educational partners feedback, emphasizing an asset-based approach. Due to an identified need to increase social-emotional support, improve school climate, and enhance cultural responsiveness, SRCS feels compelled to strengthen and enhance multidisciplinary tiered systems of support.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Chronic Abenteeism	22-23 Chronic Absenteeism - Overall 35.6%, Latinx: 39.4%, UPC: 34.6% ELs: 37% SED: 33.2% Homeless: 49.4% Foster Youth: 45%	Chronic Absenteeism for the 2023-24 School Year - Overall 20.2% (N=13570) Hispanic or Latino 23% (N=7989) UPC 24.4% (N=7687) EL 26.3% (N=2602) SED 23.7% (N=7619) Homeless 39.4% (N=104) Foster Youth 6.7% (N=15)		Chronic Absenteeism for the 2026-27 School Year- 15% Overall, 17.2% Hispanic UPC: 19.6% ELs: 22% SED: 18.2% Homeless: 34.4% Foster Youth: 30%	Chronic Absenteeism All Students -7.1% Hispanic or Latino -9% UPC -10.1% EL -11.7% SED -9.4% Homeless -10% Foster Youth - 36.2%
2.2	Suspension Rate	Suspension Rate for the 2022-2023 school year: All Students- 7.7%, Hispanic: 8.9%, UPC: 9.9% ELs: 8.9% SED: 9.8% Homeless: 21.7% Foster Youth: 25%	Suspension Rate for the 2023-2024 school year: All Students 6.2% (N=13570) Hispanic or Latino 7% (N=7989) UPC 7.9% (N=7687) EL 7.6% (N=2602) SED 7.6% (N=7619) Homeless 16.3% (N=104) Foster Youth 20% (N=15)		Suspension Rate for the 2026-2027 school year: All Students- 4.7%, Hispanic: 2.9% UPC: 6.9% ELs: 5.9% SED: 6.8% Homeless: 18.7% Foster Youth: 22%	Suspension Rate All Students -1.2% Hispanic or Latino -1.7% UPC -1.8% EL -1.4% SED -2% Homeless -5.4% Foster Youth - 3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.3	Graduation Rate	Graduation Rate for the 2022-23 school year: All Students - 82.6%, Latinx: 77.4% UPC: N/A ELs: 61.9% SED: 79.0% Homeless: 53.6% Foster Youth: 57.1%	Graduation Rate for the 2023-24 school year: All Students - 86.5%, Latinx: 83.8% UPC: N/A ELs: 75.3% SED: 68.8% Homeless: 70.3% Foster Youth: 88.9% Students with an IEP: 68.8%		Graduation Rate for the 2026-27 school year: All Students - 88%, Latinx: 86% UPC: N/A ELs: 67.3% SED: 84.4% Homeless: 59% Foster Youth: 62.5%	Graduation Rate All Students 3.9% Latinx 6.4% Students with an IEP 6.3%
2.4	Progress Towards Graduation	2022-23 Progress Towards Graduation - 89.3% UPC: 60.5% ELs: 45.5% SED: 63% Homeless: 40.9% Foster Youth: 57.1%	Progress Towards Graduation - All 75.3% (N=6653) UPC 68.6% (N=3354) EL 55.2% (N=739) SED 70.2% (N=3495) Homeless 41% (N=39) Foster Youth 50% (N=8) Students with an IEP 57.2% (N=1097) Students with a 504 78.4% (N=338)		Progress Towards Graduation - 95.3% UPC: 66.5% ELs: 51.5% SED: 69% Homeless: 46.9% Foster Youth: 63.1%	Progress Towards Graduation Overall -14.% UPC 8.1% EL 9.7% SED 7.2% Homeless 0.1% Foster Youth - 7.1% Students with an IEP 3.6% Students with a 504 7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.5	School Safety Survey	School Safety Survey 2024 Panorama Survey, 64% of all students surveyed reported a positive response to School Safety. 61% of the Hispanic/Latinx students surveyed reported a positive response to School Safety.	School Safety Survey (Fall 2024) 65% of Elementary students reported positive (1% increase) response - Baseline was Elementary only 59% of Secondary reported positive (7% increase). - New Metric 62% of Hispanic/Latinx Elementary students reported positive. - Baseline was Elementary only 61% of Hispanic/Latinx reported positive. - New Metric		School Safety Survey Results. Panorama/Youth Truth: All Students - 73% Hispanic/Latinx - 70%; each group improves by 3%.	School Safety Survey (Fall 2024) Elementary students reported positive 1% increase Secondary - New Metric Hispanic/Latinx Elementary students reported 1% increase. - Baseline was Elementary only Hispanic/Latinx Secondary - New Metric
2.6	Financial contribution Percentage of total costs covered by LCFF funds, items/needs funded	23-24 SRCS Financial Contribution: 0%	SRCS Financial Contribution: Approximately 30% of projected costs associated with operational fees provided to middle school and high school sites, 50% increase funding provided for sports injury supplies and		Financial Contribution: 30% increase from Baseline	Meets outcome

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			equipment, \$4,000 provided for community medical partner consultation. Student Athletes Served (grades 7-12): 1-2% increase Interscholastic Programs Served: 26 Title IX Participation: 1-2% increase			
2.7	Number of student-athletes served	Student-Athletes Served (grades 7-12) 2022-2023 Overall: 2,472 Latinx- 1,157 EL- 183 Foster-5 Middle School: 585	Student Athletes Served (grades 7-12): Overall: 3,558 Latinx - EL - Foster - Middle School: 862		Student-Athletes Served (grades 7-12): Overall: 2,600 Latinx- 1,300 EL- 250 Foster- 7 Middle School: 600	Increase of 1,086 overall athletes. Increase of 277 Middle school athletes.
2.8	7-8 Intermural Programs supported	2024-25 data will be the baseline	Interscholastic Programs Served: 10 Interscholastic programs grades 7-8		Interscholastic Programs 5 programs per middle school	10 programs, exceeds 3 year goal.
2.9	Title IX Participation	Title IX Participation: Baseline year: 2022-2023 1,394 male / 1,070female	Title IX Participation: 2,038 male / 1,520 female		Title IX Participation: 3% increase from Baseline	Male athlete increase of 46% Female athlete increase of 43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.10	Expulsion Rate	2023-2024 Elementary 0% Secondary 0.09%	2024-2025 Elementary 0% Secondary .3%		Maintain at less than 0.3%	Maintained
2.11	Youth Truth Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families	Youth Truth Feb 2024 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families: Relationships Elementary = 86% Middle = 66% High = 65% Engagement Elementary =68% Middle = 49% High = 50% Culture Elementary = 77% Middle = 45% High = 50% School Safety Elementary = 53% Middle =25% High = 29%	"Youth Truth Feb 2025 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families: Relationships Elementary =91% Middle = 75% High = 82% Engagement Elementary =80% Middle = 59% High = 71% Culture Elementary = 85% Middle = 66% High = 78% School Safety Elementary = 68% Middle =50% High = 60%"		Increase by 2% each year.	Youth Truth Feb 2025 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families: Relationships Elementary = +5% Middle = +9% High = +17% Engagement Elementary = +12% Middle = +10% High = +21% Culture Elementary = +8% Middle = +21% High = +28% School Safety Elementary = +15% Middle = +25% High = +31%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.12	Youth Truth Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Staff	Youth Truth Feb 2024 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Staff: Relationships Elementary =90% Middle = 80% High = 82% Engagement Elementary = 85% Middle = 77% High = 74% Culture Elementary = 74% Middle = 53% High = 51% School Safety Elementary =66% Middle =30% High = 43%	Youth Truth Feb 2025 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Staff: Relationships Elementary =94% Middle = 77% High = 88% Engagement Elementary =86% Middle = 75% High = 83% Culture Elementary = 80% Middle = 61% High = 64% School Safety Elementary =79% Middle =56% High = 63%		Increase by 2% each year.	Youth Truth Feb 2025 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Staff: Relationships Elementary = +4% Middle = -3% High = +6% Engagement Elementary =+1% Middle = -2% High = +9% Culture Elementary = +6% Middle = +9% High = +13% School Safety Elementary =+13% Middle = +13% High = +26%"
2.13	High School Drop Out Rate Information Pulled from the DataQuest Adjusted Cohort Outcome Report.	2022-2023 school drop out rate 12.5%. 16.5% Latino/Hispanic 13% American Indian/Alaskan Native 4.7% Asian 10.8 %African American/ Black 4.5 % Filipino	2023-2024 school drop out rate 9.8%. 12.4% Latino/Hispanic 31.3% American Indian/Alaskan Native 3.2% Asian		2% decrease each year.	School drop out rate 2.7% 4.1% Latino/Hispanic -18.3% American Indian/Alaskan Native 1.5% Asian

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		16.7 % Native Hawaiian/ Pacific 5.8% Two or more races 8.6% White	2.5%African American/ Black 3.3% Filipino 12.5% Native Hawaiian/ Pacific 7.4% Two or more races 6.6% White			8.3% African American/ Black 1.2% Filipino 4.2% Native Hawaiian/ Pacific -1.6% % Two or more races 2.0% White
2.14	Facilities are safe and well maintained.	As reported in the 2023 Williams Facilities Inspection Tool (FIT), all schools inspected met 100% of measures and were given a rating of exemplary.	As reported in the 2024 Williams Facilities Inspection Tool (FIT), all schools inspected met 100% of measures and were given a rating of good.		100% for all schools.	Meets Outcome

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 fall 2024, the Panorama survey was administered across the district in October. Most schools surpassed the district goal of over 70% student participation. The survey results were shared with site and district administrators, counselors, and teaching staff. Plans were made to provide professional development on January 31 to train staff on using Panorama data for identifying and intervening with students in need. The survey results were also used to inform site SPSA goal writing, district LCAP goals, and program planning. Simultaneously, the Youth Truth survey was conducted in collaboration with the Sonoma County Office of Education, enabling both district-wide and county-wide analysis of feedback trends. These results informed not only district and site planning but also broader county-level strategies. The district's School-Based Therapy Team was fully staffed, including a third bilingual bicultural therapist who enhanced service capacity. Mental health services were made available throughout the district. Additionally, the district was accepted into Cohort II of the CYBHI Fee-Schedule, positioning it to begin recouping local funding by January 2025. Three associate staff members achieved licensure as Social Workers or Marriage and Family Therapists, reflecting improvements in staff quality and supervision.

The Toolbox social-emotional learning (SEL) resource was fully implemented at elementary sites. Panorama Playbook lessons and activities were made available districtwide at elementary, middle, and high schools, allowing staff to address SEL needs highlighted by the survey and other metrics.

The StopIT reporting tool was fully implemented at secondary schools and expanded in January 2025 to include grades 5–6 at all elementary schools and grades 4–6 at select elementary schools. To support this rollout, new posters were purchased for all schools.

The Responsive Restorative Specialist (RRS) team was fully staffed, though occasional site vacancies occurred due to turnover. The team began developing a districtwide Restorative Framework to ensure consistent implementation of restorative practices. While the Student Engagement Activity Worker position faced potential vacancies, all seven positions were filled and staff were engaged in ongoing collaboration and training.

Two Wellness and Engagement positions were also implemented, although one remained vacant due to turnover. The Keeping Kids in School 1.0 FTE position was fully implemented to support attendance interventions across all schools.

The district hired nine Elementary Counselors—one per school—to provide Tier 1 prevention and Tier 2 & 3 interventions, primarily benefiting English learners and low-income students, including foster youth. Wellness and Engagement administration, partially funded by LCAP and Title funds, supported complex student, family, and staff needs. The coordinator role shifted funding sources from LCAP to Title I.

Family engagement efforts expanded through the deployment of 31 full-time Family Engagement Facilitators. Every school had at least one facilitator, with high schools receiving two, and four additional district wide facilitators supporting specialized programs. These bilingual, trained professionals fostered welcoming environments, enhanced communication, and empowered families—particularly those of multilingual learners and unduplicated pupils—to participate actively in their children’s education. These efforts addressed needs identified in district data, including academic achievement, EL reclassification, graduation rates, and parent involvement.

Funding was also allocated to support extracurricular activities for grades 7–12, including interscholastic athletics. This covered organization fees and operational costs. Health and wellness support for student athletes were enhanced through digital assessment programs, first-aid medical supplies, and partnerships with local medical providers. Over 350 coaches participated during the 2024–25 school year, with services benefiting all students, including English learners, foster youth, and low-income students.

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.

Goal #2 Budgeted Expenditures were \$9,166,047.87 and the Estimated Actual Expenditures are \$9,808,955.16. The material difference is action 2.1 Panorama wellness survey and Youth Truth survey costs were less than projected. Action 2.2 Mental Health supports assigned staff cost less than projected. Action 2.3 SEL and Antibullying Materials and Curriculum costs were less than projected. 2.4 Student Engagement staffing assigned staff costs were appropriately shifted to reflect all positions. 2.5 Promoting positive attendance additional supports increased costs over projections. 2.7 Wellness and Engagement administration costs were shifted to appropriately capture LCFF funding versus federal funding sources.

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

Santa Rosa City Schools remains deeply committed to Goal 2: cultivating safe, inclusive, and culturally responsive learning environments that promote social-emotional wellness and address the holistic needs of students, families, and staff. Over the past year, we have seen measurable progress in several key areas aligned to this goal.

Chronic absenteeism has decreased, indicating increased student engagement and connection to school environments. Our districtwide investments in wellness supports—coupled with expanded training in trauma-informed practices and restorative approaches—have positively impacted school culture, as reflected in elevated Panorama and YouthTruth scores. School-Based Therapists and newly created Wellness Coaches work together to implement and manage Wellness Centers in Middle and High Schools and Family Support Centers in Elementary Schools working towards becoming Community Schools. These centers provide tiered supports that improve school climate, advance good mental health messaging, and increase access to mental health supports through community partnerships that expand on-campus services. (Actions 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 2.7)

Additionally, standing committees such as DELAC have experienced stronger and more consistent participation, signaling deeper, more authentic family engagement (Action 2.8)

Support for extracurricular activities in grades 7-12, including interscholastic athletics, covering organization fees and operational costs. This led to a bolster in the health and wellness of student athletes, facilitating timely medical support by providing digital programs for assessment, medical supplies and equipment for first aid to address sports injuries, and agreements with local medical providers for consultation and referrals. Athletic Trainers could operate effectively within their scope of practice, enhancing care for student athletes. All programs and supplies funded in this action supported all students, including those students who are identified as English learners, foster youth, and low-socioeconomic status. (Action 2.9)

While we recognize that meaningful, sustained progress in this area requires continued effort, we are encouraged by both the data and the stories emerging from our schools. These successes affirm that our work—particularly our intentional focus on student identity, mindset, and wraparound services—is making a difference. Moving forward, we will continue to elevate culturally responsive practices, expand outreach strategies, and strengthen site-level capacity to build trust and belonging for all members of our school community.

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.

Metrics Revised:

Metric 2.5 will include secondary data.

Actions revised:

Action 2.4: Restorative staff of 25 FTEs was revised and the position was renamed to Restorative Intervention Support. The staff of 8 FTEs will function as a team across multiple school sites. Former positions known as Campus Supervisor and Student Advisors have become Student Safety Advisors. This led to an increase in the number of FTEs of which some will be base funded and some will be LCAP funded.

Action 2.5: Family Engagement Facilitator position was revised for individuals doing parallel positions, to better describe their roles; the new job title is Family Support Liaison.

Action 2.9: Increased services by adding FTEs for athletic directors.

Due to fiscal constraints and re-prioritization, we are reducing the funding for the following:

Action 2.3 Funding for Wayfinder at MCHS will be through site LCAP funds.

Action 2.8 Decrease in FTEs from 31 to 16.

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	Panorama wellness survey and Youth Truth survey	SRCS administers the Panorama wellness survey bi-annually to students in grades 4-12 and staff, focusing on aspects like self-efficacy and supportive relationships. For grades K-3, teachers provide responses on behalf of students. The survey results inform tiered interventions, support plans, and school programs, with the Panorama Playbook offering targeted activities. Additionally, the annual Youth Truth climate survey, jointly funded by the Sonoma County Office of Education and the Center for Effective Philanthropy, gathers input from students, families, and staff to assess school and district climate, aiding in goal-setting and program development. We will use the survey results to design programs and supports to improve the educational experience of Hispanic-Latinx, homeless and foster youth who are reporting fewer percent positive experiences in school. Survey results will also be included as part of our California Community Schools Partnership Program needs assessments at sites selected to implement the Community Schools model. Includes program/materials.	\$51,770.00	Yes
2.2	Mental Health Supports	The Mental Health and Wellness Team comprises 14 School-Based Therapists who collaborate with school counselors, MTSS teams, and administrators to address student mental health needs. They support tiered interventions, offer suicide prevention training, and lead student groups to destigmatize mental health and advocate for student well-being. Priority consideration is given to bilingual candidates to enhance services for English learners, foster youth, and low-income students. Funding for this initiative covers the Director of Mental Health & Community School Development position, clinical supervision for therapists, and ensures	\$2,098,150.00	Yes

Action #	Title	Description	Total Funds	Contributing
		compliance with reimbursement schedules. Success is gauged by providing licensed supervision for all school-based therapists and meeting California's standards for mental health services. We will provide this service to provide increased access to school-based therapists for chronically absent students, socio-economically disadvantaged students, English Learners, homeless and foster youth, and students who are demonstrating a need for mental health support across all campuses. Includes staffing.		
2.3	SEL and Antibullying Materials and Curriculum	To prioritize the social-emotional well-being of students in Santa Rosa City Schools, SRCS allocates resources for educators and staff. At the elementary level, funding supports both the implementation of Toolbox resources and professional development. Additionally, funds are directed towards the Panorama Playbook to tailor content and activities based on survey findings. Success metrics include improved social-emotional health markers measured through Panorama and Youth Truth surveys. Furthermore, the StopIT alert system provides an anonymous reporting tool for safety concerns, with funding allocated for promotional materials and data analysis to gauge increased usage and reduced incidents. Includes programs/materials.	\$20,600.00	Yes
2.4	Increased Campus Student Engagement staffing	The district will maintain a team of 8 restorative support specialist positions across elementary, middle, and high schools to bolster school climate, discipline strategies. Seven FTE employees oversee enrichment activities and programs for elementary students during recess, lunch, and after school, aiming to increase student engagement within the school community. Includes staffing.	\$2,485,750.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Promoting Positive Attendance	The district maintains funding for support staff targeting interventions for chronically absent and truant students, including 2 FTE Family Engagement Facilitators and a partnership with Seneca and Sonoma County Juvenile Probation, providing 1.0 FTE Keeping Kids In Schools case manager. These case managers work directly with SRCS students and families to improve attendance rates, with each manager handling 12-16 direct cases and outreach for 25-30 other students. Family Engagement Facilitators oversee the truancy process, including School Attendance Review Teams, aiming to reduce referrals to SARB and improve district attendance to 92% by monitoring site and case attendance rates. Includes staffing.	\$150,000.00	Yes
2.6	Elementary Counselors	Attend to the social, emotional health, and well-being of students who predominately represent English learners and/or are low income. 9 total 1.0 FTE Elementary Counselors support students in Tier 1 preventions, and Tier 2 & 3 interventions (one per school). Includes staffing.	\$1,526,055.00	Yes
2.7	Wellness & Engagement administration	Maintain funding to continue 2.0 FTE SRCS administrators for Wellness & Engagement (1.0 FTE Executive Director & 1.0 FTE Coordinator) with the knowledge of education and the law, to resolve complex situations involving student behavior, campus safety, restorative practices, enrollment, attendance and truancy, multitiered systems of support and programs for youth at promise. Data for monitoring success includes monitoring improved student engagement through attendance and reduction of suspension/expulsion data, improved Youth Truth and Panorama metrics of engagement of students and families, sense of community safety and improved relationships. These positions target engagement strategies designed to re-engage students who are identified as English learners, homeless, foster youth, Hispanic-Latinx, American Indian, and socio-economically disadvantaged	\$405,323.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students who are reporting a lower engagement rate of other groups on campus. Includes staffing.		
2.8	Family Engagement Facilitators and Multilingual Community Engagement	To foster a more inclusive and supportive educational environment, the district continues to implement a comprehensive approach that includes bilingual staffing, welcoming school climates, and improved parent access to essential resources. Beginning in 2025–26, the district will shift to a site-situated, centrally supervised model for family engagement, assigning one Family Engagement Facilitator (FEF) to each district-operated school site, for a total of 16 FTEs. Charter schools will independently fund their own FEF positions. This streamlined structure will enhance coordination and consistency while maintaining responsiveness at the site level. This model ensures that family engagement remains a cornerstone of student success, with clear, equitable access to support at every school site.	\$1,109,489.00	Yes
2.9	Extracurricular Wellness & Engagement	Funding is allocated to support extracurricular activities in grades 7-12, including interscholastic athletics, covering organization fees and operational costs. Additionally, funding is provided to bolster the health and wellness of student athletes, facilitating timely medical support by providing digital programs for assessment, medical supplies and equipment for first aid to address sports injuries, and agreements with local medical providers for consultation and referrals. These resources ensure Athletic Trainers can operate effectively within their scope of practice, enhancing care for student athletes. To ensure positive outcomes in increasing participation, funding will be provided for Athletic directors at the High Schools 1.0 FTE at each and Middle Schools .2 FTE at each for a total of 5.8 FTEs.	\$995,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	SRCS commits to providing high-quality, relevant staff development that promotes professional growth and collaboration to increase student achievement. Qualifier: SRCS is committed to fostering professional growth to support student outcomes by being responsive to the needs of both certificated and classified staff and building on internal capacity. We aim to empower our staff with agency in their professional learning, ensuring access to supportive, culturally responsive learning opportunities. Through professional learning and collaboration, SRCS will create a robust environment for professional development. Additionally, we are dedicated to supporting parent agency and learning to enhance overall community engagement and student success.	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 5: Pupil Engagement (Engagement)
- Priority 6: School Climate (Engagement)
- Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

SRCS created this goal based on the California Dashboard and local survey data. We are a learning institution focused on continuous improvement to better serve our students. By working collaboratively with staff to support their professional development needs, we aim to positively change student outcomes. Teacher feedback indicates a strong desire for a greater voice in decision-making and an interest in leveraging internal expertise. Therefore, we commit to fostering an environment where educators can share their knowledge, contribute to the conversation, and receive the support they need to thrive in their roles.

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 Proficiency (3, 6, 8, 11)	2022-23 ELA CAASPP Proficiency Grade 3: 29.3%	ELA CAASPP Proficiency (3, 6, 8, 11)		ELA CAASPP Proficiency Grade 3: 38.3%	ELA CAASPP Proficiency (3, 6, 8, 11)

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 3:Hispanic/Latino (H/L): 19.5% Grade 3 UPC: 19.1% Grace 3 ELs: 8.9% Grade 3 SED: 22.8% Grade 3 Homeless: 33.3% Grade 3 Foster Youth: n/a Grade 6: 40.6% Grade 6: H/L: 29.7% Grade 6 UPC: 26.1% Grace 6 ELs: 3.2% Grade 6 SED: 33.3% Grade 6 Homeless: 33.3% Grade 6 Foster Youth: 0% Grade 8: 29.0% Grade 8: H/L: 17.6% Grade 8 UPC: 17.4% Grace 8 ELs: 1.2% Grade 8 SED: 19.3% Grade 8 Homeless: 0% Grade 8 Foster Youth:N/A Grade 11: 50.4% Grade 11 H/L: 37.4% Grade 11 UPC: 34% Grace 11 ELs: 4.1% Grade 11 SED: 38.2% Grade 11 Homeless: 33%	Grade 3 29.2% (N=566) Grade 3 H/L 19.8% (N=374) Grade 3 UPC 16.3% (N=386) Grade 3 EL 6.6% (N=206) Grade 3 SED 17.8% (N=363) Grade 3 Homeless 0% (N=3) Grade 6 38.6% (N=577) Grade 6 H/L 23.7% (N=362) Grade 6 UPC 24.7% (N=354) Grade 6 EL 2.8% (N=117) Grade 6 SED 26.4% (N=353) Grade 6 Homeless N/A% (N=1) Grade 6 Foster Youth 0% (N=1) Grade 8 26.4% (N=1417) Grade 8 H/L 14.8% (N=842) Grade 8 UPC 15.1% (N=800) Grade 8 EL 1% (N=230)		Grade 3: H/L: 28.5% Grade 3 UPC: 28.1% Grace 3 ELs: 17.9% Grade 3 SED: 31.8% Grade 3 Homeless: 42.3% Grade 3 Foster Youth: 9% Grade 6: 49.6% Grade 6 H/L: 38.7% Grade 6 UPC: 35.1% Grace 6 ELs: 12.2% Grade 6 SED: 42.3% Grade 6 Homeless: 42.3% Grade 6 Foster Youth: 9% Grade 8: 38.0% Grade 8: H/L: 26.6% Grade 8 UPC: 26.4% Grace 8 ELs: 10.2% Grade 8 SED: 28.3% Grade 8 Homeless: 9%	Grade 3 -0.1% Grade 3 H/L 0.3% Grade 3 UPC - 2.6% Grade 3 EL -0.9% Grade 3 SED - 4.7% Grade 3 Homeless -33.3% Grade 6 -2% Grade 6 H/L -6% Grade 6 UPC - 1.4% Grade 6 EL 1.2% Grade 6 SED - 4.4% Grade 6 Homeless N/A Grade 6 Foster Youth 0% Grade 8 -2.6% Grade 8 H/L -2.8% Grade 8 UPC - 2.3% Grade 8 EL -8% Grade 8 SED - 2.8% Grade 8 Homeless 10% Grade 8 Foster Youth N/A Grade 11 -3% Grade 11 H/L - 2.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11 Foster Youth: 40%	Grade 8 SED 16.5% (N=776) Grade 8 Homeless 10% (N=15) Grade 8 Foster Youth 33.3% (N=3) Grade 11 51.2% (N=1604) Grade 11 H/L 36.4% (N=867) Grade 11 UPC 39.8% (N=779) Grade 11 EL 4.2% (N=173) Grade 11 SED 43.2% (N=815) Grade 11 Homeless 14.3% (N=9) Grade 11 Foster Youth 0% (N=3)		Grade 8 Foster Youth: 9% Grade 11: 59.4% Grade 11 H/L: 46.4% Grade 11 UPC: 43% Grade 11 ELs: 13.1% Grade 11 SED: 47.2% Grade 11 Homeless: 42% Grade 11 Foster Youth: 49%	Grade 11 UPC 3.9% Grade 11 EL 2.2% Grade 11 SED 3.1% Grade 11 Homeless -19% Grade 11 Foster Youth -40%
3.2	Math CAASPP Proficiency (3, 6, 8, 11)	2022-2023 Math CAASPP Proficiency Grade 3: 31.6% Grade 3: H/L: 22.3% Grade 3 UPC: 20.3% Grade 3 ELs: 12.0% Grade 3 SED: 24.3% Grade 3 Homeless: 33.3% Grade 3 Foster Youth: n/a Grade 6: 33.7%	Math CAASPP Proficiency (3, 6, 8, 11) 0% (N=) Grade 3 30.3% (N=566) Grade 3 H/L 21.8% (N=374) Grade 3 UPC 19% (N=386) Grade 3 EL 12.4% (N=206) Grade 3 SED 20.6% (N=363)		Math CAASPP Proficiency Grade 3: 40.6% (H/L: 22.3%) Grade 3 UPC: 29.3% Grade 3 ELs: 21.0% Grade 3 SED: 33.3% Grade 3 Homeless: 42.3%	Math CAASPP Proficiency (3, 6, 8, 11) Grade 3 -1.4% Grade 3 H/L -0.7% Grade 3 UPC -1.5% Grade 3 EL 3.6% Grade 3 SED -3.8% Grade 3 Homeless -33.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 6 H/L: 24.4% Grade 6 UPC: 19.4% Grade 6 ELs: 4.5% Grade 6 SED: 23.1% Grade 6 Homeless: 33.3% Grade 6 Foster Youth: 0% Grade 8: 17.6% Grade 8 H/L: 8.1% Grade 8 UPC: 8.2% Grade 8 ELs: 0.4% Grade 8 SED: 8.5% Grade 8 Homeless: 0% Grade 8 Foster Youth: N/A Grade 11: 24.9% Grade 11 H/L: 11.1% Grade 11 UPC: 11.6% Grade 11 ELs: 0.6% Grade 11 SED: 12.6% Grade 11 Homeless: 0% Grade 11 Foster Youth: 25%	Grade 3 Homeless 0% (N=3) Grade 6 29.% (N=577) Grade 6 H/L 14.6% (N=362) Grade 6 UPC 16.7% (N=354) Grade 6 EL 1.8% (N=117) Grade 6 SED 17.8% (N=353) Grade 6 Homeless 0% (N=1) Grade 6 Foster Youth 0% (N=1) Grade 8 18.8% (N=1417) Grade 8 H/L 8.6% (N=842) Grade 8 UPC 8.9% (N=800) Grade 8 EL 0% (N=230) Grade 8 SED 9.4% (N=776) Grade 8 Homeless 0% (N=15) Grade 8 Foster Youth 0% (N=3) Grade 11 23.9% (N=1604) Grade 11 H/L 9.8% (N=867)		Grade 3 Foster Youth: 9% Grade 6: 42.7% Grade 6 H/L: 33.4% Grade 6 UPC: 28.4% Grade 6 ELs: 13.5% Grade 6 SED: 32.1% Grade 6 Homeless: 42.3% Grade 6 Foster Youth: 9% Grade 8: 17.6% Grade 8: H/L: 17.1% Grade 8 UPC: 17.2% Grade 8 ELs: 9.4% Grade 8 SED: 17.5% Grade 8 Homeless: 9% Grade 8 Foster Youth: 9% Grade 11: 33.9% Grade 11 H/L: 20.1% Grade 11 UPC: 20.6% Grade 11 ELs: 9.6%	Grade 6 -4.7% Grade 6 H/L -9.8% Grade 6 UPC -2.7% Grade 6 EL 0.2% Grade 6 SED -5.6% Grade 6 Homeless -33.3% Grade 6 Foster Youth 0% Grade 8 1.2% Grade 8 H/L 0.5% Grade 8 UPC -3.7% Grade 8 EL -1.3% Grade 8 SED -4.4% Grade 8 Homeless 0% Grade 8 Foster Youth -25% Grade 11 -5.2% Grade 11 H/L -2.1% Grade 11 UPC 1.2% Grade 11 EL -1.3% Grade 11 SED 0.6% Grade 11 Homeless 12.5% Grade 11 Foster Youth 8.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 11 UPC 13.8% (N=779) Grade 11 EL 0% (N=173) Grade 11 SED 14.4% (N=815) Grade 11 Homeless 12.5% (N=9) Grade 11 Foster Youth 33.3% (N=3)		Grade 11 SED: 21.6% Grade 11 Homeless: 9% Grade 11 Foster Youth: 34%	
3.3	Chronic Absenteeism	Chronic Absenteeism for the 2022-23 School Year - Overall 35.6% Hispanic 32.2% UPC: 34.6% ELs: 37% SED: 33.2% Homeless: 49.4% Foster Youth: 45%	Chronic Absenteeism for the 2023-24 School Year - Overall 20.2% (N=13570) Hispanic or Latino 23% (N=7989) UPC 24.4% (N=7687) EL 26.3% (N=2602) SED 23.7% (N=7619) Homeless 39.4% (N=104) Foster Youth 6.7% (N=15)		Chronic Absenteeism for the 2026-27 School Year- Overall 15% Hispanic 17.2% UPC: 19.6% ELs: 22% SED: 18.2% Homeless: 34.4% Foster Youth: 30%	Chronic Absenteeism All Students -7.1% Hispanic or Latino -9% UPC -10.1% EL -11.7% SED -9.4% Homeless -10% Foster Youth - 36.2%
3.4	Science CAST Proficiency	2022-23 Science CAST Proficiency Grade 5: 27.1% Grade 5 H/L: 11.9% Grade 5 UPC: 13.9%	Science CAST Proficiency (5, 8, 11/12) Grade 5 30.3% (N=624)		Science CAST Proficiency Grade 5: 36.1% Grade 5 H/L: 20.9%	Science CAST Proficiency (5, 8, 11/12) Grade 5 3.2% Grade 5 H/L 2.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 5 ELs: 1.9% Grade 5 SED: 15.5% Grade 5 Homeless: 0% Grade 5 Foster Youth: 100% Grade 8: 20.2% Grade 8 H/L: 9.5% Grade 8 UPC: 9.1% Grade 8 ELs: 0.4% Grade 8 SED: 10.2% Grade 8 Homeless: 0% Grade 8 Foster Youth: N/A Grade 11&12: 25.6% Grade 11&12 H/L: 14.3% Grade 11&12 UPC: 14.4% Grade 11&12 ELs: 0% Grade 11&12 SED: 15.8% Grade 11&12 Homeless: 10% Grade 11&12 Foster Youth: 40%	Grade 5 H/L 14.1% (N=345) Grade 5 UPC 14.5% (N=378) Grade 5 EL 1.3% (N=159) Grade 5 SED 15.4% (N=361) Grade 5 Homeless 20% (N=5) Grade 5 Foster Youth N/A% (N=-) Grade 8 20.1% (N=1417) Grade 8 H/L 9.8% (N=842) Grade 8 UPC 9.2% (N=800) Grade 8 EL 0% (N=230) Grade 8 SED 9.8% (N=776) Grade 8 Homeless 0% (N=15) Grade 8 Foster Youth 33.3% (N=3) Grade 11/12 29.5% (N=3282) Grade 11/12 H/L 16.7% (N=1763) Grade 11/12 UPC 20.1% (N=1526) Grade 11/12 EL 0.6% (N=338)		Grade 5 UPC: 22.9% Grade 5 ELs: 10.9% Grade 5 SED: 24.5% Grade 5 Homeless: 9% Grade 5 Foster Youth: 100% Grade 8: 29.2% Grade 8 H/L: 18.5% Grade 8 UPC: 18.1% Grade 8 ELs: 9.4% Grade 8 SED: 19.2% Grade 8 Homeless: 9% Grade 8 Foster Youth: 9% Grade 11&12: 34.6% Grade 11&12 H/L: 23.3% Grade 11&12 UPC: 23.4% Grade 11&12 ELs: 9% Grade 11&12 SED: 24.8% Grade 11&12 Homeless: 19% Grade 11&12 Foster Youth: 49%	Grade 5 UPC 0.6% Grade 5 EL 0.2% Grade 5 SED - 0.5% Grade 5 Homeless 20% Grade 5 Foster Youth N/A Grade 8 -0.1% Grade 8 H/L 0.3% Grade 8 UPC 0.1% Grade 8 EL -0.4% Grade 8 SED - 0.4% Grade 8 Homeless 0% Grade 8 Foster Youth N/A Grade 11/12 0.2% Grade 11/12 H/L 2.1% Grade 11/12 UPC 4.6% Grade 11/12 EL 0.6% Grade 11/12 SED 4.5% Grade 11/12 Homeless 2.5% Grade 11/12 Foster Youth - 6.7%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 11/12 SED 21.5% (N=1616) Grade 11/12 Homeless 12.5% (N=11) Grade 11/12 Foster Youth 33.3% (N=3)			
3.5	ELPAC Improvement	2022-23 ELPAC Improvement: Elementary: 38.6% Secondary: 31.7%	ELPAC Improvement: Elementary 36.5% (N=4521) Secondary 31.3% (N=9049)		ELPAC Improvement: Elementary: 53.6% Secondary: 46.7%	ELPAC Improvement Elementary -1.9% Secondary 0%
3.6	AP Pass Rate	2022-23 AP Pass Rate: Overall Sec. 70.1% Sec. Hispanic/Latino 62.1%	AP Pass Rate: Overall Sec 77.2% (N=9049) Hispanic/Latino Sec 70% (N=4996)		AP Pass Rate: Overall Sec. 73.1% Sec. Hispanic/Latino 68.1%	AP/IB Pass Rate Overall - Secondary 4.7% Hispanic/Latino - Secondary 7.2%"
3.7	Reclassification Rate	2022-23 Reclassification Rate: Elementary: 7.4% Secondary: 4.4%	Reclassification Rate: Elementary 10.7% (N=4521) Secondary 5.5% (N=9049)		Reclassification Rate: Elementary: 16.4% - 22.4% Secondary: 13.4 - 19.4%	Reclassification Rate Elementary 3.3% Secondary 1.2%
3.8	A-G Completion	2022-23 A-G Completion: Overall 33.8%, Latinx 21.99%	A-G Completion: Overall 36.4% (N=1678) Latinx 21.9% (N=896)		A-G Completion: Overall 45.8%, Latinx 36.99%	Progress towards A-G Completion Overall 8.7% Latinx 6.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.9	Progress Towards A-G Completion	2022-23 Progress Towards A-G Completion: Overall - 33.8%, Latinx - 22%	Progress towards A-G Completion: Overall 37.3% (N=6653) Latinx 25.1% (N=3705)		Progress Towards A-G Completion: Overall - 45.8%, Latinx - 37%	A-G Completion Overall -4.8% Latinx -5.1%
3.10	Graduation rate	Graduation Rate for the 2022-23 school year: All Students - 82.6%, Latinx: 77.4%	Graduation Rate for the 2023-24 school year: All Students - 86.5%, Latinx: 83.8% Students with an IEP - 68.8%		Graduation Rate for the 2026-27 school year: All Students - 88%, Latinx: 86%	Graduation Rate All Students 3.9% Latinx 6.4% Students with an IEP 6.3%
3.11	Ethnic Studies Completion	2022- 23 Ethnic Studies Completion: Overall - 63.7%, Latinx - 55%	Ethnic Studies Completion Overall 65.1% (N=6653) Latinx 59.7% (N=3705)		Ethnic Studies Completion: Overall - 63.7%, Latinx - 55%	Ethnic Studies Completion Overall -7.3% Latinx -7.2%
3.12	Suspension Rate	Suspension Rate for the 2022-2023 school year: All Students- 7.7%. Hispanic: 8.9% UPC: 9.9% ELs: 8.9% SED: 9.8% Homeless: 21.7% Foster Youth: 25%	Suspension Rate for the 2023-2024 school year: All Students 6.2% (N=13570) Hispanic or Latino 7% (N=7989) UPC 7.9% (N=7687) EL 7.6% (N=2602) SED 7.6% (N=7619) Homeless 16.3% (N=104)		Suspension Rate for the 2026-2027 school year: All Students- 4.7%. Hispanic: 2.9% UPC: 6.9% ELs: 5.9% SED: 6.8% Homeless: 18.7% Foster Youth: 22%	Suspension Rate All Students -1.2% Hispanic or Latino -1.7% UPC -1.8% EL -1.4% SED -2% Homeless -5.4% Foster Youth - 3.8%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Foster Youth 20% (N=15)			
3.13	Professional development attendance rate for both certificated and classified	Professional Development Attendance Rate for both Certificated and Classified Average attendance by classified for 11/1/23 and 1/26/24 = 74% were present Average attendance by certificated for 11/1/23 and 1/26/24 = 78% were present	Professional Development Attendance Rate for both Certificated and Classified Average attendance by classified for 11/1/24 and 1/31/25 = 77% were present Average attendance by certificated for 11/1/24 and 1/31/25 = 84% were present		Professional Development Attendance - Classified = 86% present; Certificated = 90% present	Professional Development Attendance - Classified = 3% increase Certificated = 6% increase
3.14	Teacher Efficacy	2022 Panorama Reported Teacher Efficacy Rate: 67%	Fall 2023 Panorama Reported Teacher Efficacy Rate: 69%		Improve Teaching Efficacy reported in Panorama Wellness Survey by 2% each survey administration	Increase in 2%
3.15	ELA CAASPP Proficiency at RHS, Grace, and ISP	2022-2023 ELA CAASPP Proficiency RHS: 6.3% Grace: 0% ISP: 42.3%	RHS 0% (N=133) Grace 12.5% (N=36) ISP 50% (N=129)		ELA CAASPP Proficiency RHS: 15.3% Grace: 9% ISP: 51.3%	Math CAASPP Proficiency RHS 0% Grace 0% ISP -57.1%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.16	Math CAASPP Proficiency at RHS, Grace, and ISP	2022-23 Math CAASPP Proficiency RHS: 0% Grace: 0% ISP: 21.4%	RHS 0% (N=133) Grace 0% (N=36) ISP 0% (N=129)		Math CAASPP Proficiency RHS: 9% Grace: 9% ISP: 30.4%	"RHS 0% Grace 0% ISP -57.1%"
3.17	ELPAC Improvement at RHS, Grace, and ISP	2022- 23 ELPAC Improvement RHS: 26.7% Grace: 100% ISP: 57.1%	ELPAC Improvement RHS 17.6% (N=133) Grace 20% (N=36) ISP 50% (N=129)		ELPAC Improvement RHS: 41.7% Grace: 100% ISP: 72.1%	ELPAC Improvement RHS -9.1% Grace -80% ISP -7.1%
3.18	Reclassification Rate at RHS, Grace, and ISP	2022-23 Reclassification Rate RHS: 8.5% Grace: 5.6% ISP: 0%	Reclassification Rate RHS 5.9% (N=133) Grace 0% (N=36) ISP 0% (N=129)		Reclassification Rate RHS: 17.5% Grace: 14.6% ISP: 9%	Reclassification Rate RHS -2.6% Grace -5.6% ISP 0%
3.19	Progress Towards A-G in ISP	2022-23 Progress Towards A-G ISP: 19.7%	Progress Towards A-G ISP 27.9% (N=129)		Progress Towards A-G ISP: 19.7%	Progress towards A-G ISP 8.2%
3.20	Properly Credentialed Teachers	For 2022-23 98% of teachers were properly credentialed.	2023-2024 Academic Year: 98% of secondary teachers and 98.7% of elementary teachers were properly credentialed as per the CALSASS		100% of teachers properly credentialed.	No difference

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.

Over the past year, numerous professional development opportunities were provided to staff across all bargaining units to enhance their intervention skills and improve student outcomes. Student Safety Advisors, Restorative Specialists, and Student Engagement Activity Workers received targeted training during their professional work hours on topics such as restorative practices, student intervention, empathy-based approaches, and safety and first aid. Legal workshops, including sessions on First Amendment Rights, Title IX, and the Student Legal Symposium, were implemented for administrative site and district staff. With Title IX undergoing significant legal changes, additional trainings were planned. Training in Emergency Response and Incident Command was delivered at both site and district levels, while administrators received Threat Assessment training. On January 31, sessions on Panorama for Interventions, Using Panorama Data, and Threat Assessment were scheduled.

Educators also participated in comprehensive sessions focused on improving instructional practices. Staff received training in explicit multisensory teaching techniques for reading, driven by district assessment data to better differentiate instruction. Math differentiation was emphasized through the Thinking Classrooms approach, which aligned with the district's adoption of new math frameworks.

Support for alternative education expanded, with approval for hiring an additional 1.0 FTE Independent Study Teacher. Three staff members attended the National Alternative Education Association Conference, and the Coordinator of Alternative Education participated in the California Consortium on Independent Study Webinar. Funds were allocated to support Alternative Education Committee meetings and future attendance at the California Continuation Education Association Conference.

Certificated and classified staff participated in site-based safety training that covered five essential safety protocols, including emergency procedures, first aid, campus security, hazardous material handling, and accident prevention. These trainings were designed to ensure all staff were prepared to maintain a secure and supportive learning environment.

The district maintained key leadership positions, including Executive Directors in Educational Services (1.0 and .10 FTE) and Directors for Grades 7-12 (.40 FTE) and Multilingual Services (1.0 FTE). These leaders supported both administrators and staff, helping to implement A-G requirements and district-wide initiatives focused on improving outcomes for unduplicated pupils, including multilingual learners, foster youth, homeless students, and those from low-income families.

Santa Rosa City Schools remained committed to supporting multilingual learners through targeted professional development and district-wide initiatives. Over the past three years, professional learning for multilingual education became a shared responsibility, with collaborative sessions for both elementary and secondary teachers. Multilingual Services staff engaged with leading organizations such as the Sonoma County Office of Education, Californians Together, EL Rise, EPiCC, OELA, and the Center for Excellence for English Learners. These efforts helped align practices with the SRCS EL Master Plan and support multilingual learner typologies. Expanded access to student data supported efforts to monitor progress and guide instruction for multilingual learners and reclassified students.

The district's .2 Ethnic Studies Specialist continued working across school sites and coordinating with professional development providers and community members. A total of 75 teachers participated in Ethnic Studies professional development this year: 20 in Level 1.0, 33 in 2.0, and 22 in 3.0. Ongoing support was provided for the Ethnic Studies Community of Practice at the classroom, site, and district levels.

Additionally, MTSS Counselors engaged in free virtual and local professional development during the fall. Further needs were identified, and additional trainings were scheduled for the spring to continue building student support systems.

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

Goal #3 Budgeted Expenditures were \$3,349,617.87 and the Estimated Actual Expenditures are \$2,627,382.62. The material difference is action 3.1 PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support, action 3.2 Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices, action 3.3 Alternative Education Development and Programmatic Implementation, and action 3.7 Ethnic Studies Interdisciplinary Programs came in below projections.

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

Santa Rosa City Schools remains committed to providing high-quality, relevant professional development that empowers staff, promotes collaboration, and ultimately supports improved student outcomes. Over the past year, we have made meaningful strides in deepening staff engagement through increased collaboration with educators to co-design and refine professional learning offerings. A notable example is the successful launch and growth of CCD units—customized courses developed in partnership with teachers to ensure relevance, alignment to district priorities, and educator voice in professional growth. (Action 3.2, 3.3, 3.5, 3.6, 3.7, 3.8)

Numerous professional development opportunities have been provided to staff across all bargaining units to enhance their intervention skills and improve student outcomes. PD sessions have been implemented into the professional work hours for Student Safety Advisors, Restorative Specialists, and Student Engagement Activity Workers on a variety of topics such as restorative practices, student intervention, empathy based approaches to working with students and safety and first aid. Legal workshops such as First Amendment Rights, Title IX, Student Legal Symposium have been implemented for administrative site and district staff. Additional Title IX trainings are planned as this topic has been going through deep legal overhaul. Trainings on the topic of Emergency Response and Incident Command have been implemented at site and district levels. Threat Assessment training has been provided for administrators. On the January 31 professional development day, trainings on Panorama for Interventions, Using your Panorama data, and Threat Assessment will be provided. (Action 3.1)

We have also seen strong participation in i-Ready Assessment and Learning Platform trainings, which have helped build foundational knowledge and more consistent use of student data to inform instruction. Our expansion to TK-3 and continued implementation of Building Thinking Classrooms in mathematics continues to transform student engagement and cognitive ownership in the classroom, while the Multilingual Services department has provided a robust menu of offerings that support English Learner achievement, culturally responsive pedagogy, and language development strategies.(Action 3.4, 3.5, 3.6, 3.7, 3.8)

While these professional learning opportunities have had a positive impact, we recognize the need to expand participation across all sites and roles. Moving forward, SRCS will focus on increasing access, alignment, and outreach to ensure both certificated and classified staff are engaged in meaningful professional growth. This includes refining our systems for feedback, strengthening site-based implementation support, and elevating staff agency in determining learning priorities.

By continuing to build internal capacity, honor educator expertise, and provide culturally responsive learning environments, SRCS will further strengthen the foundation for student achievement and community-wide success.

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.

Metrics revised:
Metric 3.20 has been desegregated by Elementary and Secondary.

Actions revised:
Action 3.5 is being renamed for clarity.

Due to fiscal constraints and re-prioritization, we are reducing the funding for the follo

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	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	Funds are allocated for annual professional development aimed at enhancing administration training in restorative practices, student engagement, safety strategies, and legal mandates like Title IX. This includes ongoing training on Restorative Practices for classified and certificated employees, as well as parents and students, fostering a culturally-responsive relational approach and enhancing community, relationships, and a sense of belonging. Additionally, resources support trainings for certificated and classified staff on student engagement, safety strategies, threat assessment, risk management, and other relevant topics. Includes programs/materials.	\$37,500.00	Yes
3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning	Implement comprehensive professional development sessions, utilizing allocated release time, to provide educators with specialized training on explicit multisensory teaching techniques tailored for reading instruction. These sessions will prioritize data from district assessments to differentiate instruction strategies, addressing the diverse needs of student populations, including English learners, homeless students, foster youth & low-income students. Additionally, ensure alignment with district tests and benchmarks	\$910,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
	instructional approaches, and aligning literacy practices.	while offering ongoing support. Offer a diverse range of professional development opportunities covering various instructional methodologies suitable for diverse student cohorts. Recognizing proficient reading skills as fundamental to academic success across all subjects, this investment in teachers' knowledge and skills aims to enhance student outcomes and foster a culture of literacy within schools. Prepare educators for the new California math framework by focusing on robust Elementary Math strategies, emphasizing supporting a positive math mindset, incorporating problem-solving activities, and utilizing technology to enhance math instruction. Foster collaboration between classroom teachers and educators to ensure alignment of instructional strategies and learning objectives, aiming for improved student engagement and achievement. In addition, support ongoing collaboration and professional development that enables teachers to effectively use these tools in their teaching and learning, with the goal of improved student engagement and achievement. In addition, support grades 7-12 ongoing collaboration and professional development that enables teachers to effectively use these tools in their teaching and learning, with the goal of improved student engagement and achievement. Finally, provide additional 7-12 meetings for department chair members (beyond the required 4 per year) focused on essential standards, scope and sequence, and integration of district initiatives like ethnic studies pedagogy. These meetings will continue to facilitate teacher leadership and the development of common systems and agreements around discipline-specific initiatives district-wide. Meetings will focus on activities that prompt action, dialogue, metacognition, and cooperation.		
3.3	Alternative Education Development and Programmatic Implementation	Increase Alternative Education seats for students for SRCS students who are not finding success in a comprehensive school learning environment, with an emphasis on grade 7-12 students. The Alternative Education Committee will continue to meet following direction from the Board and Superintendent to develop further alternative education options. Direction was given to create alternative programs focused on middle school students who are struggling academically, with chronic absenteeism, and behaviorally, and expand upon Independent Study offerings. To increase seats in the Independent Study Program SRCS would hire certificated	\$315,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		teachers between 1.0 - 2.0 FTE, with the current student to teacher ratio of 25:1 this will serve up to an additional 50 students. Expanding Independent Study would support students in grades 7-12, and reduce the number of students who request Independent Study and are kept on a waitlist for extended periods of time. The goal of a middle school program would be to have smaller class sizes with additional counseling support for students. This would entail hiring certificated teacher and counselor FTE, as well as additional classified clerical FTE and an administrator. In an effort to be more innovative and equitable in the development of new programs, and to support current leadership in developing a network of support, building new supports for students and staff at current alternative programs, and further developing best practices at current alternative programs professional development opportunities will be included. To support site and district leadership of alternative education in this effort, the continuation high school site administration and district personnel will attend various conferences. Cost to include conference registrations, travel, and expenses for conferences.		
3.4	Provide professional development for Staff	Support professional development for classified staff. This may include district wide days focused on classified employee learning. Provide two additional calendar days for teacher PD to support best first instruction and supports for all students, reducing barriers to learning and increasing engagement to school. Provide training for board-approved academic and SEL curriculum and supplemental materials, pedagogies and instructional strategies, technology (functional and instructional), and MTSS.	\$1,900,778.00	Yes
3.5	Centralized support for Professional Development.	Maintain Executive Directors in Educational Services and Director of Multilingual Services. Directors focus on building capacity in district leadership in implementing a-g requirements, ALD roll-out, and additional counseling to address SEL.	\$526,275.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Provide professional development and support to increase the achievement of students who are identified as Multilingual learners, homeless, foster youth, and low-income.		
3.6	Multilingual Learners Curriculum Training, Collaboration and department Professional Development	Offering a diverse range of professional development opportunities covering instructional strategies for multilingual learners. This approach acknowledges that effective teaching requires a variety of strategies tailored to the unique needs of each student. As part of our commitment to continuous improvement, we will facilitate monthly collaborative professional development sessions for elementary and secondary teachers focused on Multilingual learners. Our goal is to enhance student outcomes and create an equitable environment where students thrive across all subjects. Multilingual Services staff members will attend professional development with organizations such as Californians Together, EL Rise, EPiCC, the Office of English Language Acquisition (OELA), and the Center for Excellence for English Learners. Participation in this strategic professional development will support collaboration with administration and staff. This effort aims to deepen the understanding of the SRCS EL Master Plan, recognize and address the needs of all Multilingual learners, including various Multilingual learner typologies, and monitor the progress of Multilingual learners and Reclassified English learner proficient students at each school site. This will provide expanded access to student data, and increase academic achievement outcomes.	\$35,000.00	No
3.7	Ethnic Studies Interdisciplinary Programs	Accelerate and deepen the development of Ethnic Studies through intentional site based implementation of an interdisciplinary approach to culturally relevant pedagogy beyond the graduation requirement. This includes a site based Ethnic Studies Program Specialist working one full day a week at three high school sites and one middle school site, paid for by school site SPSAs. The district office will direct .2 FTE of the Ethnic	\$200,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Studies Program Specialist work to ensure every site across the district has access to support and to ensure district wide scaling efforts and implementation is approached in a comprehensive and systematic way, accelerating programmatic efficacy in a focused and coherent manner. In addition, multiple levels of professional development, focused on teacher understanding, instructional practices, and pedagogy will continue, along with dedicated professional development for administrative leadership to support site program implementation. SRCS will continue to support sites with new courses as they develop curriculum, oversee and coordinate paid collaboration time for teachers, and purchase materials. Finally, the Ethnic Studies Program Specialist will collaborate with consultants, organize and communicate with teachers regarding PD participation and release days and extended day pay, and work with our community partners and affinity groups in our Ethnic Studies Community Committee.		
3.8	Multi-tiered Systems of Support (MTSS) Professional Development	Travel and registration costs for MTSS Intervention Counselors to attend professional development opportunities to strengthen student supports, as well as systems and structures, to serve identified students.	\$14,000.00	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
\$26,458,878	\$1,940,821

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
18.753%	0.000%	\$0.00	18.753%

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: Assessment Systems TK-12 Need: The identified need is to increase Multi-Tiered System of Supports (MTSS) supports and develop a robust assessment system. This action is increasing and improving the MTSS services for unduplicated student groups by building up our structures for targeted analyses and action planning, ensuring	The action addresses the need by providing the systems needed to disaggregate data and develop a robust system of assessments that includes assessments for learning and the staffing to support these initiatives. This action is needed and provided LEA-Wide as it is an identified need across the LEA.	Goal 1 Metrics

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
	students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of data systems to disaggregate data provides needed information to determine root causes, barriers and opportunity to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the discrepancy in outcomes. Scope: LEA-wide		
1.2	Action: Curriculum Supports and College and Career Readiness Need: The identified need is to increase Curriculum Supports and College and Career Readiness, and promote equity. This action is increasing and improving the services for unduplicated student groups by developing and refining cross-curricular CCD units to deepen student understanding and encourage connections across disciplines, embed designated ELD lessons throughout each unit. Increase access to College and Career opportunities and supporting culturally relevant practices. Use of redesigned lessons, support staffing and culturally relevant instruction provides curriculum supports and College and Career Readiness, as well as promoting equity to	Resources and training will be provided to bolster instructional literacy. Redesign efforts will include increased support to sites and leaders with a focus on implementation of the New California Math Framework. Specific staffing positions will support the development of integrated pathways, early college opportunities, work-based learning, and high-quality Career Technical Education programs. Efforts to promote equity include the ongoing development of Ethnic Studies courses and continued support for co-taught classes. The action provides funding to school libraries to update collections ensuring school library collections are developed in a culturally responsive and inclusive process. This action is needed and provided LEA-Wide as it is an identified need across the LEA.	Goal 1 Metrics

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
	support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the discrepancies in outcomes. Scope: LEA-wide		
1.3	Action: Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs Need: This action is increasing and improving the services for unduplicated student groups by expanding learning opportunities and interventions through Summer School and Afterschool Programs ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of before-school/after-school tutoring, High School Credit Recovery, Migrant Education program, Newcomer English program, and the Math and Science Camp Middle Grades programs provides additional opportunities for success to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because achievement gaps on standardized	Actions to address the need include tutorial, credit recovery options, summer school, supporting Avance and Pasitos programs on several of our school campuses (5 sites), which includes hosting classes for targeted families in our community. And finally, providing ongoing support of the Transitional Kindergarten and Kindergarten students (4.5 FTEs) between the end of the school day for TK/K and the end of the school day for students in grades 1-6. This action is needed and provided LEA-Wide as it is an identified need across the LEA	Goal 1 Metrics

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
	assessments; chronic absenteeism rates; D & F lists; school and district-wide graduation rates; suspension rates. Scope: LEA-wide		
1.4	Action: School Based Support for SPSA Actions and Implementation Need: The identified needs for this action are embedded in the SPSAs. Each site has conducted a needs assessment in collaboration with their School Site Councils and ELACs to identified site specific actions to increase and improve the services for unduplicated student groups ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of site driven initiatives aligned to the LCAP provides customized support for identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the unique needs and strengths of each school. Scope: LEA-wide	The action addresses the need by providing additional site specific supports aligned to the LCAP. This action is needed and provided LEA-Wide as is an identified need across the LEA	Goal 1 Metrics

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
1.6	Action: Comprehensive and Collaborative Supports for Students Need: This action is increasing and improving the services for unduplicated student groups by providing Comprehensive and Collaborative Supports for Students ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of additional staff for specific initiatives provides targeted support to identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism, Youth Truth and Panorama indicate that this action is needed. All positions include support for those students who are identified as English learners, foster youth, and low-income. Scope: LEA-wide	The action addresses the need by providing school psychologist, Behavior Specialist, support for MTSS / SST Teams and Intervention Counselors. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 1 Metrics
1.7	Action: Enrichment Music Programs for Students & Increased Opportunities for Collaboration Need: This action is increasing and improving the services for unduplicated student groups by allowing classroom teachers time for lesson preparation and collaboration by having their students attend music program education,	The action addresses the need by providing staffing to allow teaches time for lesson preparation. This action is needed and provided School-Wide as is an identified need across the elementary schools.	Goal 1 Metrics

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
	ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of the music instruction program for teacher lesson preparation time provides teachers the opportunity to lesson plan, review data and instructional practices to support identified student groups. Dashboard and District data for ELA, Math, EL reclassification, and chronic absenteeism indicate that this action is needed because of the discrepancies in outcomes. Scope: Schoolwide		
1.8	Action: Academic Initiatives Need: This action is increasing and improving the services for unduplicated student groups at Elsie Allen High School and Cesar Chavez Language Academy to support the expansion and ongoing development of the Culturally and Linguistically Responsive Approaches to support students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of additional staffing provides increased support for CTE, VAPA, and DLI to support identified student groups. Dashboard and	The action addresses the need by providing additional FTEs to support signature programs to increase A-G completion and DLI supports. This action is needed and provided at all sites.	Goal 1 Metrics

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
	District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the specific needs to improve student outcomes. All positions include support for those students who are identified as English learners, foster youth, and low-income. Scope: LEA-wide		
1.9	Action: Supports for Increased Inclusive practices Need: Continue to support general education sections for math and ELA at the secondary level to support ideal ratios (1/3:2/3) in the co-taught classes supporting both special education and general education students. Compensate teachers for extra planning time and collaboration of co-teaching teams to align practice for students who are identified as English learners, foster youth, and low-income. The co-taught classes provide opportunities for individualized and small group instruction for positive academic outcomes and access to schoolwide programs and heterogeneous groupings. Scope: Schoolwide	The action addresses the need by providing staffing to allow teaches more in-depth support of their students. This action is needed and provided school-wide as is an identified need across specific sites.	Goal 1 Metrics

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
1.10	Action: Supplemental Materials and Supplies TK-12 Need: This action is increasing and improving the services for unduplicated student groups by providing classroom teachers access to instructional materials for lesson preparation and delivery to address Tier I instruction, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Scope: LEA-wide	Increase access to grade level standards will be enhanced with targeted curriculum needed for MTSS.	Goal 1 Metrics
1.11	Action: Class size reduction Need: This action is increasing and improving the services for unduplicated student groups by providing reduced class sizes in identified key grade levels to best address Tier I instruction, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Scope: LEA-wide	Smaller class sizes offer numerous benefits, primarily centered around enhanced individual attention and personalized instruction, leading to improved academic outcomes, increased student engagement, and a more supportive learning environment. Key benefits of smaller class sizes: Individualized Attention and Personalized Instruction: Teachers can better tailor their teaching methods and provide specific support to each student's needs, leading to a more personalized learning experience. Improved Academic Performance: Students in smaller classes tend to achieve higher grades and test scores, potentially due to increased engagement and the ability to receive more targeted help.	Goal 1 Metrics

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
2.1	Action: Panorama wellness survey and Youth Truth survey Need: This action is increasing and improving the services for unduplicated student groups by gathering information regarding tiered interventions, support plans, school programs, school and district climate, ensuring students including those who are identified as English learners, foster youth, and low-income provide their input on the necessary support to succeed academically. Use of surveys provides information to support identified student groups. Dashboard and District data for Panorama, Youth Truth ,ELA, Math, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the disparity in outcomes. Scope: LEA-wide	The action addresses the need by providing licenses and training for survey implementation so that students have the opportunity to quantify their experiences and staff with the survey data. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 2 Metrics
2.2	Action: Mental Health Supports Need: This action is increasing and improving the services for unduplicated student groups by providing access to school based therapists ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to thrive social and emotionally and succeed	The action addresses the need by providing a Director of Mental Health & Community School Development, clinical supervision for therapists and school based therapists. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 2 Metrics

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
	academically. Use of school based therapists provides support for tiered interventions, suicide prevention training, student groups to destigmatize mental health and advocate for student well-being. Services prioritize support for identified student groups. Dashboard and District data for Youth Truth, Panorama, referrals, ELA, Math, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of discrepancy in outcomes and the increase need for school based therapy. Scope: LEA-wide		
2.3	Action: SEL and Antibullying Materials and Curriculum Need: This action is increasing and improving the services for unduplicated student groups by providing SEL and Anti Bullying Materials and Curriculum, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically and engage in their social environment. Use of SEL and Anti Bullying Materials and Curriculum provides materials to support identified student groups. Dashboard and District data for Youth Truth, Panorama, ELA, Math, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the discrepancy in outcomes in health and wellness.	The action addresses the need by providing materials and curriculum. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 2 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		
2.4	Action: Increased Campus Student Engagement staffing Need: This action is increasing and improving the services for unduplicated student groups by increasing campus student engagement and ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of restorative support specialist positions, Student Safety Advisor/Campus Supervisors and campus supervision positions at secondary schools bolsters school climate, discipline strategies, and social-emotional health to support identified student groups. Dashboard and District data for suspension, expulsion, and acts of violence indicate that this action is needed because of the rise in incidents. Scope: LEA-wide	The action addresses the need by providing FTEs for positions to support campus student engagement. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 2 Metrics
2.5	Action: Promoting Positive Attendance Need: This action is increasing and improving the services for unduplicated student groups by	The action addresses the need by providing FTEs and funding with outside agencies for specialized staff. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 2 Metrics

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
	promoting positive attendance, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to increase attendance and succeed academically. Use of family engagement facilitators and partnerships with agency for staffing including case managers provides staffing to support identified student groups. Dashboard and District data for chronic absenteeism and SARB referrals indicate that this action is needed because the discrepancies in attendance data. Scope: LEA-wide		
2.6	Action: Elementary Counselors Need: This action is increasing and improving the services for unduplicated student groups by providing elementary counselors, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of counselors provides support for students in Tier 1 preventions, and Tier 2 & 3 interventions to support identified student groups. Dashboard and District data for ELA, Math, chronic absenteeism, wellness indicators, indicate that this action is needed because high referral rates for counselors	The action addresses the need by providing FTEs for counselors. This action is needed and provided for all elementary schools as is an identified need across all elementary schools in the LEA.	Goal 2 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: Schoolwide		
2.7	Action: Wellness & Engagement administration Need: This action is increasing and improving the services for unduplicated student groups by providing expert leadership for student wellness and engagement, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of leadership staff provides knowledge of education and the law, to resolve complex situations involving student behavior, campus safety, restorative practices, enrollment, attendance and truancy, multi tiered systems of support and programs for youth at promise. To support identified student groups. Data for student engagement, attendance, suspension/expulsion data, Youth Truth and Panorama metrics of engagement of students and families, sense of community safety and improved relationships indicate that this action is needed because of the discrepancy in outcomes. Scope: LEA-wide	The action addresses the need by providing administrators to support student wellness and engagement. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 2 Metrics
2.8	Action:	The action addresses the need by providing funding for FTEs. This action is needed and	Goal 2 Metrics

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
	Family Engagement Facilitators and Multilingual Community Engagement Need: This action is increasing and improving the services for unduplicated student groups by funding staff to support family engagement and multilingual community engagement, ensuring families of students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to support their students in succeeding academically. Use of Family Engagement Facilitators provides a comprehensive approach of engagement to include bilingual staff presence, welcoming school atmospheres, and improving parent access to resources. Parent education and leadership programs empower families to engage actively in their children's education. specifically to support families of identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism and parent participation indicate that this action is needed because of the high needs. Scope: LEA-wide	provided LEA-Wide as is an identified need across the LEA.	
2.9	Action: Extracurricular Wellness & Engagement Need: This action is increasing and improving the services for unduplicated student groups by	The action addresses the need by providing funding for extracurricular activities. This action is needed and provided School-Wide as is an identified need across specific secondary sites.	Goal 2 Metrics

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
	funding extracurricular activities ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of funds for activities, participation and safety provides needed resources to support identified student groups and increase their participation in extracurricular activities. Dashboard and District data attendance, and wellness and engagement surveys indicate that this action is needed because of the discrepancy in outcomes. Scope: Schoolwide		
3.1	Action: PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support Need: This action is increasing and improving the services for unduplicated student groups by providing PD for safety, discipline, restorative and culturally responsive teaching and interactions, ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically and socio-emotionally . Use of PD provides staff with needed training to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation,	The action addresses the need by providing PD. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 3 Metrics

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
	discipline and chronic absenteeism indicate that this action is needed because disproportionality in outcomes. Scope: LEA-wide		
3.2	Action: Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices. Need: This action is increasing and improving the services for unduplicated student groups by providing teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of these effective strategies provides differentiating instruction to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because disproportionality in outcomes. Scope:	The action addresses the need by providing PD. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 3 Metrics

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		
3.3	Action: Alternative Education Development and Programmatic Implementation Need: This action is increasing and improving the services for unduplicated student groups by addressing needs for Alternative Education Development and Programmatic Implementation, this will support ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of targeted FTEs provides lower ratios to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because disproportionality in outcomes. Scope: Schoolwide	The action addresses the need by providing additional FTEs. This action is needed and provided School-Wide as is an identified need across the secondary sites.	Goal 3 Metrics
3.4	Action: Provide professional development for Staff Need: This action is increasing and improving the services for unduplicated student groups by providing professional development for	The action addresses the need by providing professional development. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 3 Metrics

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
	Classified Staff ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of district wide days focused on classified employee learning provides PD to support best first instruction and supports for all students, reducing barriers to learning and increasing engagement to school to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of disparities in outcomes. Scope: LEA-wide		
3.5	Action: Centralized support for Professional Development. Need: This action is increasing and improving the services for unduplicated student groups by maintain four director positions at district level ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of directors provides focus on building capacity in district leadership, teachers, and support staff in implementation of a-g requirements, staff professional development, and but not limited to district wide initiatives.to	The action addresses the need by providing FTEs for directors. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 3 Metrics

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
	support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because the disparity in outcomes. Scope: LEA-wide		
3.7	Action: Ethnic Studies Interdisciplinary Programs Need: This action is increasing and improving the services for unduplicated student groups by providing Ethnic Studies & Culturally Responsive Sustaining & Humanizing (CRSH) Education ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically. Use of the district office .2 FTE Ethnic Studies Program Specialist provides every site across the district access and support and to ensure district wide scaling efforts and implementation is approached in a comprehensive and systematic way, accelerating programmatic efficacy in a focused and coherent manner to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because the inequitable outcomes for these student groups.	The action addresses the need by providing FTE and PD. This action is needed and provided LEA-Wide as is an identified need across the LEA.	Goal 3 Metrics

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Scope: LEA-wide		

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	Action: Multilingual Learners Site and Staff and Student Support Need: This action is increasing and improving the services for unduplicated student groups by providing curriculum training for multilingual learners, ensuring students, including those who are identified as English learners to receive the necessary support to succeed academically. Use of professional development provides collaboration and department specific Professional Development to support identified student groups. Dashboard and District data for ELA, Math, A-G, EL reclassification, D/F rates, graduation, and chronic absenteeism indicate that this action is needed because of the inequitable outcomes for ELLs.	The action addresses the need by providing professional development. This action is needed and provided LEA-Wide as is an identified need across the LEA for ELLs.	See Goal 1 Metrics

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

This action is not associated with a Planned Percentage of Improved Services in the Contributing Summary Table, it is an expenditure of the LCFF funds.

Additional Concentration Grant Funding

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

Our focus has been on building strong relationships with students and enhancing the capacity of staff working with students. To achieve this, we have increased the number of classified staff to provide supplementary services. While teacher-to-student ratios are outlined in the CBA, SRCS supports unduplicated pupils through various classified roles such as instructional aides, restorative specialists, student engagement activity workers, and school-based therapists. Notably, the percentage of additional classified staff is greater in elementary and middle schools, whereas high schools benefit from a higher percentage of additional certificated staff.

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	Elementary: 1 : 15.7 Middle: 1 : 17.3 High: 1 : 19.0	Elementary: 1 : 13.1 Middle: 1 : 14.6 High: 1 : 12.9
Staff-to-student ratio of certificated staff providing direct services to students	Elementary: 1 : 23.1 Middle: 1 : 61.9 High: 1 : 51.0	Elementary: 1 : 21.2 Middle: 1 : 44.9 High: 1 : 33.1

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	141,088,690	26,458,878	18.753%	0.000%	18.753%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	\$26,477,727.00	\$2,964,530.00	\$0.00	\$1,739,342.00	\$31,181,599.00	\$28,913,852.00	\$2,267,747.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Assessment Systems TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$650,000.00	\$550,000.00	\$1,050,000.00			\$150,000.00	\$1,200,000.00	
1	1.2	Curriculum Supports and College and Career Readiness	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,857,000.00	\$10,500.00	\$1,610,500.00	\$257,000.00			\$1,867,500.00	
1	1.3	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$3,813,612.00	\$150,000.00	\$645,612.00	\$1,991,000.00		\$1,327,000.00	\$3,963,612.00	
1	1.4	School Based Support for SPSA Actions and Implementation	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$287,596.00	\$862,788.00	\$1,150,384.00				\$1,150,384.00	
1	1.5	Multilingual Learners Site and Staff and Student Support	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	Ongoing	\$378,879.00	\$98,509.00	\$477,388.00				\$477,388.00	
1	1.6	Comprehensive and Collaborative Supports for Students	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,295,000.00	\$0.00	\$1,200,000.00	\$95,000.00			\$1,295,000.00	
1	1.7	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools 1-6	Ongoing	\$1,008,025.00	\$0.00	\$1,008,025.00				\$1,008,025.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.8	Academic Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$239,000.00	\$100,000.00	\$160,000.00	\$179,000.00			\$339,000.00	
1	1.9	Supports for Increased Inclusive practices	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 7-12	Ongoing	\$600,000.00	\$0.00	\$600,000.00				\$600,000.00	
1	1.10	Supplemental Materials and Supplies TK-12	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$180,000.00	\$180,000.00				\$180,000.00	
1	1.11	Class size reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary and High Schools K-3 and 9th grade	Ongoing	\$6,320,000.00	\$0.00	\$6,320,000.00				\$6,320,000.00	
2	2.1	Panorama wellness survey and Youth Truth survey	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$45,420.00	\$6,350.00	\$6,350.00			\$45,420.00	\$51,770.00	
2	2.2	Mental Health Supports	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,098,150.00	\$0.00	\$2,052,120.00	\$46,030.00			\$2,098,150.00	
2	2.3	SEL and Antibullying Materials and Curriculum	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$0.00	\$20,600.00	\$15,600.00	\$5,000.00			\$20,600.00	
2	2.4	Increased Campus Student Engagement staffing	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$2,485,750.00	\$0.00	\$2,485,750.00				\$2,485,750.00	
2	2.5	Promoting Positive Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$125,000.00	\$25,000.00	\$150,000.00				\$150,000.00	
2	2.6	Elementary Counselors	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Elementary	Ongoing	\$1,526,055.00	\$0.00	\$1,526,055.00				\$1,526,055.00	

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
							Schools TK-6									
2	2.7	Wellness & Engagement administration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$405,323.00	\$0.00	\$198,401.00			\$206,922.00	\$405,323.00	
2	2.8	Family Engagement Facilitators and Multilingual Community Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,109,489.00	\$0.00	\$1,109,489.00				\$1,109,489.00	
2	2.9	Extracurricular Wellness & Engagement	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 7-12	Ongoing	\$800,000.00	\$195,000.00	\$995,000.00				\$995,000.00	
3	3.1	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$32,500.00	\$5,000.00	\$20,000.00	\$7,500.00		\$10,000.00	\$37,500.00	
3	3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$910,000.00	\$0.00	\$740,000.00	\$170,000.00			\$910,000.00	
3	3.3	Alternative Education Development and Programmatic Implementation	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 7-12	Ongoing	\$315,000.00	\$0.00	\$300,000.00	\$15,000.00			\$315,000.00	
3	3.4	Provide professional development for Staff	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$1,850,778.00	\$50,000.00	\$1,900,778.00				\$1,900,778.00	
3	3.5	Centralized support for Professional Development.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$526,275.00	\$0.00	\$526,275.00				\$526,275.00	
3	3.6	Multilingual Learners Curriculum Training, Collaboration and department Professional Development	Multilingual Learners	No			All Schools	Ongoing	\$35,000.00	\$0.00		\$35,000.00			\$35,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.7	Ethnic Studies Interdisciplinary Programs	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$200,000.00	\$0.00	\$50,000.00	\$150,000.00			\$200,000.00	
3	3.8	Multi-tiered Systems of Support (MTSS) Professional Development	All	No			Specific Schools: All Middle and High Schools 7-12	Ongoing	\$0.00	\$14,000.00		\$14,000.00			\$14,000.00	

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
141,088,690	26,458,878	18.753%	0.000%	18.753%	\$26,477,727.00	0.000%	18.767 %	Total:	\$26,477,727.00
								LEA-wide Total:	\$21,571,259.00
								Limited Total:	\$477,388.00
								Schoolwide Total:	\$4,429,080.00

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	Assessment Systems TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,050,000.00	
1	1.2	Curriculum Supports and College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,610,500.00	
1	1.3	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$645,612.00	
1	1.4	School Based Support for SPSA Actions and Implementation	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,150,384.00	
1	1.5	Multilingual Learners Site and Staff and Student Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	\$477,388.00	
1	1.6	Comprehensive and Collaborative Supports for Students	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,200,000.00	

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 (%)
1	1.7	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools 1-6	\$1,008,025.00	
1	1.8	Academic Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$160,000.00	
1	1.9	Supports for Increased Inclusive practices	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 7-12	\$600,000.00	
1	1.10	Supplemental Materials and Supplies TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$180,000.00	
1	1.11	Class size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	Specific Schools: Elementary and High Schools K-3 and 9th grade	\$6,320,000.00	
2	2.1	Panorama wellness survey and Youth Truth survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$6,350.00	
2	2.2	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,052,120.00	
2	2.3	SEL and Antibullying Materials and Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$15,600.00	
2	2.4	Increased Campus Student Engagement staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$2,485,750.00	
2	2.5	Promoting Positive Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$150,000.00	
2	2.6	Elementary Counselors	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools TK-6	\$1,526,055.00	
2	2.7	Wellness & Engagement administration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$198,401.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
2	2.8	Family Engagement Facilitators and Multilingual Community Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,109,489.00	
2	2.9	Extracurricular Wellness & Engagement	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 7-12	\$995,000.00	
3	3.1	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$20,000.00	
3	3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$740,000.00	
3	3.3	Alternative Education Development and Programmatic Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Middle and High Schools 7-12	\$300,000.00	
3	3.4	Provide professional development for Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$1,900,778.00	
3	3.5	Centralized support for Professional Development.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$526,275.00	
3	3.7	Ethnic Studies Interdisciplinary Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$50,000.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	\$25,793,021.34	\$28,436,554.11

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	Assessment Systems TK-12	Yes	\$751,139.00	\$694,728.46
1	1.2	Curriculum Supports and College and Career Readiness	Yes	\$1,463,157.79	\$902,440.69
1	1.3	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	Yes	\$3,790,011.62	\$7,506,841.25
1	1.4	School Based Support for SPSA Actions and Implementation	Yes	\$2,300,767.95	\$2,300,767.95
1	1.5	Multilingual Learners Site and Staff and Student Support	Yes	\$1,085,612.75	\$1,113,659.01
1	1.6	Comprehensive and Collaborative Supports for Students	Yes	\$1,512,964.46	\$1,116,332.66
1	1.7	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	Yes	\$1,140,171.03	\$974,368.70
1	1.8	New School Model Support	Yes	\$933,531.00	\$933,531.00
1	1.9	Supports for Increased Inclusive practices	Yes	\$300,000.00	\$457,546.61
2	2.1	Panorama wellness survey and Youth Truth survey	Yes	\$51,770.00	\$6,214.00
2	2.2	Mental Health Supports	Yes	\$1,327,030.31	\$1,013,994.29

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.3	SEL and Antibullying Materials and Curriculum	Yes	\$20,600.00	\$460.36
2	2.4	Increased Campus Student Engagement staffing	Yes	\$3,668,660.96	\$4,453,622.27
2	2.5	Promoting Positive Attendance	Yes	\$145,000.00	\$192,391.44
2	2.6	Elementary Counselors	Yes	\$1,453,386.17	\$1,335,051.19
2	2.7	Wellness & Engagement administration	Yes	\$389,875.35	\$420,124.34
2	2.8	Family Engagement Facilitators and Multilingual Community Engagement	Yes	\$2,014,725.08	\$2,297,627.11
2	2.9	Extracurricular Wellness & Engagement	Yes	\$95,000.00	\$89,470.16
3	3.1	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	Yes	\$55,000.00	\$3,406.54
3	3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.	Yes	\$240,000.00	\$41,463.35
3	3.3	Alternative Education Development and Programmatic Implementation	Yes	\$315,000.00	\$5,765.19
3	3.4	Provide professional development for Staff	Yes	\$1,900,778.19	\$1,900,778.19
3	3.5	Maintain four Director positions at district level	Yes	\$589,839.68	\$594,111.16

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.6	Multilingual Learners Curriculum Training, Collaboration and department Professional Development	No	\$35,000.00	\$35,000
3	3.7	Ethnic Studies Interdisciplinary Programs	Yes	\$200,000.00	\$32,858.19
3	3.8	Multi-tiered Systems of Support (MTSS) Professional Development	No	\$14,000.00	\$14,000

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)
\$21,614,962	\$20,816,649.00	\$21,632,007.73	(\$815,358.73)	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	Assessment Systems TK-12	Yes	\$601,139.00	\$694,728.46		
1	1.2	Curriculum Supports and College and Career Readiness	Yes	\$1,206,157.79	\$902,440.69		
1	1.3	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	Yes	\$472,011.62	\$364,391.89		
1	1.4	School Based Support for SPSA Actions and Implementation	Yes	\$2,300,767.95	\$2,300,767.95		
1	1.5	Multilingual Learners Site and Staff and Student Support	Yes	\$1,085,612.75	\$1,113,659.01		
1	1.6	Comprehensive and Collaborative Supports for Students	Yes	\$1,417,964.46	\$1,424,013.83		
1	1.7	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	Yes	\$1,140,171.03	\$974,368.70		
1	1.8	New School Model Support	Yes	\$754,531.00	\$933,531.00		
1	1.9	Supports for Increased Inclusive practices	Yes	\$300,000.00	\$457,546.61		
2	2.1	Panorama wellness survey and Youth Truth survey	Yes	\$6,350.00	\$6,214.00		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.2	Mental Health Supports	Yes	\$1,281,000.00	\$1,013,994.29		
2	2.3	SEL and Antibullying Materials and Curriculum	Yes	\$15,600.00	\$460.36		
2	2.4	Increased Campus Student Engagement staffing	Yes	\$3,668,660.96	\$4,453,622.27		
2	2.5	Promoting Positive Attendance	Yes	\$145,000.00	\$192,391.44		
2	2.6	Elementary Counselors	Yes	\$1,453,386.17	\$1,335,051.19		
2	2.7	Wellness & Engagement administration	Yes	\$182,953.32	\$420,124.34		
2	2.8	Family Engagement Facilitators and Multilingual Community Engagement	Yes	\$1,759,725.08	\$2,297,627.11		
2	2.9	Extracurricular Wellness & Engagement	Yes	\$95,000.00	\$89,470.16		
3	3.1	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	Yes	\$20,000.00	\$3,406.54		
3	3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.	Yes	\$70,000.00	\$41,463.35		
3	3.3	Alternative Education Development and Programmatic Implementation	Yes	\$300,000.00	\$5,765.19		
3	3.4	Provide professional development for Staff	Yes	\$1,900,778.19	\$1,980,000		
3	3.5	Maintain four Director positions at district level	Yes	\$589,839.68	\$594,111.16		
3	3.7	Ethnic Studies Interdisciplinary Programs	Yes	\$50,000.00	\$32,858.19		

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)
141,952,199	\$21,614,962	0	15.227%	\$21,632,007.73	0.000%	15.239%	\$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, Statutes 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:

- 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).

California Department of Education
November 2024

Embrace - Engage - Empower

Santa Rosa City Schools

LCAP 2025-2026 Revision

Introduction

This revision reflects critical adjustments made in response to the district's ongoing fiscal stabilization efforts, including the consolidation and closure of several school sites. The updated LCAP includes new components designed to:

- Increase transparency**
- Strengthen alignment between resources and student needs**
- Increase responsiveness to stakeholders and community**

Key Revisions Overview

- **Adjustments due to school consolidations and closures**
- **Improved clarity and transparency in resource allocation**
- **Direct response to community input gathered during LCAP Revision Input Sessions**

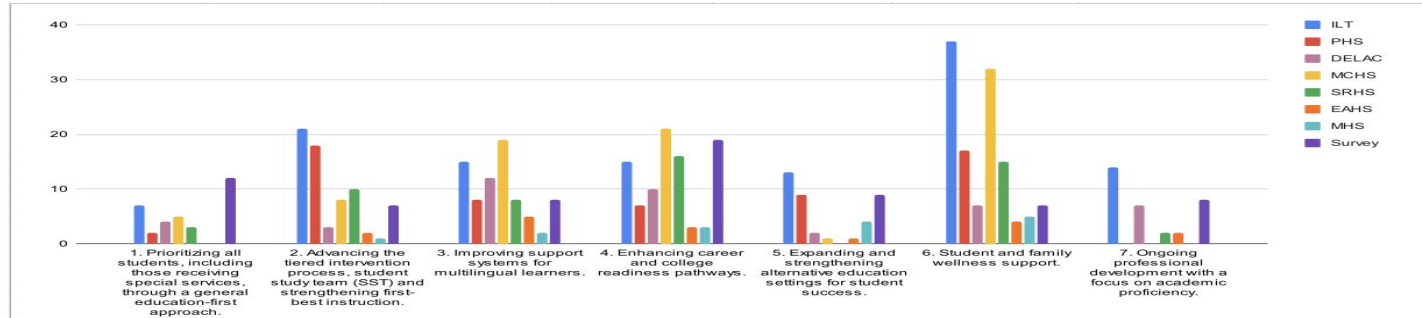
Determination of Base

- Identified ratios for staffing that are part of the baseline program, funded from LCFF base funds
- Positions above the base or identified for specific targeted needs are considered supplemental
- Shifted costs appropriately to supplemental and restricted funding sources
- To qualify for LCFF supplemental/concentration funding, the actions must benefit unduplicated pupils (foster/homeless, low socioeconomic status, English language learners)

Stakeholder Input

This year we completely revised our process for gathering community input. During the month of April we held several LCAP Revision Input sessions, compiling your community feedback from three input methods:

- *“Spend a Dot” activity* – identifying top district priorities
- *“Parking Lot” comments* – providing open-ended thoughts and ideas
- *April online survey* – capturing detailed input from across stakeholder groups



Goal 1: Actions Revised

Action 1.1 -A new assessment for both ELA and Math is needed in secondary and will be explored in 2025-26 with plans for early implementation. This was the first (baseline) year of implementation for i-Ready, a nationally recognized assessment for K-6 students.

Action 1.8 -With the conversion at Elsie Allen High School from a 7 period day to a 4X4 schedule thus reducing the needed FTEs. Develop and support Jr/Sr High School Model and support signature programs at secondary schools and academic initiatives across all sites, this action has been renamed and rewritten.

Due to fiscal constraints and re-prioritization, we are reducing the funding for the following:

Action 1.2 -decrease in College and Career Counselors from 5.2 to 3.0 FTEs,

Action 1.4 -was reduced by 50%, support for schools was centralized

Action 1.5 -was reduced with the elimination of the 6.0 FTE for EL specialists and 1.0 EL TOSA,

Action 1.6 -was reduced with the elimination of the school psychologist to assist MTSS and the reduction of MTSS counselors from 6.8 to 5.0 FTEs,

Action 1.7 -with the reduction in FTE for elementary music from 9 FTEs to 7.4 FTEs,

Goal 1: Actions Increased

The following action was increased:

Action 1.9 -for additional FTEs to support the co-teach model which benefits unduplicated students by having 2 teachers in the classroom for specific subjects.

The following actions are being added:

Action 1.10 -Supplemental Materials and Supplies TK-12 to provide adaptive/supplemental curriculum as needed for tiered services.

Action 1.11 -Class size reduction to reduce class sizes in targeted grades and courses to provide additional support, specifically class size reduction in elementary grades K-3 and class size reduction in secondary 9th grade courses: math, ELA and science.

Goal 2: Actions Revised or Increased

Metrics Revised:

Metric 2.5 -will include secondary data.

Actions revised:

Action 2.4 -Restorative staff of 25 FTEs was revised and the position was renamed to Restorative Intervention Support. The staff of 8 FTEs will function as a team across multiple school sites. Former positions known as Campus Supervisor and Student Advisors have become Student Safety Advisors. This led to an increase in the number of FTEs of which some will be base funded and some will be LCAP funded.

Action 2.5 -Family Engagement Facilitator position title was revised for individuals doing parallel positions, to better describe their roles; the new job title is Family Support Liaison.

Action 2.9 -Increased services by adding FTEs for athletic directors.

Due to fiscal constraints and re-prioritization, we are reducing the funding for the following:

Action 2.3 -Funding for Wayfinder at MCHS will be through site LCAP funds.

Action 2.8 -Decrease in FTEs for FEFs from 31 to 16.

Goal 3: Actions Revised or Increased

Metrics revised:

Metric 3.2- has been disaggregated by Elementary and Secondary.

Actions revised:

Action 3.5-is being renamed for clarity. Now titled “Centralized Support for PD”

Due to fiscal constraints and re-prioritization, we are reducing the funding for the following:

Action 3.5 -The Director of Elementary and Secondary were eliminated.

Differentiated Assistance

The district has exited Differentiated Assistance status as of 2024, a reflection of its progress in reducing chronic absenteeism, improving academic outcomes, and narrowing equity gaps for underserved student groups.

As we look ahead to 2025–26, expanding this work into an MTSS framework is both a natural and necessary progression. A strong Tier 1 system is the cornerstone of MTSS; it ensures that the majority of students thrive in general education settings and allows us to identify—with clarity—those who need additional layers of support.

With the support of SCOE, this next phase will involve the formal integration of Tier 2 and Tier 3 supports, aligned with academic, behavioral, and social-emotional data. Our goals include:

- Systematizing early intervention practices using common assessment tools and protocols.
- Clarifying referral processes and progress monitoring at the site level.
- Strengthening collaboration between general education, special education, and student support teams.
- Ensuring equity in how interventions are delivered and which students receive them.

Just as we have built internal capacity through professional learning communities and site-based instructional leadership, the MTSS framework will help us align those efforts across departments—ensuring every student receives the right support, at the right time, in the right way.

Expenditure Analysis Goal 1

- Areas of material differences (large variance as a percentage of funds spent vs. planned)
 - Expanded Learning was updated to reflect the full cost of the program from all sources
 - Received other funding to support college and career readiness, which shifted expenditures out of LCFF
 - Co-teaching costs were rebenchched based on actual assigned staff

Expenditure Analysis Goal 2

- Areas of material differences (large variance as a percentage of funds spent vs. planned)
 - Survey costs were less than projected.
 - Mental Health Supports - assigned staff cost less than projected. A
 - SEL and Anti Bullying Materials and Curriculum costs were less than projected.
 - Student Engagement staffing assigned staff costs were appropriately shifted to reflect all positions.
 - Promoting positive attendance additional supports increased costs over projections.
 - Wellness and Engagement administration costs were shifted to appropriately capture LCFF funding versus federal funding sources.

Expenditure Analysis Goal 3

- Areas of material differences (large variance as a percentage of funds spent vs. planned)
 - Professional Development for Safety, Discipline, and Restorative and Culturally Responsive Student Support - actual costs were substantially less than budgeted due to lower cost services
 - Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices - cost shifts between resources
 - Alternative Education Development and Programmatic Implementation - alternative programs remained in research and planning stages
 - Ethnic Studies Interdisciplinary Programs came in below projections

Stakeholder Engagement

- **Community input directly informs revised priorities**
- **Funding strategies adjusted to reflect stakeholder feedback**
- **Ongoing engagement ensures continued alignment with district and community priorities**

Important Metrics:

For the 2024-2027 SRCS LCAP, SRCS carefully tracks a diverse range of metrics. **SRCS tracks these metrics for all students while paying increased attention to these metrics as they relate to Hispanic/Latin(x) students.** A sampling of the metrics that will be carefully analyzed over the three year LCAP cycle are:

Goal 1

- English Language Proficiency Assessment Improvement:  Elementary -2.1% Secondary -0.4%
- Reclassification rates of English Learners:  Elementary +3.3% Secondary +1.1%
- Seal of Biliteracy Completion:  Overall +6.5%
- Ethnic Studies Completion:  Overall 1.4% Latinx 4.7%
- ELA and Math Achievement:  Multiple outcomes by subject and grade, mostly decreasing
- A-G Completion:  Overall 2.6%  Latinx -0.1%
- Dual Enrollment:  Overall 0.5% Latinx 0.4%
- Students Completing a CTE pathway:  Overall +3.6% Latinx +2.8%
- Graduation Rates:  All Students +3.9% Latinx +6.4% Students with an IEP +6.3%

Goal 2

- Social Emotional Learning Survey in Climate, Wellness, and Safety:  Various outcomes mostly improving
- Expulsions and Out of School Suspensions:  Suspensions All Students -1.2%
- Chronic Absenteeism:  All Students -7.1%

Goal 3

- Staff Participation in Relevant and Supportive Professional Development:  Certificated +6% Classified +3%
- Self Reported Teacher Efficacy Rate:  Certificated +2%

Thank you!