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.

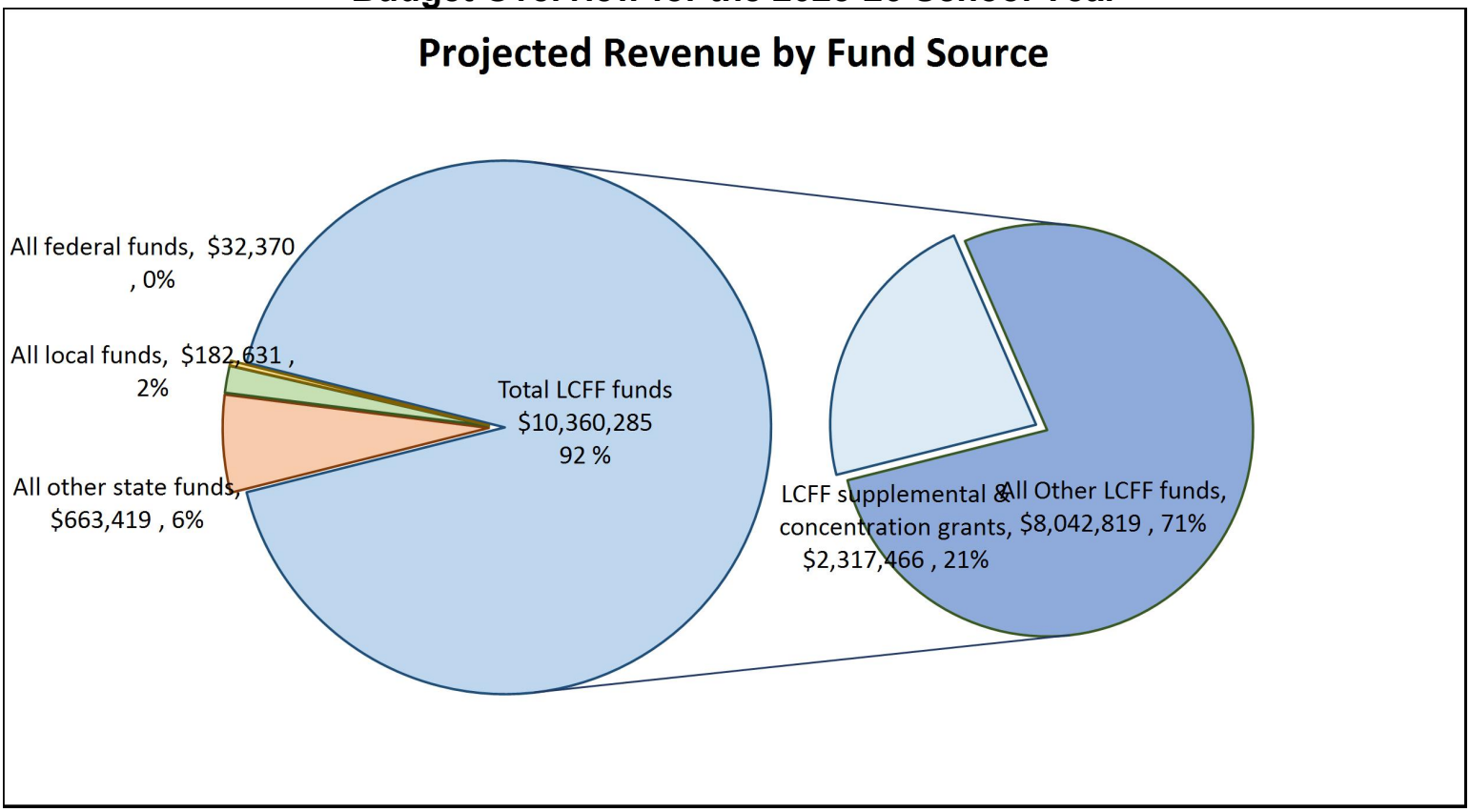
LCFF Budget Overview for Parents

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

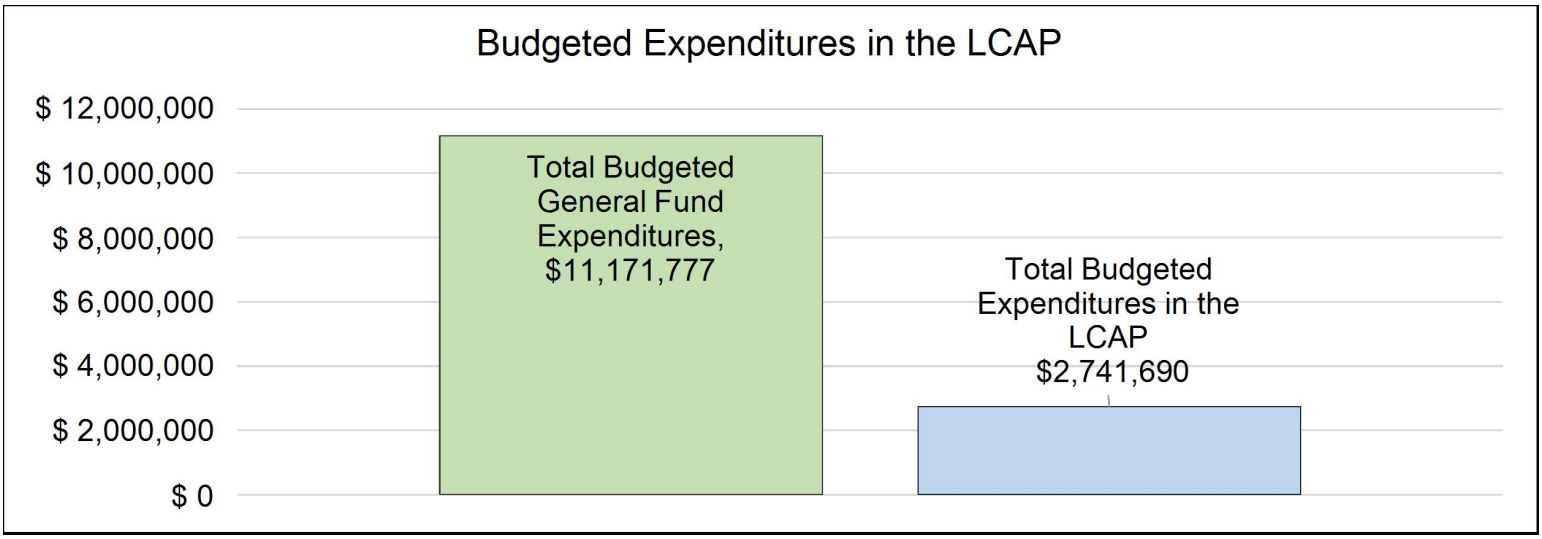


This chart shows the total general purpose revenue Cesar Chavez Language Academy expects to receive in the coming year from all sources.

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:

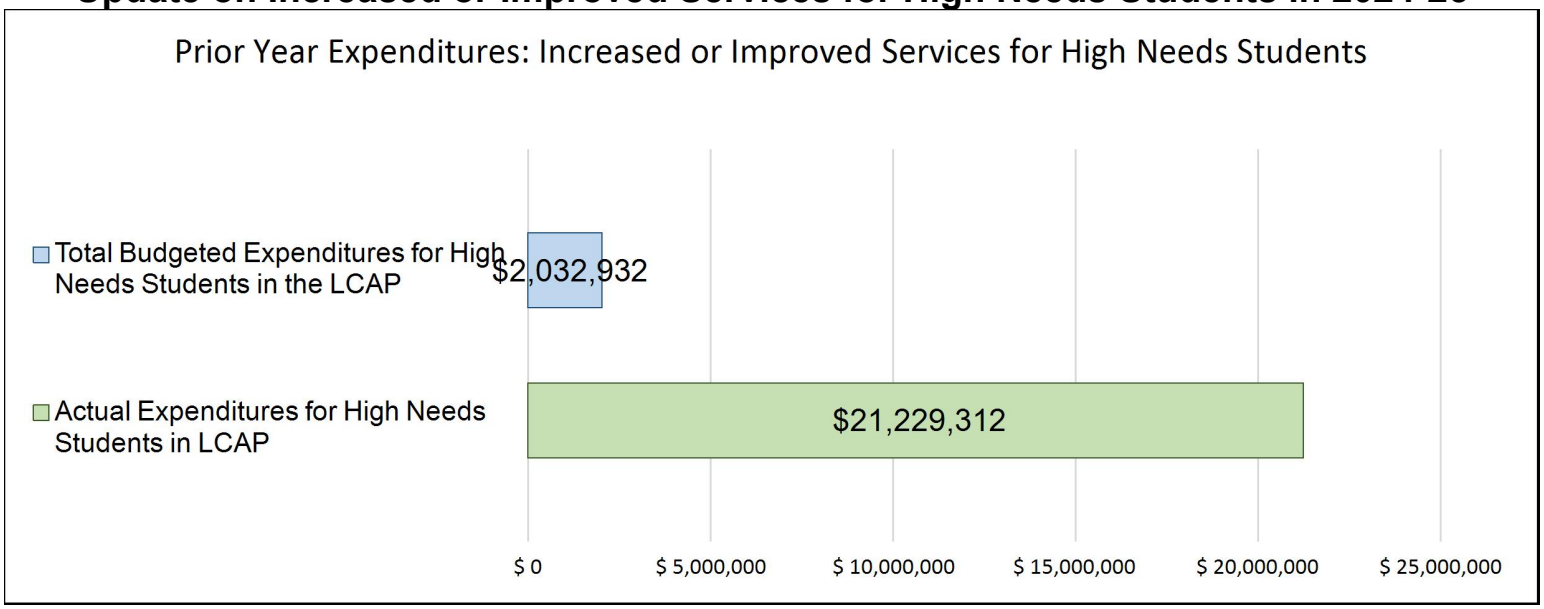
Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, 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 $2,122,9312 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.

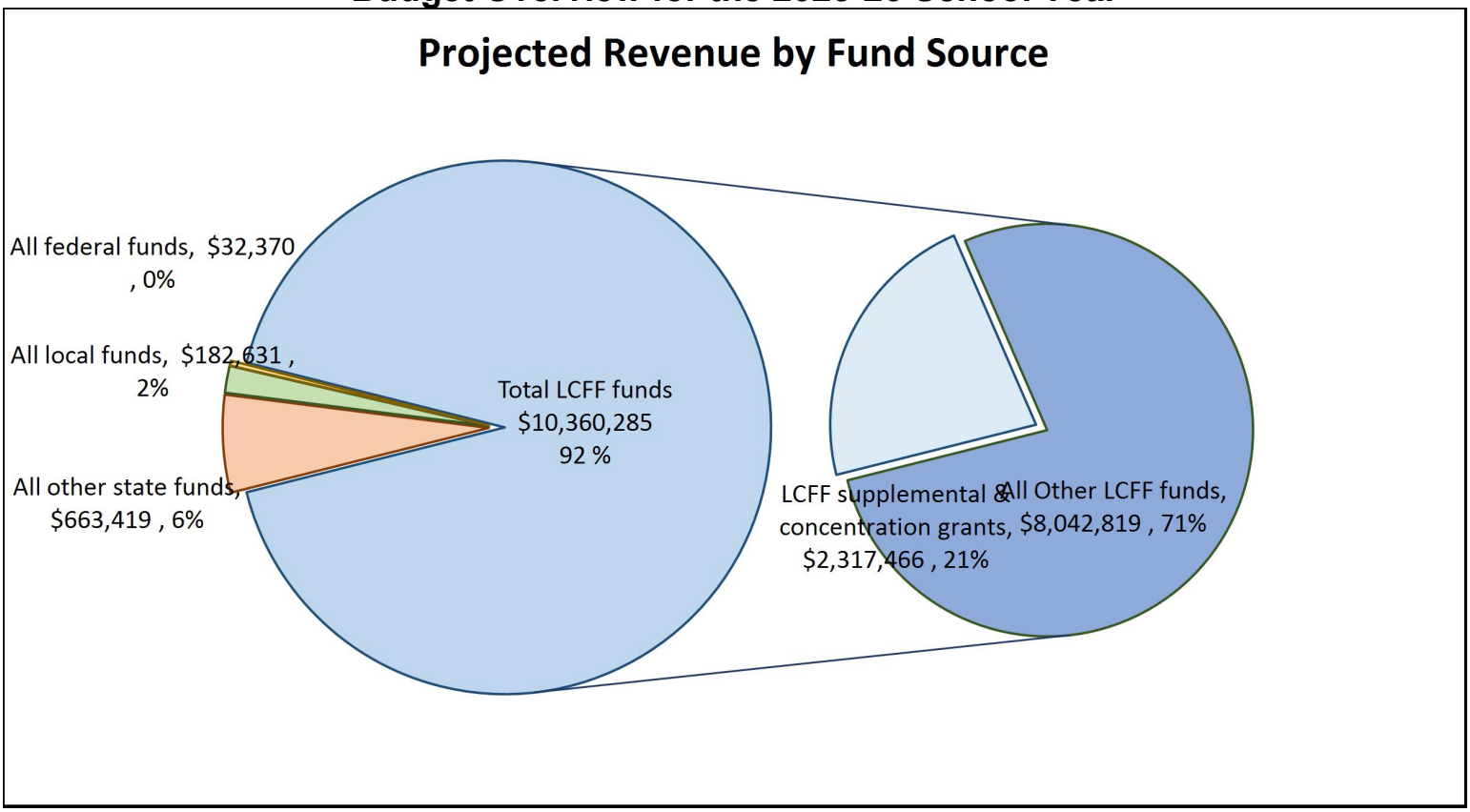
LCFF Budget Overview for Parents

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

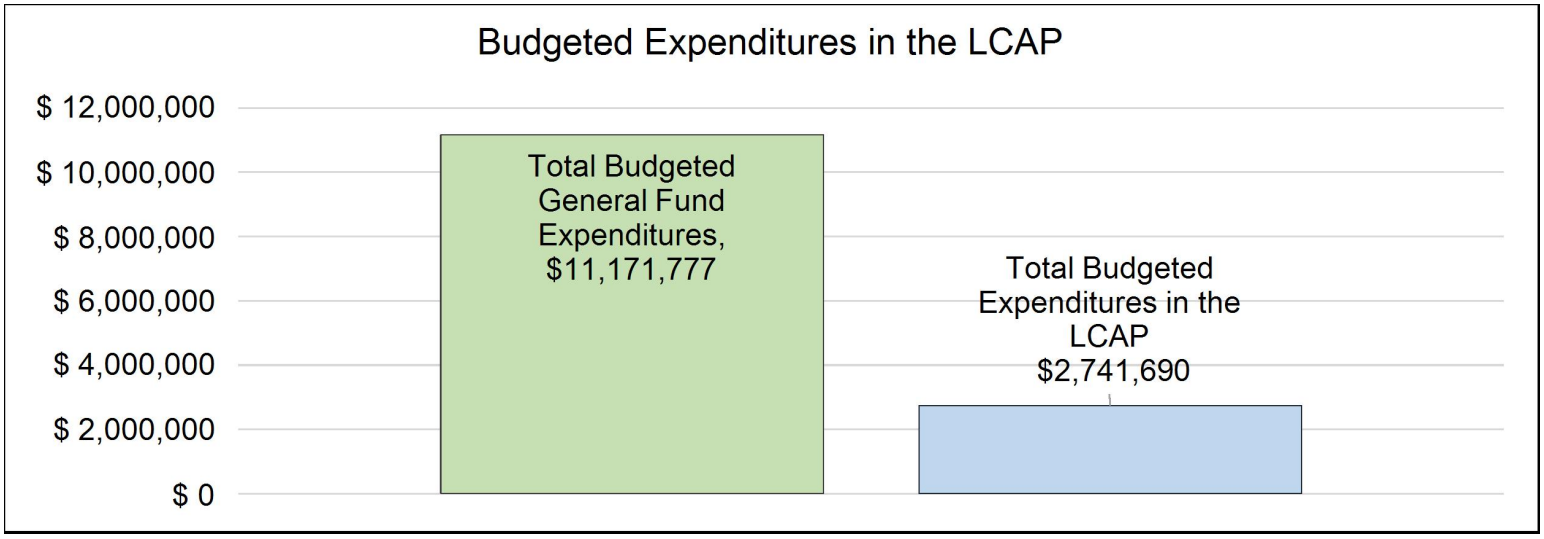


This chart shows the total general purpose revenue Cesar Chavez Language Academy expects to receive in the coming year from all sources.

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, $2,741,690.05 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:

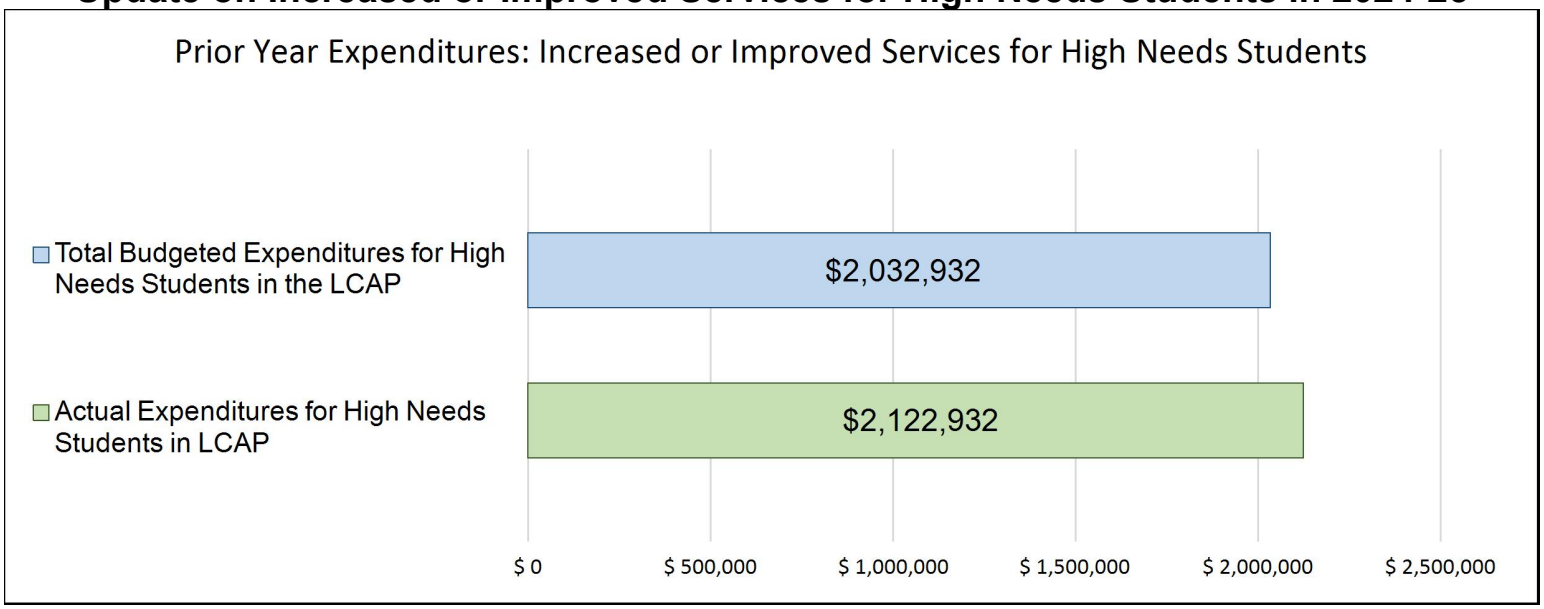
Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, 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 absentee-ism 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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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.

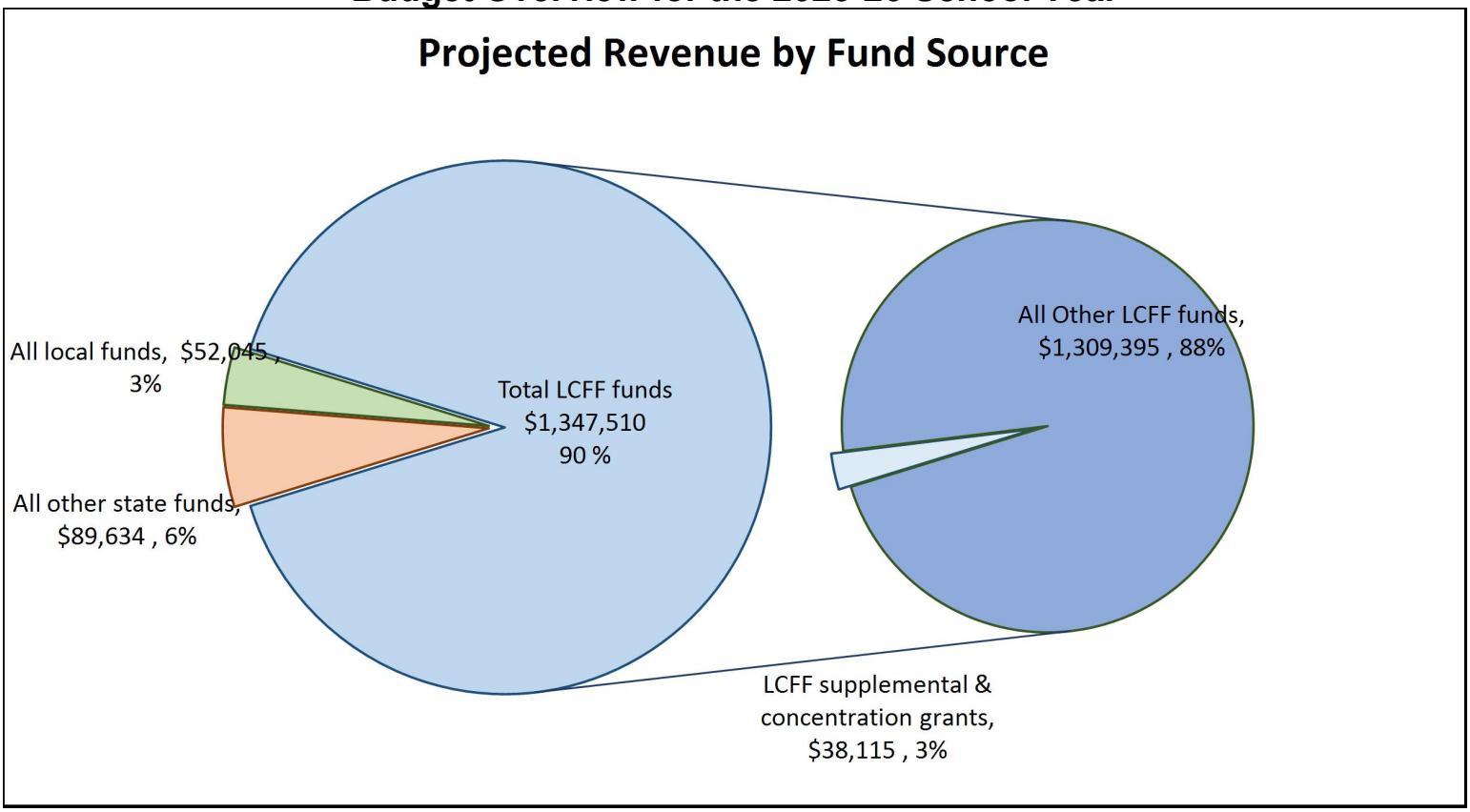
LCFF Budget Overview for Parents

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

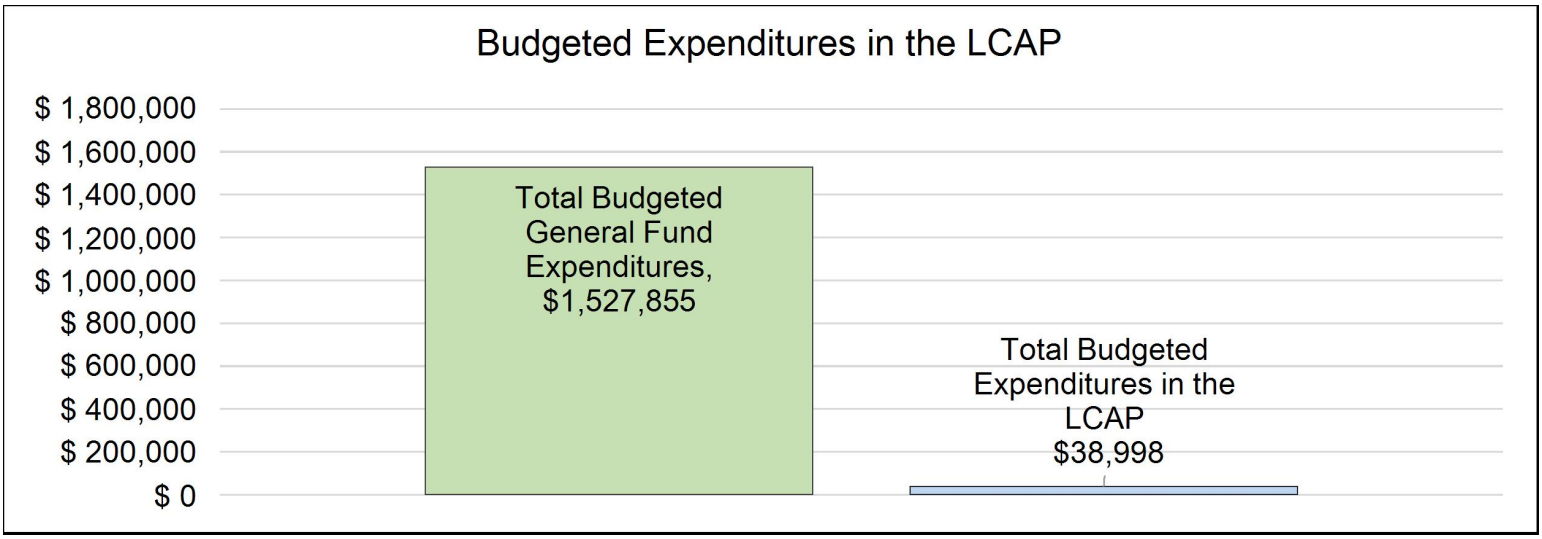


This chart shows the total general purpose revenue Santa Rosa Accelerated Charter School expects to receive in the coming year from all sources.

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:

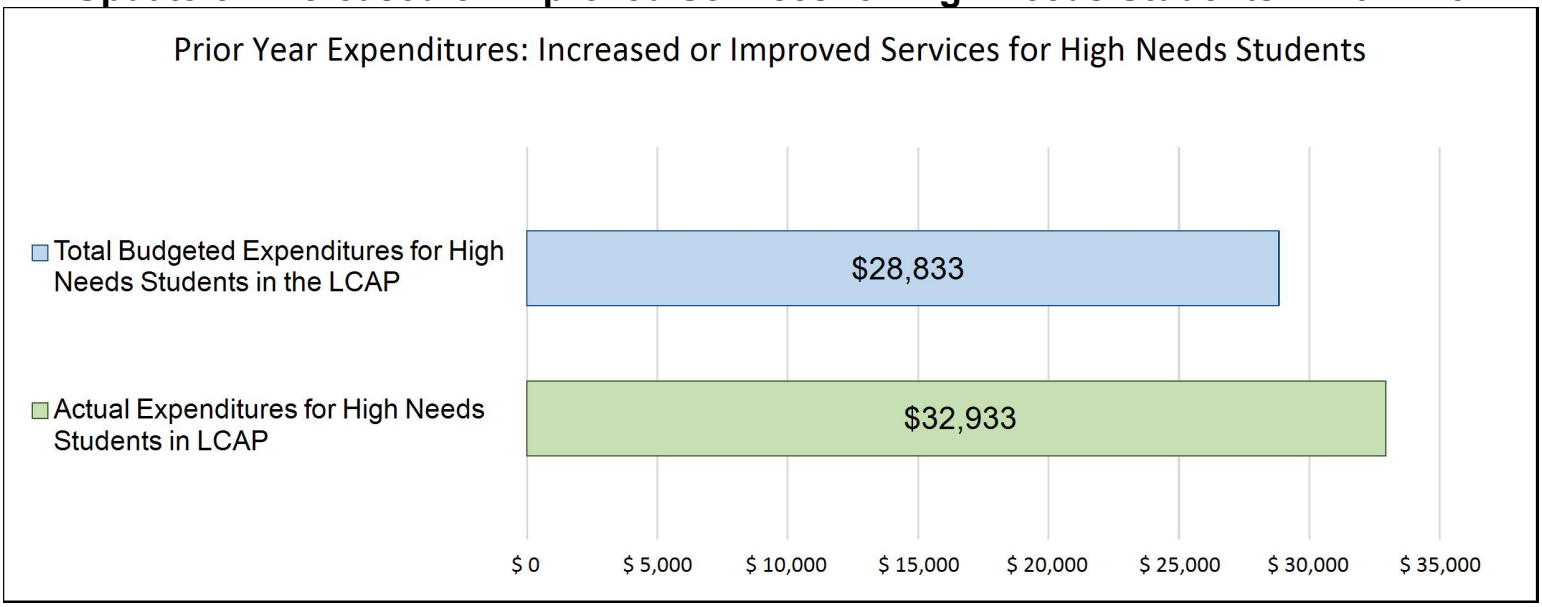
Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, 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



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.

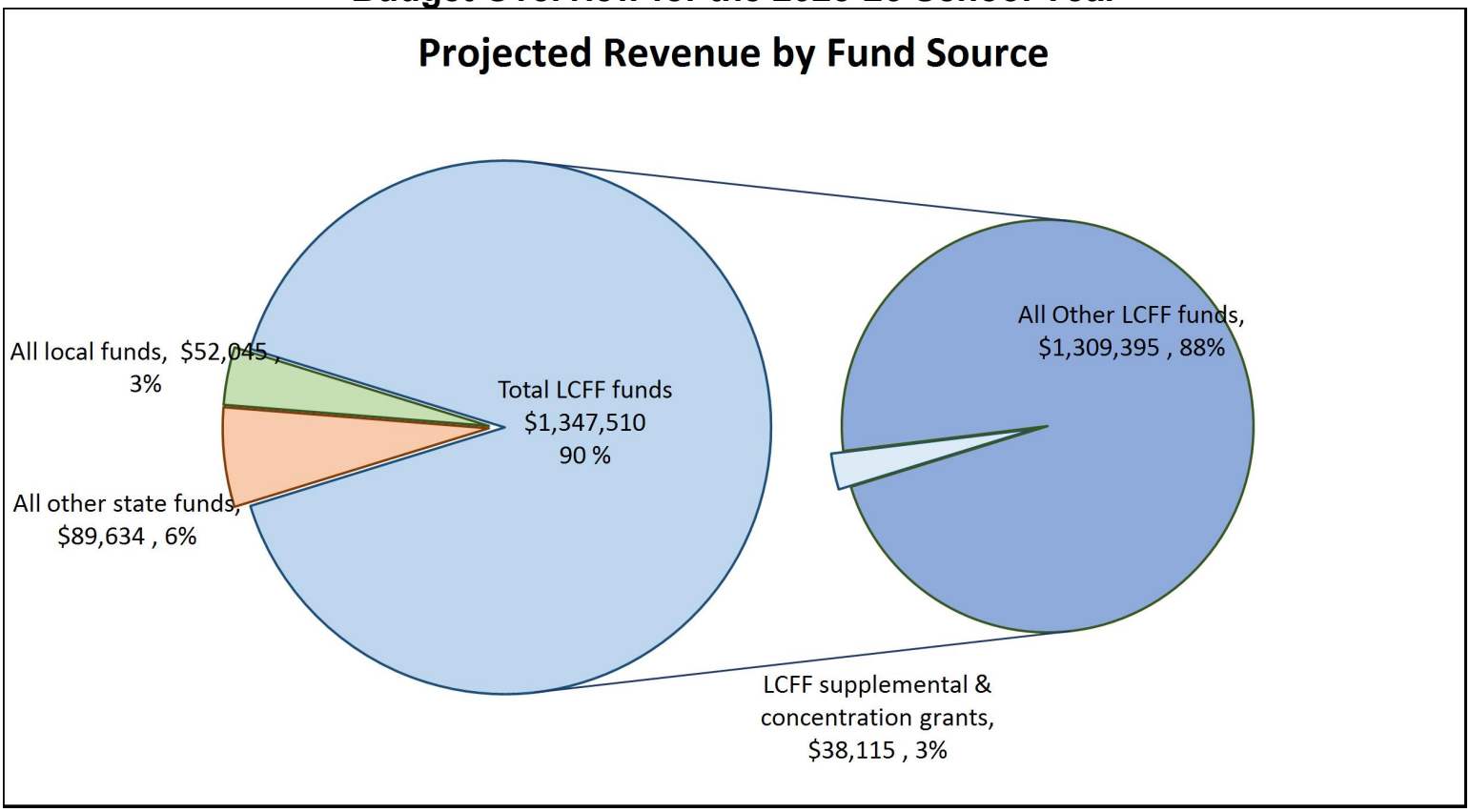
LCFF Budget Overview for Parents

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

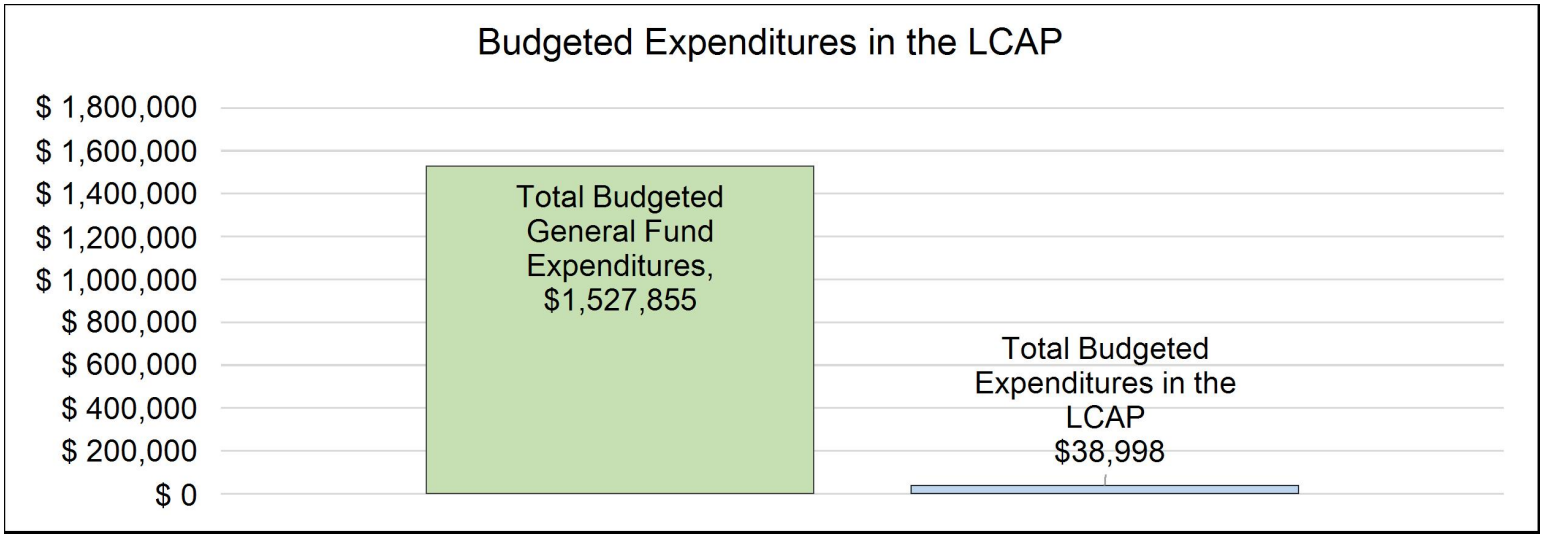


This chart shows the total general purpose revenue Santa Rosa Accelerated Charter School expects to receive in the coming year from all sources.

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:

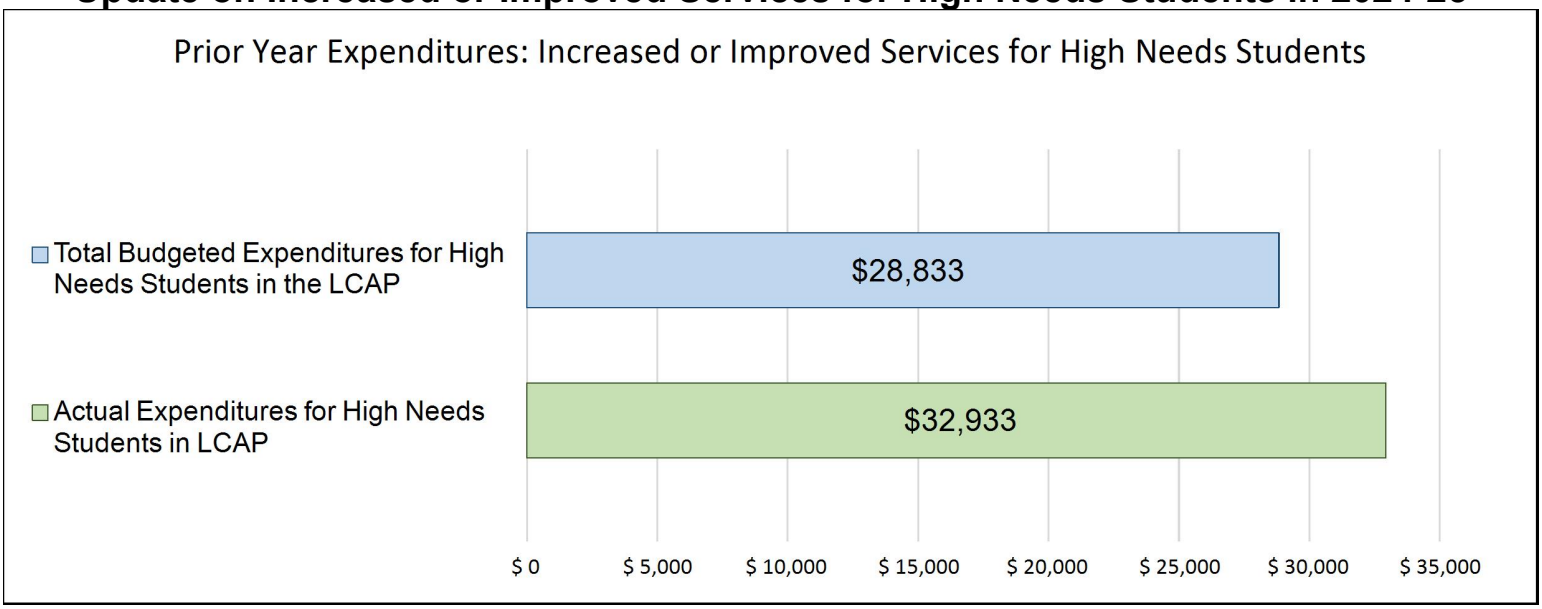
Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, 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



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/hyrbid
Sept 24th on Google Meet
Oct 29th in-person/hyrbid
Nov 19th on Google Meet
Dec 17th in-person/hyrbid
Jan 28th on Google Meet
Feb 25th in-person/hyrbid
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/hyrbid
Sept 24th on Google Meet
Oct 29th in-person/hyrbid
Nov 19th on Google Meet
Dec 17th in-person/hyrbid
Jan 28th on Google Meet
Feb 25th in-person/hyrbid
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 Rowinksy (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 classroms.
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 currated 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 learing.	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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

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.

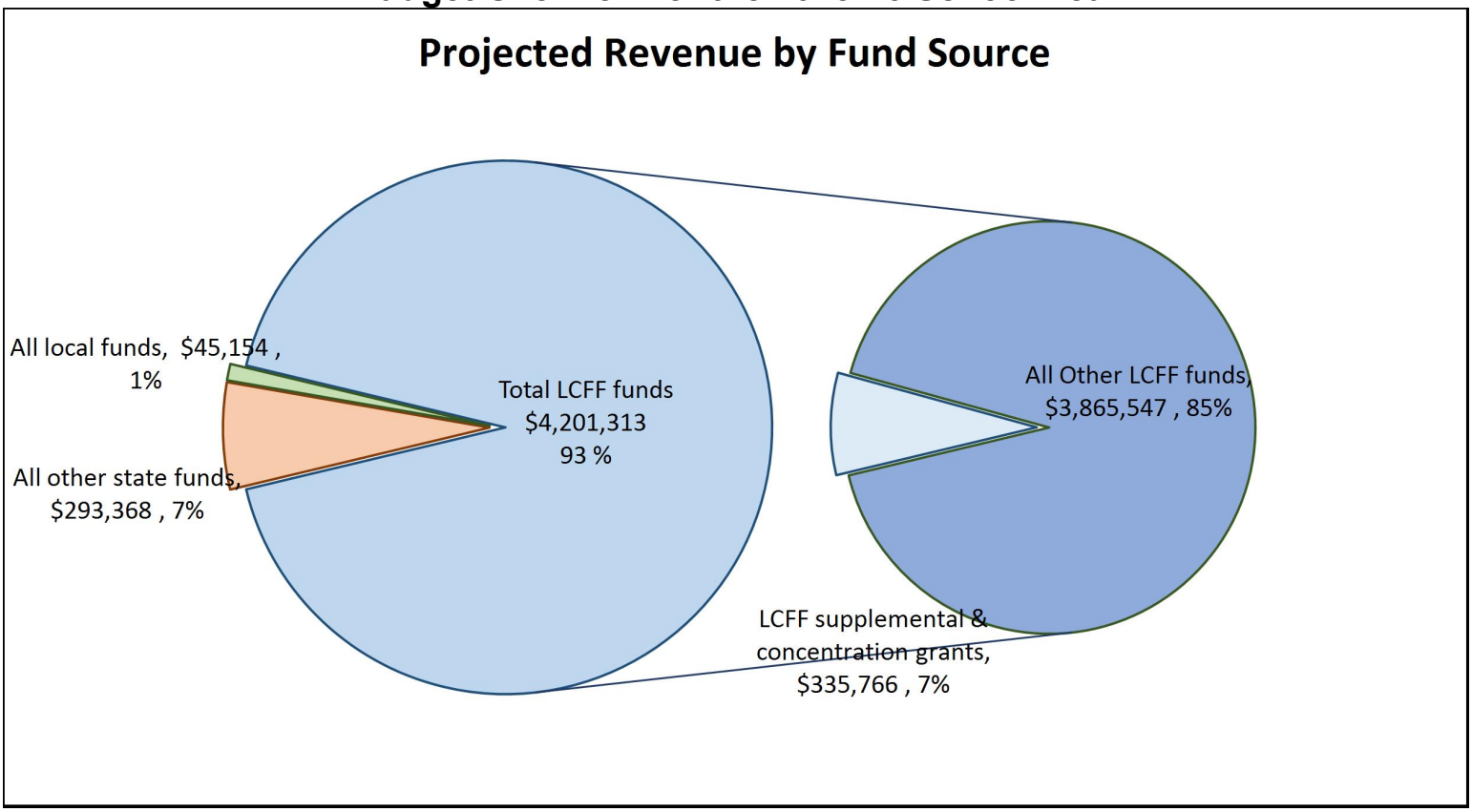
The total actual expenditures for actions and services to increase or improve services for high needs students in 2024-25 is less than the total budgeted expenditures for those planned actions and services. Briefly describe how this difference impacted the actions and services and the overall increased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

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa Charter School For the Arts
CDS Code: 49 70912 0113530
School Year: 2025-26
LEA contact information:
Sarah Cranke Imperato
Principal
simperato@srcs.k12.ca.us
707-890-3920

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

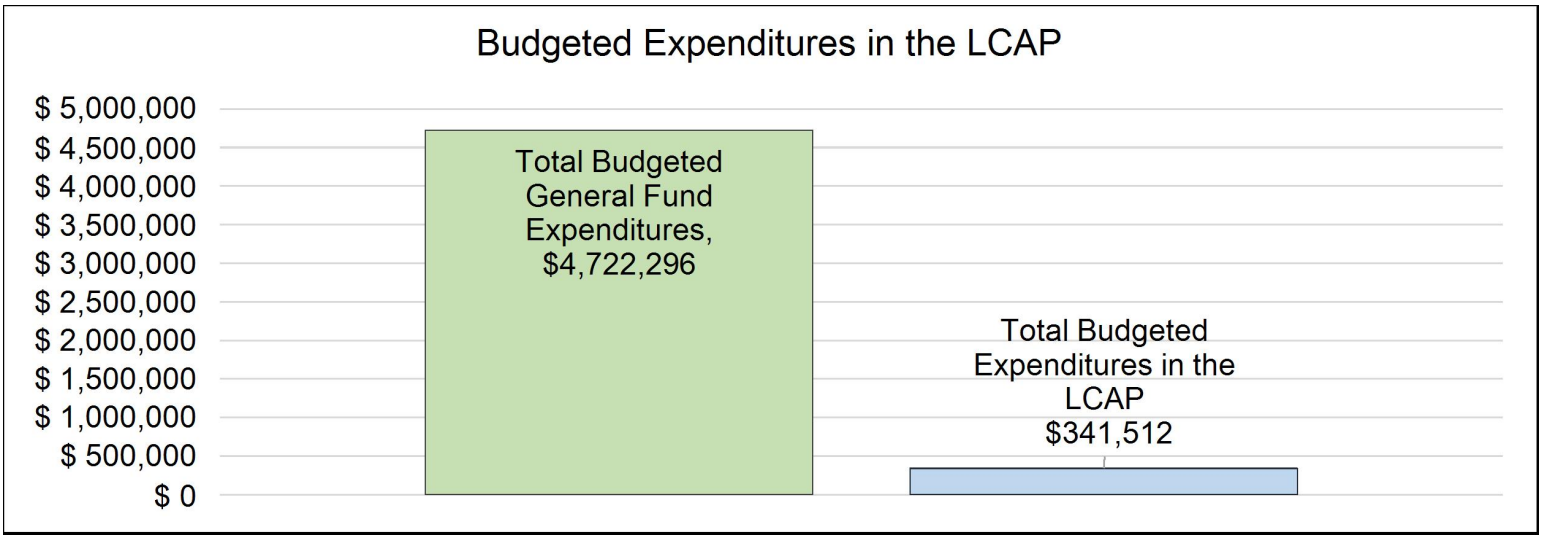


This chart shows the total general purpose revenue Santa Rosa Charter School For the Arts expects to receive in the coming year from all sources.

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:

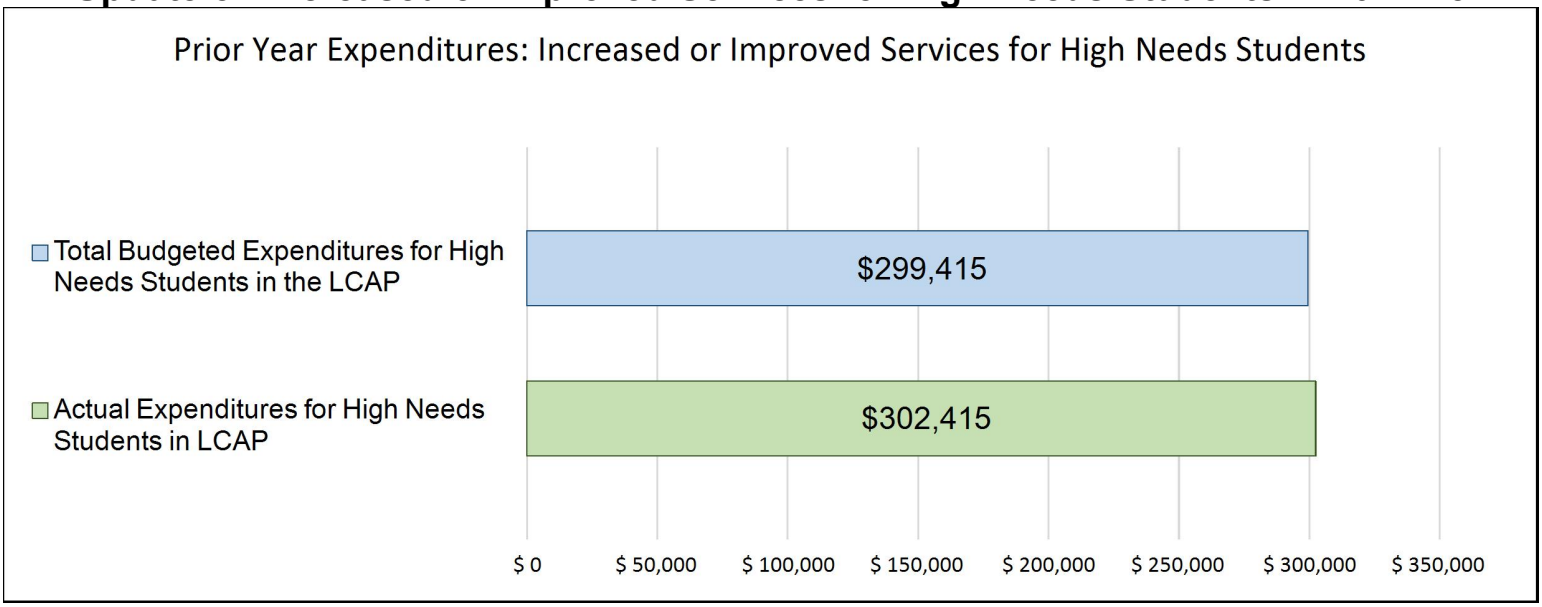
Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, 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



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:

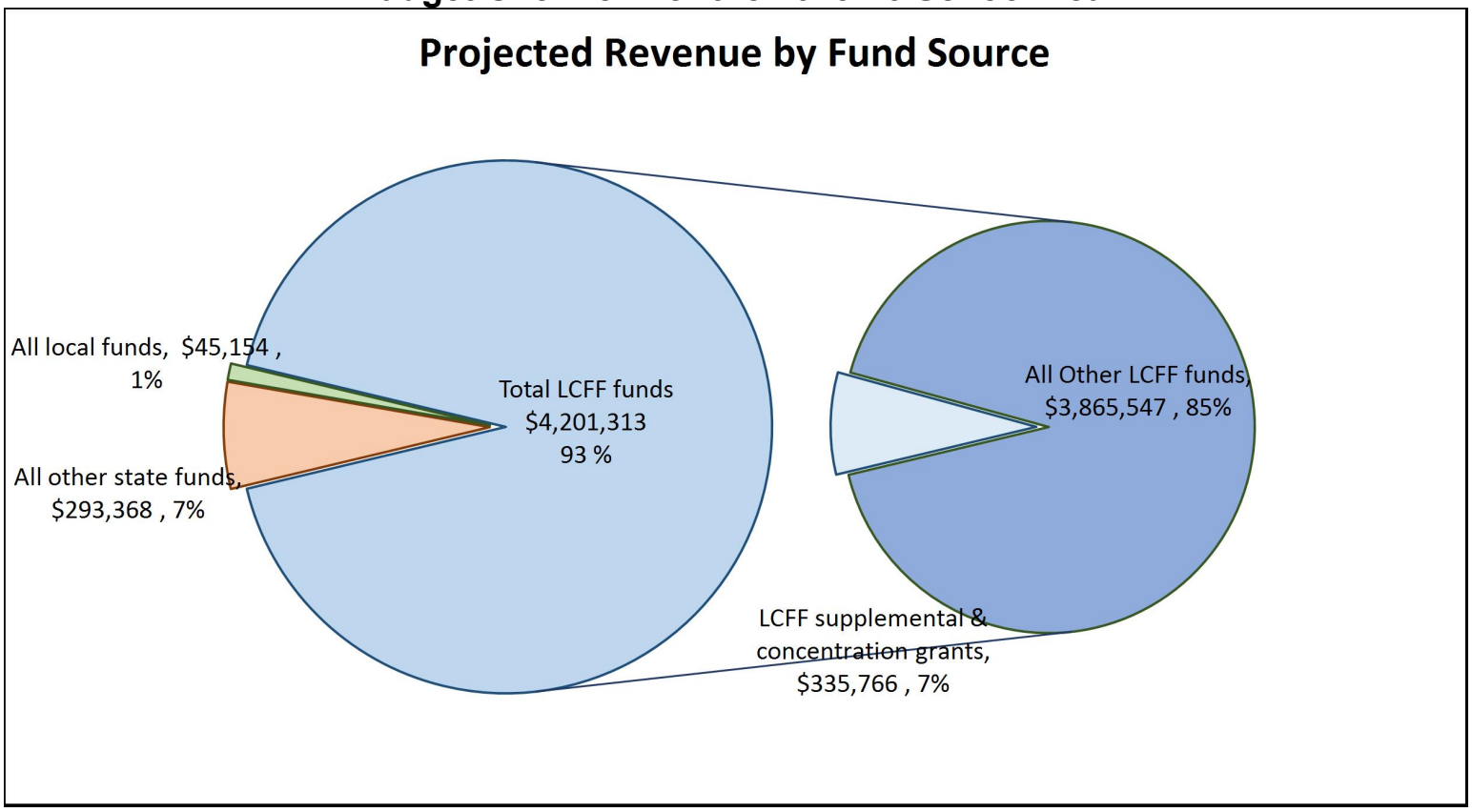
These additional funds were invested in the services to these students to provide additional support towards their academic achievement.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa Charter School For the Arts
CDS Code: 49 70912 0113530
School Year: 2025-26
LEA contact information:
Sarah Cranke Imperato
Principal
simperato@srcs.k12.ca.us
707-890-3920

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

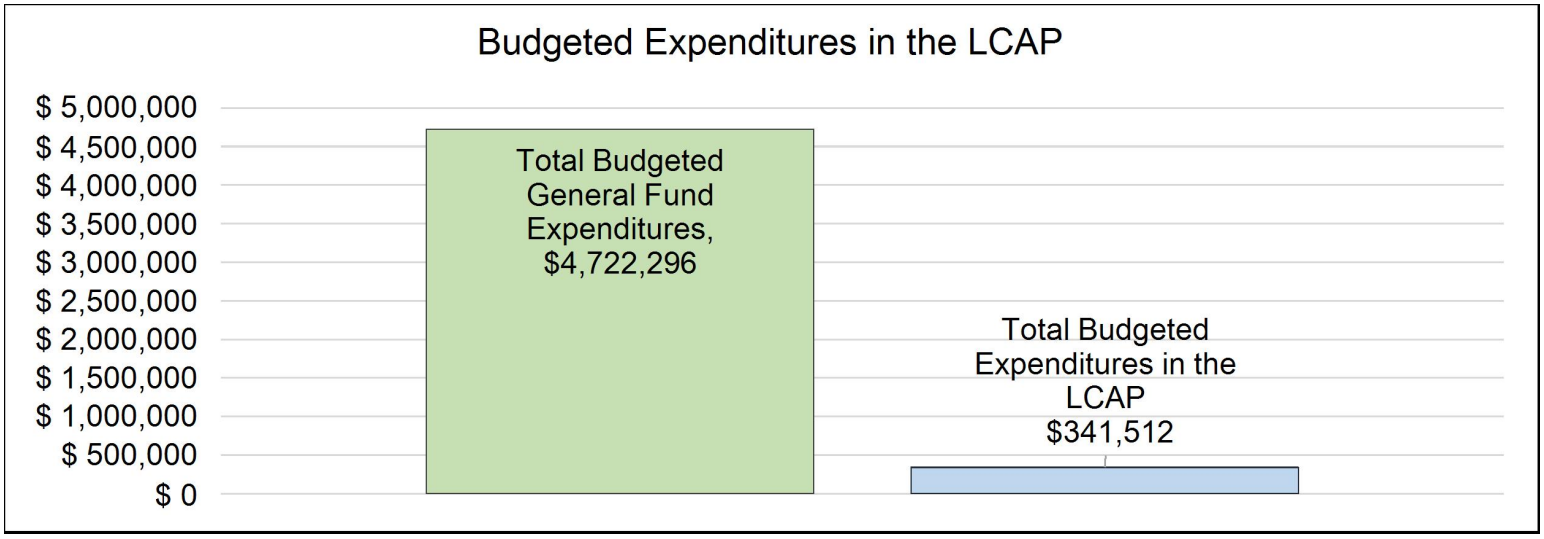


This chart shows the total general purpose revenue Santa Rosa Charter School For the Arts expects to receive in the coming year from all sources.

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, $341,512.23 is tied to actions/services in the LCAP and $4,380,783.77 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

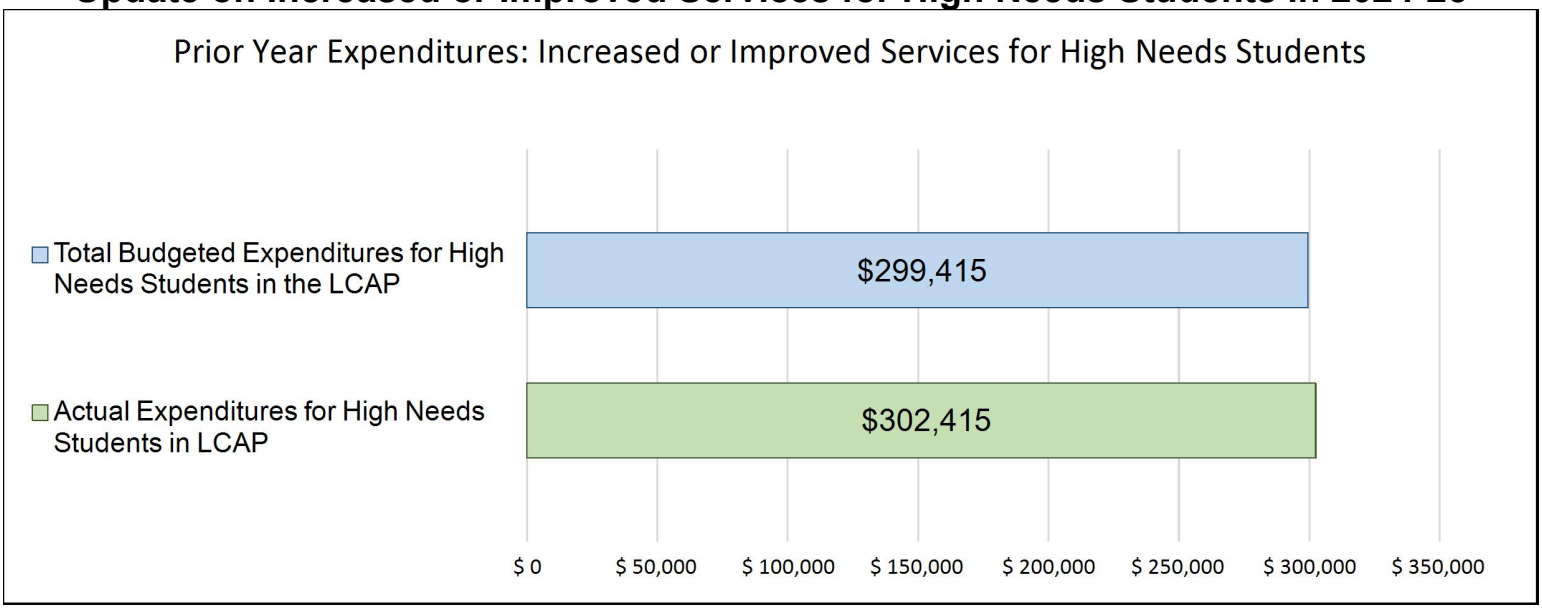
Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. Title programs, other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, 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 $341,512.23 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 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 $299,415.00 for planned actions to increase or improve services for high needs students. Santa Rosa Charter School For the Arts actually spent $302,415.00 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:

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 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

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

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

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						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 KIMOCHIS: 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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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.	

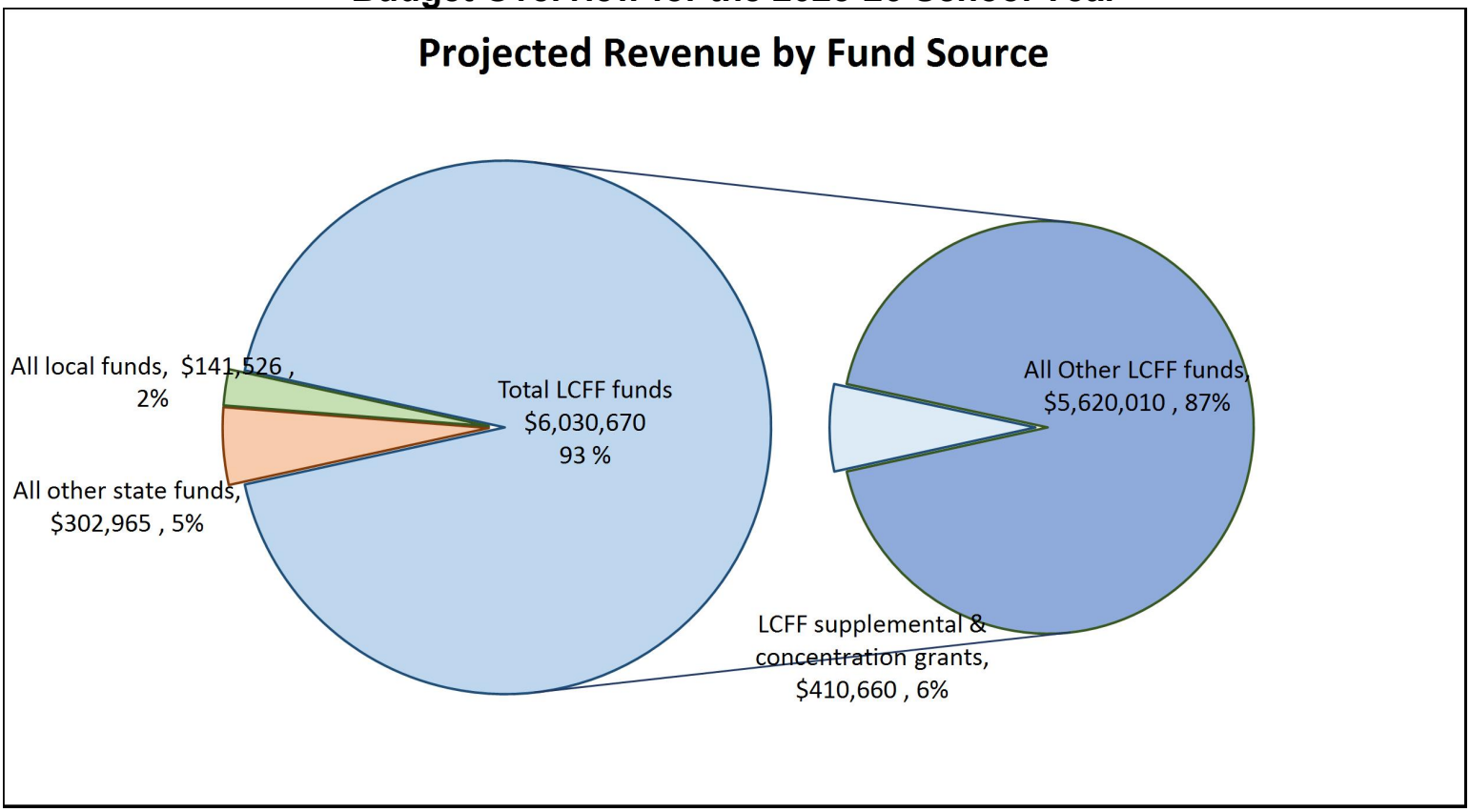
LCFF Budget Overview for Parents

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

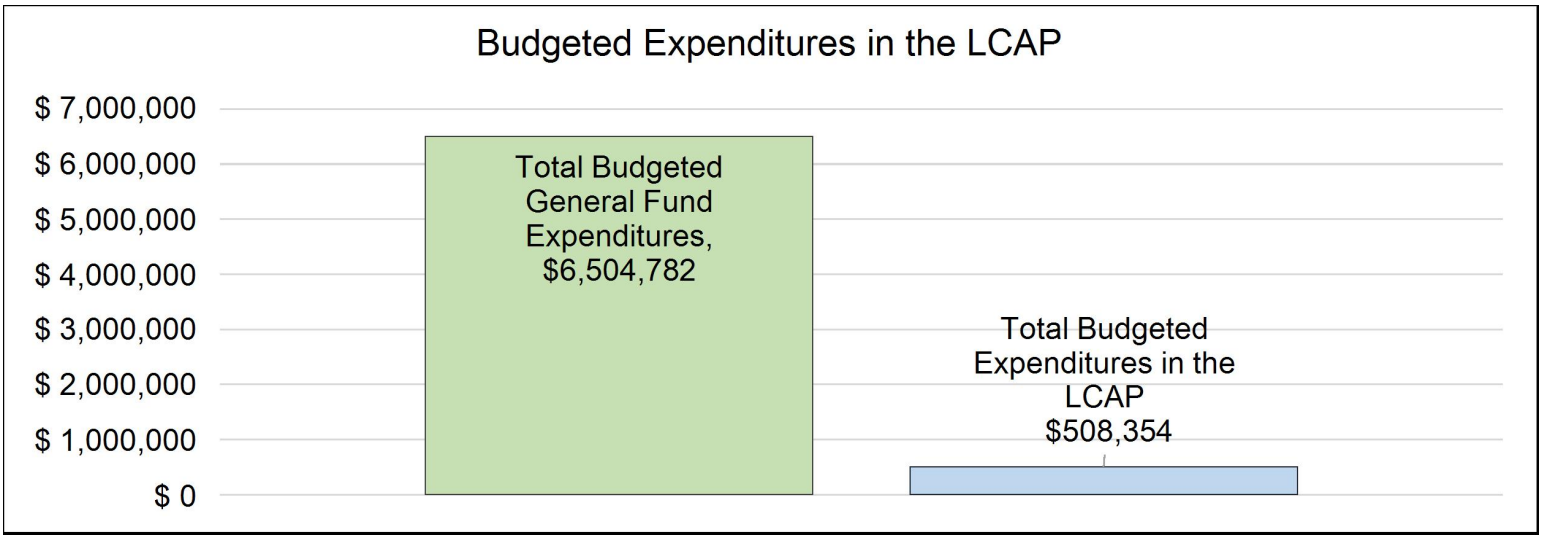


This chart shows the total general purpose revenue Santa Rosa French-American Charter School expects to receive in the coming year from all sources.

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:

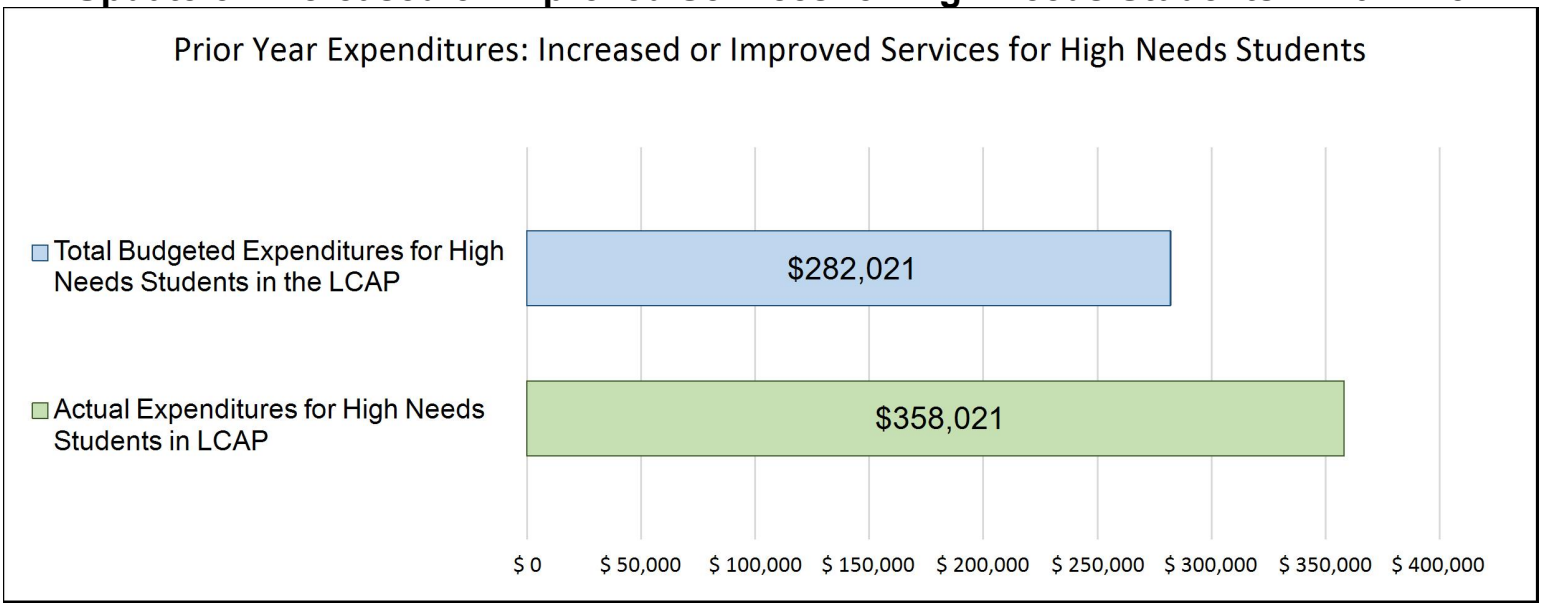
Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice Principals, 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



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.

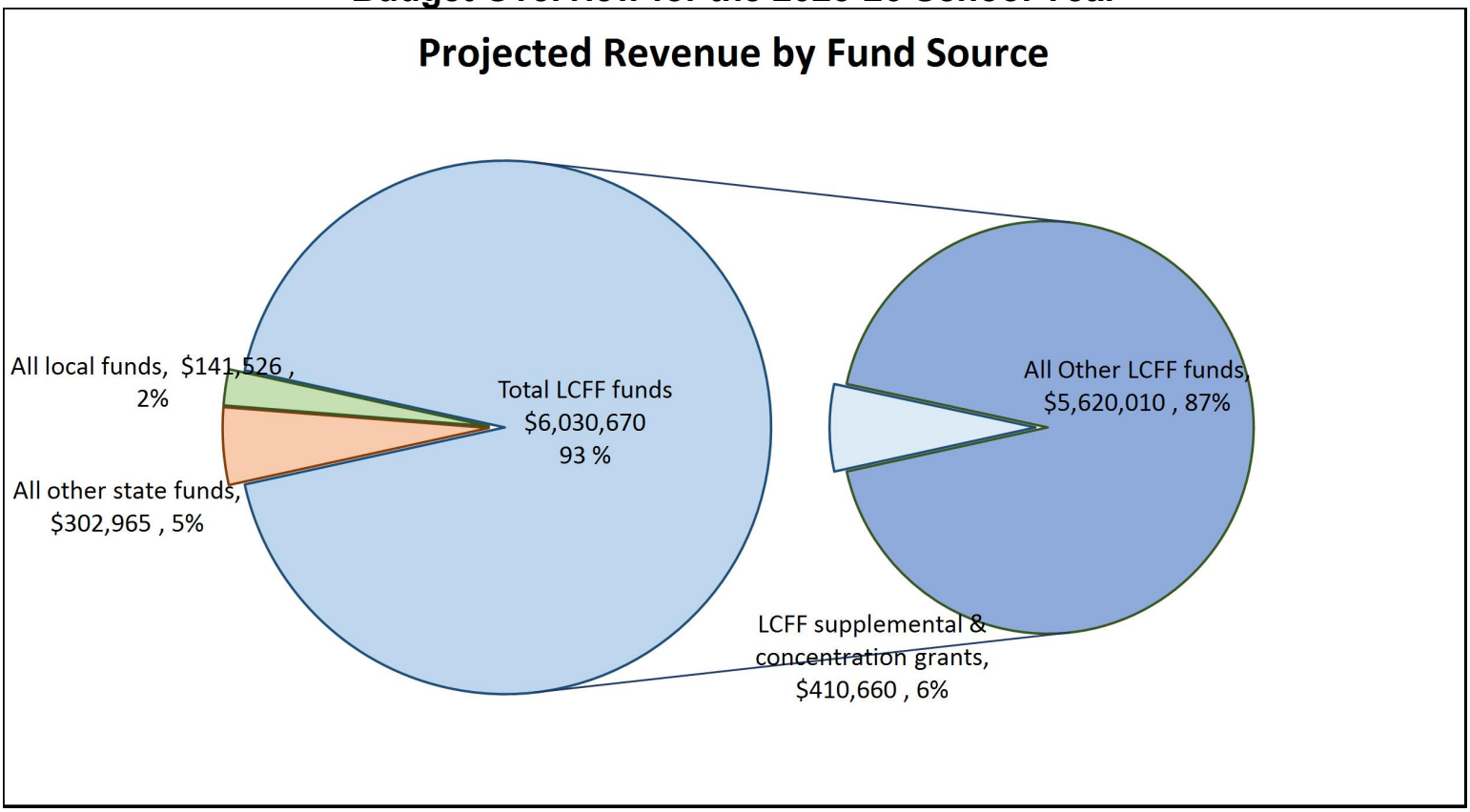
LCFF Budget Overview for Parents

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

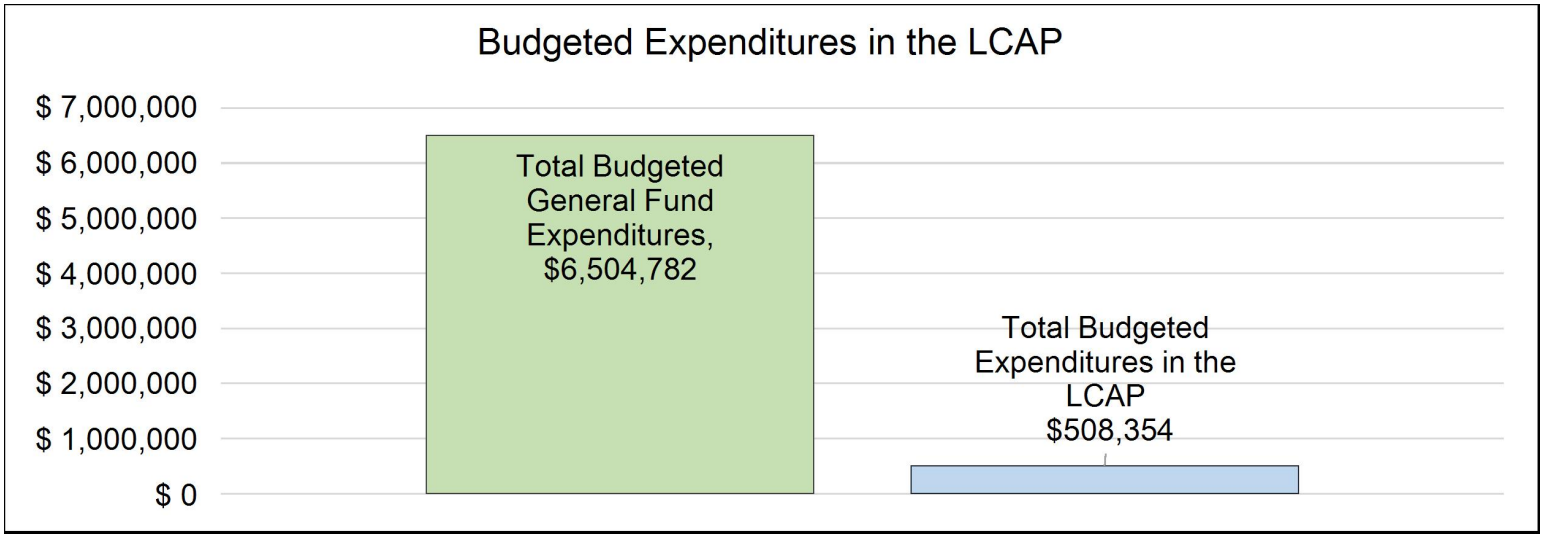


This chart shows the total general purpose revenue Santa Rosa French-American Charter School expects to receive in the coming year from all sources.

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, $508,354.35 is tied to actions/services in the LCAP and $5,996,427.65 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

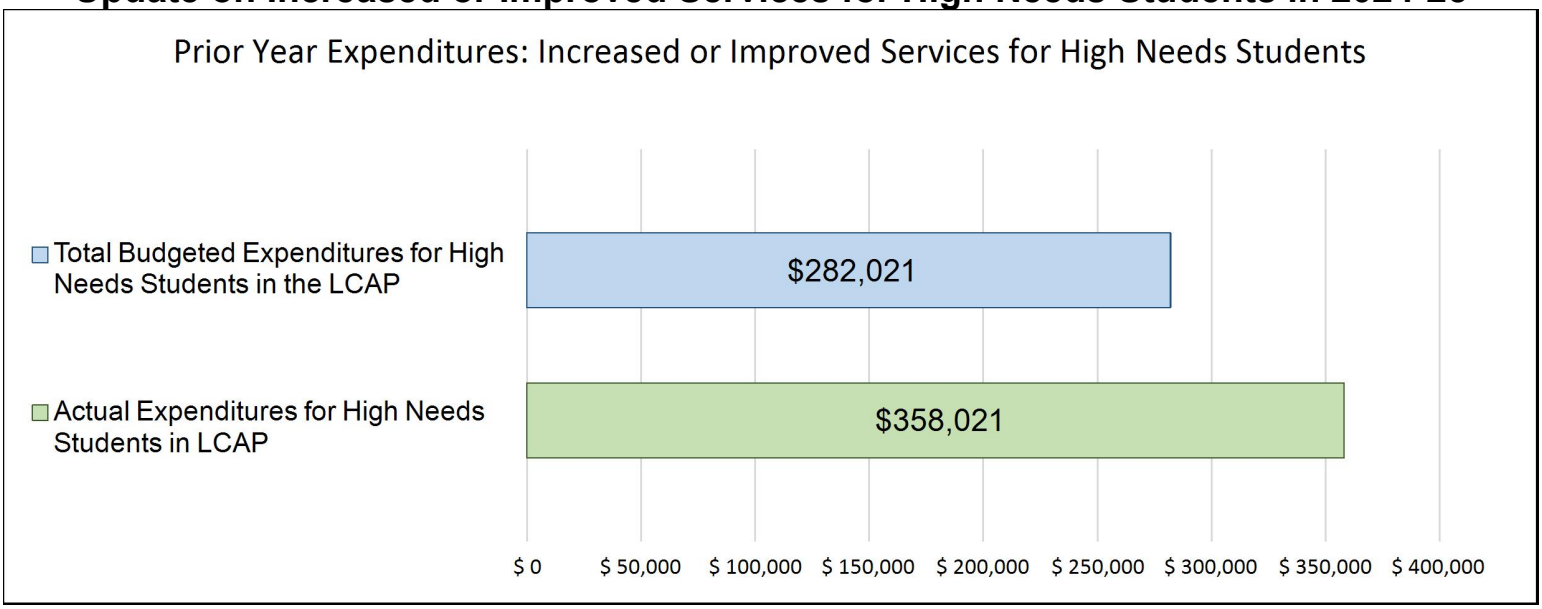
Base instructional services i.e. core curriculum, text book adoptions, classroom teachers. Restricted categorical programs and services i.e. other State grant programs, and locally funded grants and programs run from donations. Special Education Services. Administration i.e. Principals, Vice Principals, 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 $410,813.70 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 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 (DELF). Attaining this language diploma allows students access to French universities. The DELF is a universal measurement of French language aptitude. SRFACS aspires to have all students pass the DELF with a B1 level.

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

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

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

In the primary years, our students receive a higher percentage of French language instruction in order to compensate for the two missing years of kindergarten provided in French schools throughout the world. In the upper-grade years our students progressively receive more English language instruction until they reach 6th grade. In 6th, 7th and 8th grade instruction is equally divided between French and English language. This facilitates students transitioning through the American 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.srcschools.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	DELF, a diploma awarded by the French Ministry of Education to certify the level of French-language skills of non-French speakers.	90% of SRFACS students pass the DELF by 6th grade	100% of 5th graders passed the DELF A2		At least 90% of 6th grade students have passed the DELF.	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 AEFE 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	Continuously 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, Statues of 2024.

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2025-26, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32526(d).

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.

- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.

    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.

    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

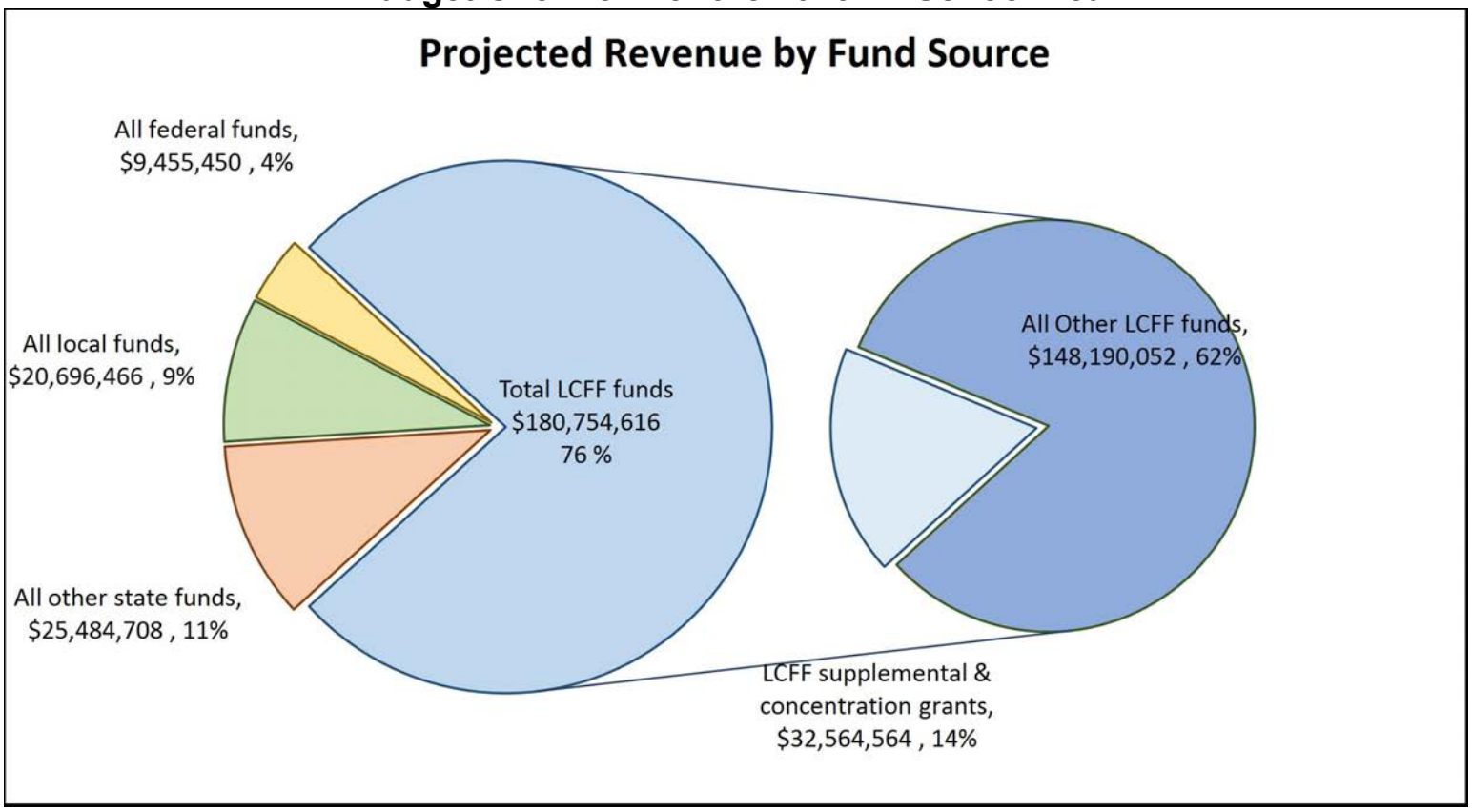
California Department of Education
November 2024

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa City Schools
CDS Code: 49402530000000
School Year: 2026-27
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 2026-27 School Year

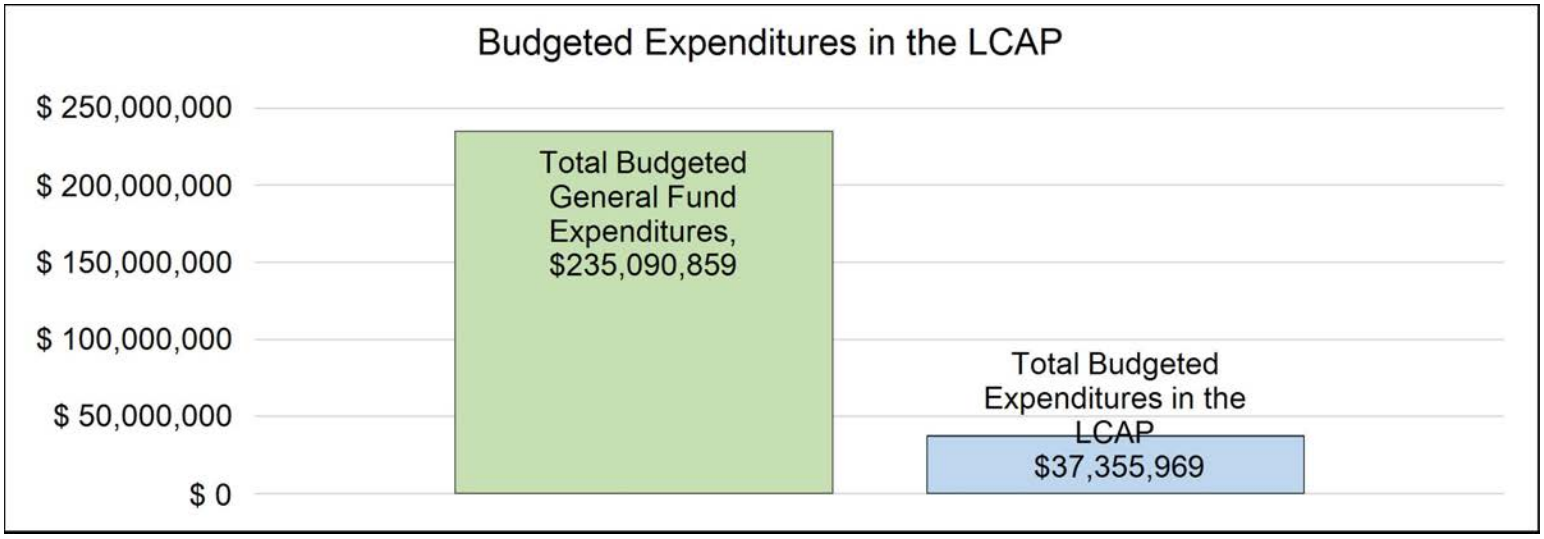


This chart shows the total general purpose revenue Santa Rosa City Schools expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa City Schools is $236,391,240, of which $180,754,616.00 is Local Control Funding Formula (LCFF), $25,484,708.00 is other state funds, $20,696,466.00 is local funds, and $9,455,450.00 is federal funds. Of the $180,754,616.00 in LCFF Funds, $$32,564,564 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 2026-27. It shows how much of the total is tied to planned actions and services in the LCAP.

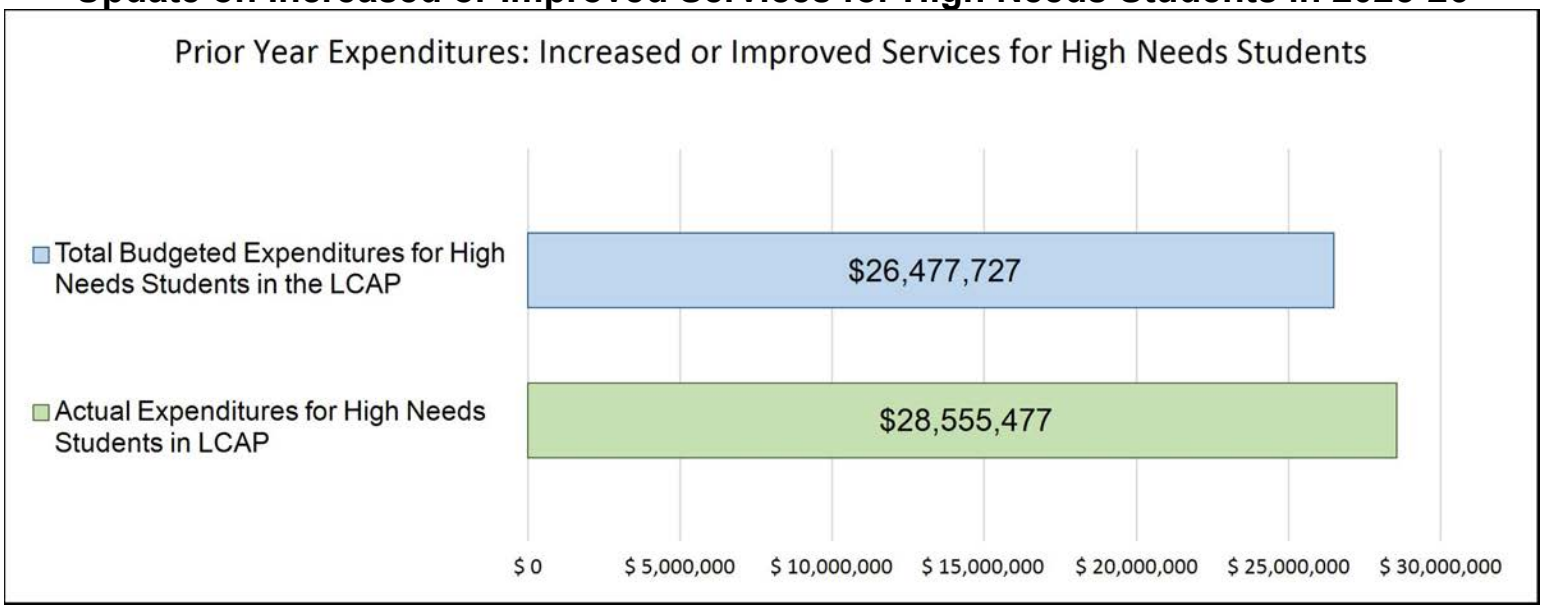
The text description of the above chart is as follows: Santa Rosa City Schools plans to spend $235,090,859.00 for the 2026-27 school year. Of that amount, $37,355,969.00 is tied to actions/services in the LCAP and $197,734,890 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Increased or Improved Services for High Needs Students in the LCAP for the 2026-27 School Year

In 2026-27, Santa Rosa City Schools is projecting it will receive $$32,564,564 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 $32,477,859.00 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 2025-26



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 2025-26, Santa Rosa City Schools's LCAP budgeted $26,477,727.00 for planned actions to increase or improve services for high needs students. Santa Rosa City Schools actually spent $28,555,477.00 for actions to increase or improve services for high needs students in 2025-26.

Local Control and Accountability Plan

The instructions for completing the Local Control and Accountability Plan (LCAP) follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa City Schools	Lisa August Interim Superintendent	laugust@srcs.k12.ca.us (707) 890-3800

Plan Summary [2026-27]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Santa Rosa 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 two 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, International Baccalaureate and AVID programs, and integrated academic and behavioral supports. There are no schools eligible for the Equity Multiplier funds in Santa Rosa City Schools District.

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.

2024-2025 Dashboard Data

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.

SUCCESSES

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.

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.

_____

2023-2024 California Dashboard Data

SRCS is reporting 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:
Elsie Allen High: Low performing in Math, English Learner Proficiency Index (ELPI), Graduation and Suspensions. Student Groups: Asian American (AS) Suspension; English Learners (EL) College and Career Index (CCI), Graduation and Suspensions; Hispanic (HI) Graduation, Suspensions; Socioeconomically Disadvantaged (SED) Suspensions, Students with Disabilities (SWD) English Language Arts (ELA), Math, CCI, Graduation, Suspensions; White (WH) Suspensions.
Maria Carrillo High: Student Groups: EL, HI and SED Suspensions; SWD CCI and Suspensions.
Montgomery High: Low performing in Suspensions. Student Groups: Black/African American (AA) Suspensions; EL CCI, Graduation and Suspensions; HI and SED Suspensions; SWD Graduation.
Piner High: Low performing in ELPI and Suspensions. Student Groups: EL CCI, Graduation and Suspensions; HI and SED Math and Suspensions; SWD CCI and Suspensions; WH Suspensions.
Ridgway High (Continuation): Low performing in CCI. Student Groups: EL, HI and SED CCI
Santa Rosa High: Student Groups: EL Math, CCI, Graduation and Suspensions; HI ELA and Suspensions; SED ELA, Math and Suspensions; SWD ELA, Math, CCI and Suspensions; WH Math.
Brook Hill Elementary: Student Groups: EL and SED ELA; SWD ELA and Math; WH Suspensions.
Luther Burbank Elementary: Low performing in Chronic Absenteeism and Suspensions. Student Groups: EL, HI, SED and SWD Chronic.
Abraham Lincoln Elementary: Student Groups: EL ELA and Suspensions; SWD Suspensions.
James Monroe Elementary: Low performing in Suspensions. Student Groups: EL ELA and Math; HI, SED and SWD Suspensions.
Proctor Terrace Elementary: Student Groups: SWD ELA and Math.
Steele Lane Elementary: Low performing in ELA and ELPI. Student Groups: EL, HI and SED ELA.
Herbert Slater Middle: Low performing in Math, Chronic Absenteeism, ELPI and Suspensions. Student Groups: EL and HI ELA, Math, Chronic Absenteeism, and Suspensions; MR in Rincon Valley Middle: Student Groups: EL, HI, and SED ELA, Math, and Suspensions; SWD ELA, Math, and Chronic Absenteeism; WH Chronic Absenteeism.
Santa Rosa Middle: Low performing in ELA, Math, and Chronic Absenteeism. Student Groups: EL ELA and Math; HI ELA, Math and Chronic Absenteeism; MR Chronic Absenteeism; SED ELA, Math, Chronic Absenteeism; SWD Chronic Absenteeism; WH Suspensions.
Helen Lehman Elementary: Student Groups: EL and SED ELA.
Hilliard Comstock Middle: Low performing in Suspensions. Student Groups: EL ELA and Math; HI Suspensions; SED Math and Suspensions.
Albert Biella Elementary: Student Groups: EL ELA.

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.

REQUIRED ACTIONS

- LCAP Actions related to eligibility for differentiated assistance 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.
- 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
- Learning Recovery Emergency Block Grant (LREBG): SRCS has expended all LREBG funds at this time. Potential incoming LREBG funds would be used for the following action based on the needs assessments conducted in 2025.

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.

In December 2025, Santa Rosa City Schools (SRCS) officially received its Differentiated Assistance (DA) report. Based on data from the 2025 California School Dashboard, the district qualified for DA status due to performance challenges in pupil achievement for both English Language Arts (ELA) and Mathematics, as well as high rates of chronic absenteeism and school suspensions. The report specifically highlighted the need for targeted support for African American and American Indian student subgroups.

To address these needs, the partnership between the Sonoma County Office of Education (SCOE) and SRCS will drive a highly coordinated effort to guide the district through its upcoming financial, operational, and structural transitions. This collaborative work focuses on six strategic areas: fiscal stability, demographic analysis, grade reconfiguration planning, school safety, special education transitions, and communication. This framework is heavily supported by SCOE alongside state-level partners including the Fiscal Crisis and Management Assistance Team (FCMAT), the California Collaborative for Educational Excellence (CCEE), and the Special Education Local Plan Area (SELPA).

As part of this comprehensive strategy, CCEE is actively supporting SCOE as it delivers direct technical assistance to the district. To deepen these efforts, SRCS teams will attend targeted workshops hosted at the County Office of Education, focusing on frameworks such as the Continuous Improvement Collaborative and the Urgent Articulate Problem process to build sustainable, long-term solutions for the district's students.

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 Partner Feedback dates	LCAP Input Session on Zoom: April 1, 2026 April 15, 2026 LCAP Input Session DELAC: April 2, 2026 LCAP In person community: April 6, 2026 - EAHS April 7, 2026 - SRHS LCAP Input Session with Labor Partners: 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 8 priorities including references for each priority.
Certificated Bargaining Unit	April 10, 2026 April 24. 2026

Educational Partner(s)	Process for Engagement
	As a top priority, the certificated bargaining unit expressed a strong desire to reduce class sizes in order to better support student learning and provide more individualized instruction. Additionally, members highlighted the importance of expanding opportunities for students to learn Spanish, recognizing the value of bilingualism in supporting academic achievement and preparing students for a diverse, multilingual society.
Site Administrators	April 1, 2026 April 15, 2026 LCAP Input Session DELAC: April 2, 2026 LCAP In person community: April 6, 2026 - EAHS April 7, 2026 - SRHS A top priority for administrators remains increased administrator staffing. In addition, common themes were gathered to include: the need for equitable access to academic and enrichment opportunities, strong student support systems, safe learning environments, and transparent communication. Another central theme across all feedback was the importance of prioritizing the needs of high-need student groups, particularly English Learners, by ensuring access to bilingual staff, counseling services, and academic supports. Stakeholders also highlighted the importance of maintaining enrichment programs, strengthening school safety, and improving communication and program access. This collective input will inform the development of LCAP goals, actions, and expenditures to better address student needs, improve equity of access, and strengthen outcomes across all school sites.
Parents/Guardians/PAC	April 1, 2026 April 15, 2026 LCAP Input Session DELAC: April 2, 2026

Educational Partner(s)	Process for Engagement
	LCAP In person community: April 6, 2026 - EAHS April 7, 2026 - SRHS Across multiple engagement opportunities, parents and community members consistently emphasized the need for equitable access to academic and enrichment opportunities, strong student support systems, safe learning environments, and transparent communication. A central theme across all feedback was the importance of prioritizing the needs of high-need student groups, particularly English Learners, by ensuring access to bilingual staff, counseling services, and academic supports. Stakeholders also highlighted the importance of maintaining enrichment programs, strengthening school safety, and improving communication and program access. This collective input will inform the development of LCAP goals, actions, and expenditures to better address student needs, improve equity of access, and strengthen outcomes across all school sites.
Certificated Staff	April 1, 2026 April 15, 2026 LCAP Input Session DELAC: April 2, 2026 LCAP In person community: April 6, 2026 - EAHS April 7, 2026 - SRHS Across multiple engagement opportunities, parents and community members consistently emphasized the need for equitable access to academic and enrichment opportunities, strong student support systems, safe learning environments, and transparent communication.

Educational Partner(s)	Process for Engagement
	A central theme across all feedback was the importance of prioritizing the needs of high-need student groups, particularly English Learners, by ensuring access to bilingual staff, counseling services, and academic supports. Stakeholders also highlighted the importance of maintaining enrichment programs, strengthening school safety, and improving communication and program access. This collective input will inform the development of LCAP goals, actions, and expenditures to better address student needs, improve equity of access, and strengthen outcomes across all school sites.
Classified Staff	As a top priority, our classified staff have expressed a strong desire for expanded professional learning opportunities that not only build their own professional knowledge and skill sets, but also strengthen their capacity to provide meaningful, aligned support to students, teachers, and school communities.
Students	April 1, 2026 April 15, 2026 LCAP Input Session DELAC: April 2, 2026 LCAP In person community: April 6, 2026 - EAHS April 7, 2026 - SRHS Across multiple engagement opportunities, parents and community members consistently emphasized the need for equitable access to academic and enrichment opportunities, strong student support systems, safe learning environments, and transparent communication. A central theme across all feedback was the importance of prioritizing the needs of high-need student groups, particularly English Learners, by ensuring access to bilingual staff, counseling services, and academic supports. Stakeholders also highlighted the importance of maintaining enrichment programs, strengthening school safety, and improving communication and program access.

Educational Partner(s)	Process for Engagement
	This collective input will inform the development of LCAP goals, actions, and expenditures to better address student needs, improve equity of access, and strengthen outcomes across all school sites.
SELPA	May 4, 2026 We received feedback from our SELPA partner.
DELAC	April 1, 2026 The district engaged Spanish-speaking parents of multilingual learners through a dedicated LCAP input session conducted in Spanish. Parents expressed concerns regarding limited support for English Learners, including insufficient access to bilingual staff and services, and the need for stronger support systems for newcomer students. Participants also highlighted reduced access to counseling, particularly bilingual counselors, and the impact on academic guidance and postsecondary planning. Additional concerns included school safety, the effectiveness of academic interventions, and the need for earlier, targeted support for struggling students. Parents emphasized the importance of improved communication and family engagement, noting that many families need clearer information and support to navigate school systems. Concerns were also raised about resource allocation and the impact of budget reductions on student services.
Foster Youth/McKinney Vento	April 13, 2026 Survey sent out Across multiple engagement opportunities, parents and community members consistently emphasized the need for equitable access to academic and enrichment opportunities, strong student support systems, safe learning environments, and transparent communication. A central theme across all feedback was the importance of prioritizing the needs of high-need student groups, particularly English Learners, by ensuring access to bilingual staff, counseling services, and academic supports. Stakeholders also highlighted the importance of maintaining enrichment programs, strengthening school safety, and improving communication and program access.

Educational Partner(s)	Process for Engagement
	This collective input will inform the development of LCAP goals, actions, and expenditures to better address student needs, improve equity of access, and strengthen outcomes across all school sites.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

After gathering our Educational Partner(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 would like to see additional support for high need students and English Language Learners.

At the high school level 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.

At the elementary level they asked for earlier targeted academic interventions for struggling students.

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 Educational Partners(. 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 Educational Partners (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 are identifying funds to support 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% 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% Hispanic /Latino: : 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% Hispanic /Latino: 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%	Academic year: 2023-2024 ELA CAASPP Proficiency (3, 6, 8, 11) Grade 3: 29.2% Grade 3 Hispanic/Latino: 19.8% Grade 3 UPC: 16.3% Grade 3 EL: 6.6% Grade 3 SED: 17.8% Grade 3 Homeless: 0% Grade 6: 38.6% Grade 6 Hispanic/Latino: 23.7% Grade 6 UPC: 24.7% Grade 6 EL: 2.8% Grade 6 SED 26.4% Grade 6 Homeless: N/A Grade 6 Foster Youth: 0% Grade 8: 26.4% Grade 8 Hispanic/Latino: 14.8%	Academic year: 2024-2025 ELA CAASPP Proficiency (3, 6, 8, 11) Grade 3 30.0% Grade 3 H/L 18.1% Grade 3 UPC 16.7% Grade 3 EL 3.9% Grade 3 SED 17.5% Grade 3 Homeless 0% Grade 6 44.8% Grade 6 H/L 28.6% Grade 6 UPC 30.6% Grade 6 EL 2.5% Grade 6 SED 31.6% Grade 6 Homeless N/A% Grade 6 Foster Youth 0% Grade 8 32.0% Grade 8 H/L 20.6% Grade 8 UPC 20.8% Grade 8 EL 0.6%	ELA CAASPP Proficiency Grade 3: 38.3% Grade 3: Hispanic /Latino: : 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% Hispanic /Latino: 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% Hispanic /Latino: 26.6% Grade 8 UPC: 26.4%	ELA CAASPP Proficiency (3, 6, 8, 11) Grade 3 +0.6% Grade 3 H/L -1.4% Grade 3 UPC -2.6% Grade 3 EL-5% Grade 3 SED -5.5% Grade 3 Homeless -33.3% Grade 6 +4.2% Grade 6 H/L -1.1% Grade 6 UPC +4.5% Grade 6 EL -.7% Grade 6 SED -1.7% Grade 6 Homeless -33.3% Grade 6 Foster Youth 0% Grade 8 +2.9% Grade 8 H/L +3.1% Grade 8 UPC +3.4% Grade 8 EL -0.6% Grade 8 SED +2.2% Grade 8 Homeless +4.5%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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 UPC: 15.1% Grade 8 EL: 1% Grade 8 SED: 16.5% Grade 8 Homeless: 10% Grade 8 Foster Youth: 33.3% Grade 11: 51.2% Grade 11 Hispanic/Latino: 36.4% Grade 11 UPC: 39.8% Grade 11 Hispanic/Latino: 4.2% Grade 11 SED: 43.2% Grade 11 Homeless: 14.3% Grade 11 Foster Youth 0% (N=3)	Grade 8 SED 21.5% Grade 8 Homeless 4.5% Grade 8 Foster Youth 0% Grade 11 47.4% Grade 11 H/L 35.4% Grade 11 UPC 35.7% Grade 11 EL 2.6% Grade 11 SED 37.5% Grade 11 Homeless 12.0% Grade 11 Foster Youth 0%	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 Foster Youth 0% Grade 11 -3.1% Grade 11 H/L -2.0% Grade 11 UPC 1.6% Grade 11 EL -1.5% Grade 11 SED -0.8% Grade 11 Homeless -21% Grade 11 Foster Youth 0%
1.2	Math CAASPP Profiency (3, 6, 8, 11)	Math CAASPP Proficiency Baseline year: 2022-2023 Grade 3: 31.6% Hispanic /Latino: 22.3% Grade 3 UPC: 20.3% Grace 3 ELs: 12.0% Grade 3 SED: 24.3% Grade 3 Homeless: 33.3%	Academic year: 2023-2024 Math CAASPP Proficiency (3, 6, 8, 11) Grade 3: 30.3% Grade 3 Hispanic /Latino: 21.8% Grade 3 UPC: 19% Grade 3 EL: 12.4%	Academic year: 2024-2025 Math CAASPP Proficiency (3, 6, 8, 11) Grade 3 33.2% Grade 3 H/L 21.9% Grade 3 UPC 21.0% Grade 3 EL 12.0%	Math CAASPP Proficiency Grade 3: 40.6% Grade 3 /Latino: 22.3% Grade 3 UPC: 29.3% Grace 3 ELs: 21.0% Grade 3 SED: 33.3%	Math CAASPP Proficiency (3, 6, 8, 11) Grade 3 +1.5% Grade 3 H/L -0.4% Grade 3 UPC +0.5% Grade 3 EL 0.0% Grade 3 SED -1.9% Grade 3 Homeless -33.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 3 Foster Youth: n/a Grade 6: 33.7% Hispanic /Latino: 24.4% Grade 6 UPC: 19.4% Grace 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% Grace 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% Grace 11 ELs: 0.6% Grade 11 SED: 12.6% Grade 11 Homeless: 0% Grade 11 Foster Youth: 25%	Grade 3 SED: 20.6% Grade 3 Homeless: 0% Grade 3 Foster Youth: n/a Grade 6: 29.% Grade 6 Hispanic /Latino: 14.6% Grade 6 UPC: 16.7% Grade 6 EL: 1.8% Grade 6 SED: 17.8% Grade 6 Homeless: 0% Grade 6 Foster Youth: 0% Grade 8 18.8% Grade 8 Hispanic /Latino: 8.6% Grade 8 UPC: 8.9% Grade 8 EL: 0% Grade 8 SED: 9.4% Grade 8 Homeless: 0% Grade 8 Foster Youth: 0% Grade 11 23.9% Grade 11 Hispanic /Latino: 9.8%	Grade 3 SED 22.6% Grade 3 Homeless 0% Grade 6 34.3% Grade 6 H/L 18.4% Grade 6 UPC 20.4% Grade 6 EL 1.7% Grade 6 SED 21.4% Grade 6 Homeless 14.3% Grade 6 Foster Youth N/A Grade 8 19.1% Grade 8 H/L 9.7% Grade 8 UPC 9.8% Grade 8 EL 0% Grade 8 SED 10.1% Grade 8 Homeless 0% Grade 8 Foster Youth N/A Grade 11 22.7% Grade 11 H/L 10.7% Grade 11 UPC 13.5% Grade 11 EL 0.6%	Grade 3 Homeless: 42.3% Grade 3 Foster Youth: 9% Grade 6: 42.7% Grade 6 Hispanic /Latino: 33.4% Grade 6 UPC: 28.4% Grace 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 Hispanic /Latino: 17.1% Grade 8 UPC: 17.2% Grace 8 ELs: 9.4% Grade 8 SED: 17.5% Grade 8 Homeless: 9% Grade 8 Foster Youth: 9% Grade 11: 33.9% Grade 11 Hispanic /Latino: 20.1% Grade 11 UPC: 20.6%	Grade 6 +0.6% Grade 6 H/L -6.0% Grade 6 UPC +1.0% Grade 6 EL -2.8% Grade 6 SED -1.7% Grade 6 Homeless -19% Grade 6 Foster Youth N/A Grade 8 +1.5% Grade 8 H/L +1.6% Grade 8 UPC +1.6% Grade 8 EL -0.4% Grade 8 SED +1.6% Grade 8 Homeless 0% Grade 8 Foster Youth N/A Grade 11 -2.3% Grade 11 H/L -0.4% Grade 11 UPC +1.8% Grade 11 EL 0.0% Grade 11 SED +1.2% Grade 11 Homeless 0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 11 UPC: 13.8% Grade 11 EL: 0% Grade 11 SED: 14.4% Grade 11 Homeless: 12.5% Grade 11 Foster Youth: 33.3%	Grade 11 SED 13.9% Grade 11 Homeless 0% Grade 11 Foster Youth 0%	Grace 11 ELs: 9.6% Grade 11 SED: 21.6% Grade 11 Homeless: 9% Grade 11 Foster Youth: 34%	Grade 11 Foster Youth NA
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% Grace 5 ELs: 1.9% Grade 5 SED: 15.5% Grade 5 Homeless: 0% Grade 5 Foster Youth: 100% Grade 8: 20.2% Hispanic /Latino: 9.5% Grade 8 UPC: 9.1% Grace 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% Grace 11&12 ELs: 0%	Academic year: 2023-2024 Science CAST Proficiency (5, 8, 11/12) Grade 5: 30.3% Grade 5 Hispanic /Latino: 14.1% Grade 5 UPC: 14.5% Grade 5 EL: 1.3% Grade 5 SED: 15.4% Grade 5 Homeless: 20% Grade 5 Foster Youth: N/A Grade 8 20.1% Grade 8 Hispanic /Latino: 9.8% Grade 8 UPC: 9.2% Grade 8 EL: 0% Grade 8 SED: 9.8% Grade 8 Homeless: 0%	Academic year: 2024-2025 Science CAST Proficiency (5, 8, 11/12) Grade 5 31.4% Grade 5 H/L 13.4% Grade 5 UPC 13.2% Grade 5 EL 0% Grade 5 SED 15.2% Grade 5 Homeless 0% Grade 5 Foster Youth N/A Grade 8 21.7% Grade 8 H/L 11.5% Grade 8 UPC 12.6% Grade 8 EL 0% Grade 8 SED 12.9% Grade 8 Homeless 0%	Science (CAST) Proficiency Grade 5: 36.1% Grade 5 Hispanic /Latino: 20.9% Grade 5 UPC: 22.9% Grace 5 ELs: 10.9% Grade 5 SED: 24.5% Grade 5 Homeless: 9% Grade 5 Foster Youth: 100% Grade 8: 29.2% Grade 8 Hispanic /Latino: 18.5% Grade 8 UPC: 18.1% Grace 8 ELs: 9.4% Grade 8 SED: 19.2% Grade 8 Homeless: 9% Grade 8 Foster Youth: 9%	Science CAST Proficiency (5, 8, 11/12) Grade 5 +4.3% Grade 5 H/L +1.5% Grade 5 UPC -0.7% Grade 5 EL -1.9% Grade 5 SED -0.3% Grade 5 Homeless 0% Grade 5 Foster Youth N/A Grade 8 +1.5% Grade 8 H/L +2.0% Grade 8 UPC +3.5% Grade 8 EL -0.4% Grade 8 SED +2.7% Grade 8 Homeless 0% Grade 8 Foster Youth N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11&12 SED: 15.8% Grade 11&12 Homeless: 10% Grade 11&12 Foster Youth: 40%	Grade 8 Foster Youth: 33.3% Grade 11/12: 29.5% Grade 11/12 Hispanic /Latino: 16.7% Grade 11/12 UPC: 20.1% Grade 11/12 EL: 0.6% Grade 11/12 SED: 21.5% Grade 11/12 Homeless: 12.5% Grade 11/12 Foster Youth: 33.3%	Grade 8 Foster Youth N/A Grade 11/12 26.8% Grade 11/12 H/L 16.8% Grade 11/12 UPC 17.8% Grade 11/12 EL 1.2% Grade 11/12 SED 18.3% Grade 11/12 Homeless 8.8% Grade 11/12 Foster Youth 0%	Grade 11&12: 34.6% Grade 11/12 Hispanic /Latino: 23.3% Grade 11&12 UPC: 23.4% Grace 11&12 ELs: 9% Grade 11&12 SED: 24.8% Grade 11&12 Homeless: 19% Grade 11&12 Foster Youth: 49%	Grade 11/12 +1.2% Grade 11/12 H/L +2.5% Grade 11/12 UPC +3.4% Grade 11/12 EL +1.2% Grade 11/12 SED +2.5% Grade 11/12 Homeless -1.2% Grade 11/12 Foster Youth 0%
1.4	ELPAC Improvement	ELPAC Improvement: Baseline year: 2022-2023 Elementary: 38.6% Secondary: 31.7%	Academic year: 2023-2024 ELPAC Improvement: Elementary 36.5% Secondary 31.3%	ELPAC Improvement: Elementary 36.7% Secondary 31.4%	ELPAC Improvement: Elementary: 53.6% Secondary: 46.7%	ELPAC Improvement: Elementary -1.9% Secondary -0.5%
1.5	Reclassification Rate	Reclassification Rate: Baseline year: 2022-2023 Elementary: 7.4% Secondary: 4.4%	Academic year: 2023-2024 Reclassification Rate: Elementary 10.7% Secondary 5.5%	Reclassification Rate: Elementary 5.9% Secondary 3.6%	Reclassification Rate: Elementary: 16.4% - 22.4% Secondary: 13.4 - 19.4%	Reclassification Rate: Elementary +4.2% Secondary +1.9%
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	Academic year: 2023-2024 Percentage of Ds & Fs per subject	Academic year: 2024-2025 Percentage of Ds & Fs per subject ELA 29.5%	Percentage of Ds and Fs per subject ELA: Overall 27.3%,Hispanic /Latino 33.9%	Percentage of Ds & Fs per subject ELA -3.9% ELA Latinx -5.2% Math -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	ELA Overall 30.5%, Hispanic /Latino 39% Math 36.1%, Hispanic /Latino 45% History 27.7% History Hispanic /Latino 34.4% Science 33.9% Science Hispanic /Latino 42.8%	ELA Latinx 37.7% Math 31.5% Math Latinx 38.8% History 25.9% History Latinx 31.4% Science 26.4% Science Latinx 33.9%	Math: Overall 34.5%, Hispanic /Latino 40.9% History: Overall 29.6%, Hispanic /Latino 35.6% Science: Overall 30.5%, Hispanic /Latino 37.2%	Math Latinx - 11.1% History -9.7% History Latinx - 14.2% Science -10.2% Science Latinx - 12.4%
1.7	A-G Completion	A-G Completion: Baseline year: 2022-2023 Overall 33.8%, Latinx 21.99%	Academic year: 2023-2024 A-G Completion: Overall 36.4% Latinx 21.9%	Academic year: 2024-2025 A-G Completion: Overall 38.4% Latinx 24.9%	A-G Completion: Overall: 45.8%, Latinx: 36.99%	A-G Completion: Overall +4.9% Latinx +3.0%
1.8	Progress Toward A-G completion	Progress Towards A-G Completion: Baseline year: 2022-2023 Overall - 33.8%, Latinx - 22%	Academic year: 2023-2024 Progress towards A-G Completion: Overall 37.3% Latinx 25.1%	Academic year: 2024-2025 Progress towards A-G Completion: Overall 30.6% Latinx 22.7%	Progress Towards A-G Completion: Overall: 45.8%, Latinx: 37%	Progress towards A-G Completion: Overall -3.2% Latinx +0.7%
1.9	CTE Completion	CTE Completion: Baseline year: 2022-2023 Overall 4.7%, Latinx 3.1%	Academic year: 2023-2024 CTE Completion: Overall 8.3% Latinx 5.9%	Academic year: 2024-2025 CTE Completion: Overall 3.4% Latinx 2.9%	CTE Completion: Overall 7.7 - 8.7%, Latinx 6.1% - 7.1%	CTE Completion: Overall +4.2% Latinx +5.2%
1.10	Ethnic Studies Completion	Ethnic Studies Completion Baseline year: 2022-2023 Overall - 63.7%, Latinx - 55%	Academic year: 2023-2024 Ethnic Studies Completion Overall 65.1% Latinx 59.7%	Academic year: 2024-2025 Ethnic Studies Completion Overall 73.2% Latinx 68.3%	Ethnic Studies Completion Overall: 88%, Latinx: 86%	Ethnic Studies Completion Overall +9.4% Latinx +13.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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 2024-25 school year: All Students 89.9% Latinx: 89% Students with an IEP 79.7%	Graduation Rate for the 2026-27 school year: All Students: 88%, Latinx: 86% Students with an IEP: 68%	Graduation Rate : All Students +7.3% Latinx: +11.6% Students with an IEP +17.2%
1.12	High School Readiness	High School Readiness Rate: Baseline year: 2022-2023 Secondary Overall 80.8%, Secondary Latinx 71.8%	Academic year: 2023-2024 High School Readiness Rate: Secondary Overall 83.9% Secondary Latinx 76.9%	High School Readiness Rate: Secondary Overall 84.5% Secondary Latinx 79.1%	High School Readiness Rate: Secondary Overall 86.8%, Secondary Latinx 80.8%	High School Readiness Rate: Secondary Overall +3.7% Secondary Latinx +7.4%
1.13	Dual Enrollment	2022 -2023 Dual Enrollment: Overall - 18.6%, Latinx - 11.8%	Academic year: 2023-2024 Dual Enrollment: Overall 19.1% Latinx 12.2%	Academic year: 2024-2025 Dual Enrollment: Overall 20.8% Latinx 13.9%	Dual Enrollment: Overall: 30.6%, Latinx: 29.8%	Dual Enrollment: Overall +2.1% Latinx +2.1%
1.14	Work Based Learning	Work-based learning (state) Baseline year: 2022-2023 2%, Overall 2.2% Hispanic/Latino	Academic year: 2023-2024 Work-based learning (state) Overall 2.5% Hispanic/Latino 2.5%	Academic year: 2024-2025 Work-based learning (state) Overall 0.8% Latinx 0.8%	Work-based learning (state) - 5%, 5.2% Hispanic/Latino	Work-based learning (state) Overall -1.2% Latinx -1.4%
1.15	Middle School Drop Out Count	Middle School Drop Out Count Baseline year: 2022-2023 Overall= 7	Academic year: 2023-2024 Middle School Drop Out Count = 5	Middle School Drop Out Count = 2	Middle School Drop Out Count = 0	Middle School Drop Out Count -5
1.16	Suspension Rate	Suspension Rate for the 2022-2023 school year: All Students- 7.7%.	Suspension Rate for the 2023-2024 school year:	Suspension Rate for the 2024-2025 school year:	Suspension Rate for the 2026-2027 school year:	Suspension Rate: All Students -2.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 8.9% UPC: 9.9% ELs: 8.9% SED: 9.8% Homeless: 21.7% Foster Youth: 25%	All Students 6.2% Hispanic or Latino 7% UPC 7.9% EL 7.6% SED 7.6% Homeless 16.3% Foster Youth 20%	All Students 5.2% Hispanic or Latino 6.2% UPC 6.5% EL 7.6% SED 6.3% Homeless 6.8% Foster Youth 20%	All Students- 4.7%. Hispanic: 2.9% UPC: 6.9% ELs: 5.9% SED: 6.8% Homeless: 18.7% Foster Youth: 22%	Hispanic or Latino -2.7% UPC -3.3% EL -1.3% SED -3.4% Homeless -15.2% Foster Youth +5.0%
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% Hispanic or Latino 23% UPC 24.4% EL 26.3% SED 23.7% Homeless 39.4% Foster Youth 6.7%	Chronic Absenteeism for the 2024-25 School Year - Overall 19.4% Hispanic or Latino 22.3% UPC 23.0% EL 23.0% SED 22.7% Homeless 26.8% Foster Youth 40.0%	Chronic Absenteeism for the 2026-27 School Year- Overall 15% Hispanic or Latino: 17.2% UPC: 19.6% ELs: 22% SED: 18.2% Homeless: 34.4% Foster Youth: 30%	Chronic Absenteeism - Overall -16.2% Hispanic or Latino -9.9% UPC -11.6% EL -14% SED -10.5% Homeless -22.9% Foster Youth -25%
1.18	IB/AP Access	Baseline year: 2022-2023 IB/AP Participation: Overall Sec. 9.5% Sec. Hispanic/Latino 5.9%	2023-2024 IB/AP Participation: Overall - Secondary 9% Hispanic/Latino - Secondary 5.8%	2024-2025 IB/AP Participation: Overall - Secondary 9.4% Hispanic/Latino - Secondary 6.4%	IB/AP Participation: Overall Sec. 12.5% Sec. Hispanic/Latino 11.9%	IB/AP Participation: Overall - Secondary -.1% Hispanic/Latino - Secondary +.5%
1.19	AP Pass Rate	Baseline year: 2022-2023 AP Pass Rate: Overall Sec. 70.1% Sec. Hispanic/Latino 62.1%	2023-2024 AP Pass Rate: Overall Sec 77.2% Hispanic/Latino Sec 70%	2024-2025 AP Pass Rate: Overall Sec 79.7% Hispanic/Latino Sec 69.4%	AP Pass Rate: Overall Sec. 73.1% Sec. Hispanic/Latino 68.1%	AP Pass Rate: Overall Sec +9.6% Hispanic/Latino Sec +7.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.20	Seal of Biliteracy Recipients	Baseline year: 2022-2023 Seal of Biliteracy Overall 10.5%	2023-2024 Seal of Biliteracy: Overall 17%	2024-2025 Seal of Biliteracy: Overall 18.3%	Seal of Biliteracy: 16.5%	Seal of Biliteracy: Overall +7.9%
1.21	Progress Towards Graduation	Baseline year: 2022-2023 Progress Towards Graduation 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%	2023-2024 Progress Towards Graduation - All 75.3% UPC 68.6% EL 55.2% SED 70.2% Homeless 41% Foster Youth 50% Students with an IEP 57.2% Students with a 504 78.4%	2024-2025 Progress Towards Graduation - All 79.7% UPC 74.1% EL 58.3% SED 75.2% Homeless 60.3% Foster Youth 16.7% Students with an IEP 65.8% Students with a 504 81.7%	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 - All -9% UPC +14.5% EL +13.5% SED +13.1% Homeless +19.9% Foster Youth -7.1% Students with an IEP +13.2% Students with a 504 +11%
1.22	Access to Standards Aligned Instructional Materials (Local Indicator)	Met (Local Indicator)	Met (Local Indicator)	Met (Local Indicator)	Met (Local Indicator)	No difference
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)	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)	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)	2025-2026 uses the baseline year 2024-2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 6 Reading: 2% (EL) Grade 6 Math: 41% (All Students) Grade 6 Math: 4% (EL)	Grade 6 Reading: 2% (EL) Grade 6 Math: 41% (All Students) Grade 6 Math: 4% (EL)	Grade 6 Math: 46% (All Students) Grade 6 Math: 9% (EL)	

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

REFLECTIONS

Action 1.1: Assessment Systems TK-12 (Fully Implemented) This is the second year of implementation of the iReady assessment at the elementary level in grade K-6. Sites had grade level release time after the first testing window to review data, develop lessons to support students, and calibrate as a grade level team. This practice will continue at the site level once the assessment window has closed. As a district we adopted the mClass for the state mandated screener. We chose to use it in grades K-6 replacing the paper DIBLES test teachers use in previous years. Grade level release days were held at the district level to train teachers how to use the assessment. Teachers receive one release day each trimester to assess students. Several middle school sites grades 7-8 are piloting the i-Ready assessment and lessons with their students. MTSS Data analysis work has been done for all Site Administrators through the district ILT, highlighting the use of multiple data points.

Action 1.2: Curriculum Supports and College Career Readiness (Fully Implemented) Secondary Math redesign: implementing newsletters for administrators and teachers that highlight practices consistent with the model. Math TOSA provides in class one on one coaching and planning support. Math steering committee meeting provides professional development on implementation at the site level of the instructional practices. Implementation and support for Ethnic Studies this year included the development of two new courses that will fulfill this graduation requirement. A 1.0 FTE CCR Coordinator and CCR Senior Secretary are supporting the implementation of High Quality CTE Programs. CCAP SRJC Dual Enrollment courses have expanded from 2 at one site last year to 6 at three school sites this school year. Professional development opportunities to support integrated pathways have been held and additional opportunities will be offered in the Spring. College and Career Counselors held a district-wide Senior College and Career Night, supporting Financial Aid Application Completion and other site-level college and career readiness activities. A district-wide Frosh/Soph night, WACAC College fair, and middle school SRJC visits are scheduled for the Spring. Our teachers continue to use CCD units as their daily curriculum along with DELD lessons that were built to accompany the lessons for students' support. The 95 Core Phonics Curriculum is being implemented for explicit foundational skills instruction. Several Sonday trainings were held to support staff using that program. A newsletter supporting the implementation of math strategies based on the new framework was created for site staff and administrators.

Action 1.3: Expanded Learning Opportunities and Interventions Through Summer School and After School Programs (Fully Implemented)- At the elementary and middle school levels, sites are offering academic support and enrichment programs. Programs are being led by our district staff members and community based organizations in a variety of after-school spaces. The Made in Santa Rosa foundation funds a nine week after school enrichment opportunity, Early Literacy Enrichment (ELitE) that is held two times a week. Students are taught by a teacher and two instructional assistants are provided for support. Lessons are grounded in culturally responsive learning focusing on social justice. The units are built around the four domains of identity, diversity, justice, and action. Additionally, academic tutoring and early-literacy interventions (together with the Boys & Girls Club program and our Springboard partners) take place broadly across elementary and middle school after-school programs.Due to space limitations we are not able to provide Avance and Pasitios programs on our school sites this year.

Sites continue to offer ongoing supervision to our TK and K students at the end of their school day ending at the end of the 1-6 grade school day. Four of our school sites have begun mapping out a community school model for implementation in the 26-27 school year. Administrators and staff have attended workshops and site visits to better understand the model and learn how to structure it at their school site to meet the needs of their community. Finally, the influx of additional ASES Universal monies (~$1.6M) to build out and expand our after-school programs has been exciting for our schools.

Action 1.4: School Based Support for SPSA Actions and Implementation (Fully Implemented) - 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). Every action within this goal reflects and reinforces this overarching objective. Fall training for site administrators focused on School Site Council responsibilities, Title I funding, and parent engagement, winter training addressed fiscal accountability and resource use, spring training focus is on data driven decision making for the following year's plan and assessment of current year actions.

Action 1.5: Multilingual Learners Site and Staff and Student Support (Partially Implemented). The Multilingual and Equitable Services Coordinator position was reduced to 0.4. Actions specific to this goal include: monthly multilingual leader trainings; support with reclassification across sites; support with progress monitoring across sites; support with ELPAC administration and training; collaboration with leaders and teachers across sites for multilingual instructional related actions; support with planning; support for LARC meetings and trainings; support with data metrics and targeted actions; support with implementation of data and curricular platforms such as Ellevation, Summit K12, Let's Go Learn, etc. Furthermore, the Multilingual and Equitable Services Coordinator has partnered with Special Services to provide a series of professional learning sessions to support our Dually Identified students. This includes topics on reclassification of students with IEPs, understanding the CA ELD Standards and ELA/ELD Framework, and writing Linguistically Appropriate Goals and Objectives; using data in Ellevation to support dually identified multilingual students; planning and using research based instructional strategies to support student needs. Professional Learning was provided through a series of sessions with Jose Medina Educational Solutions. The Multilingual team partnered with 11 other districts, SCOE, and SSU for the Dual Language Immersion Collaborative on October 30th, SRCS and SSU Collaborative Learning Event.

Action 1.6: Comprehensive and Collaborative Supports for Students (Fully Implemented) - The 0.5 FTE school psychologist position was ongoing. The position provided support to all school sites for 504s. Secondary MTSS Counselors continued to work at secondary school sites across the district supporting various MTSS intervention systems. There were monthly team meetings to provide district level support to them, and to share best practices.

Action 1.7: Enrichment Music Programs for Students & Increased Opportunities for Collaboration (Fully Implemented). 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.Elementary music is offered to students grades 1-6 on a weekly basis, providing a variety of musical opportunities. For grades 4-6, students are divided into smaller groups to receive both vocal and instrumental instruction.

Action 1.8: Academic Initiatives (Partially Implemented). Jr/Sr High Preparation & Implementation for 25-26 has included direct support to site leadership teams, faculty and staff as implementation support this year and planning for 26-27. Feeder Forums held in feeder districts and SRCS shared the implementation successes and future vision of the Jr/Sr model with the goal of increasing enrollment. Signature program analysis, strengthening and marketing work was begun and continues.
The DLI TOSA position was not filled, however the Multilingual and Equitable Services team continued actions in this category. Professional Learning was provided through a series of sessions. AVID implementation: Developed a budget from Title I for sections, staff and Professional Development. Sent teams of admin, teachers and counselors to Summer 2025 Institute participation: 58 total. Added an AVID Elementary site: Helen Lehman Elementary. AVID Elective section in 2025-26 at: EAHS, Montgomery Sr High, Montgomery Jr. High, PHS. Funded dedicated Specialists for Secondary and Elementary in order to provide AVID professional development, programmatic support and in class support. Dedicated district directors for AVID for both Elementary and Secondary. Quarterly Community of Practice meetings for the SRCS AVID secondary elective teachers. Site visits to Model AVID schools. Two training AVID training opportunities were provided at the district level by the Elementary Support Specialist for staff to learn about AVID at the elementary level and learn strategies they could implement immediately to support student outcomes.

Action 1.9: Supports for Increased Co-teaching Practices (Fully Implemented). We offered sections of co-taught classes in math, ELA, social studies and science. Teachers attended conferences specific to co-teach. The district's plan to offer a full day professional development for all co-teachers was paused while a new model is under development. Teachers in the current model co-planned through extra hourly work or through a common prep.

Action 1.10: Supplemental Materials and Supplies TK-12 (Fully Implemented). Identified curricular supports for secondary math were purchased. Each site identified library needs and purchased non-fiction collections to keep reference and resource materials up to date. The need for a research based spelling program at the 6th grade level was identified as a need. The Spellography program was purchased to supplement and meet the needs of the student. The program moves away from memorization and teaches the history, structure, and meaning of words through systematic lessons. A music curriculum was purchased for our elementary music team aligning their practice.

Action 1.11: Class Size Reduction (Fully Implemented). Staffing followed the contractual class sizes including the reduced class sizes for K-3 and 9th grade math, ELA and Science when possible.

Action 1.12: Support for Students With Disabilities (Fully Implemented). Coteaching training, planning and collaboration have supported extensive development and implementation of coteaching with strong coteaching teams. Overidentification remains unchanged, however we have increased the percentage of time of students with disabilities in general education settings. FTE Behavior Specialist has provided some training to general education teachers, including at staff meetings, and has provided Pro-Act behavioral training to special education staff and PE teachers. Two training sessions for reclassification and serving dually identified students have occurred with educational specialists.

Action 1.13: Students With Disabilities & Compliance (Fully Implemented). Behavior specialists have provided training and worked with special education staff on effective classroom setup and behavior management.

Challenges in Implementation:

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.

Implementation challenges:

Included reductions in staffing, shifts in key positions and the reduction in funding for the full implementation of some actions. Additional challenges include the adjustments at reconfigured sites as the focus on these campuses has been in staff integration at elementary and secondary and at secondary, the management of 2 bell schedules and separate staff meetings as well as facilities constraints.

Several district and site positions were impacted when the fiscal stabilization plan included the elimination in several positions for 2026-27. For Goal 1, the following positions essential to the actions in the LCAP were impacted: College and Career Counselors, MTSS Intervention Counselors, Expanded Learning and Opportunities Director, the Multilingual learner and Equitable Services Coordinator, Director and Executive Director to support Secondary Initiatives. Staff such as the full-time instructional technology and assessment specialist, the staff to support AVID and Math all received layoff notices for these positions and are unsure if their position will be in place. The fiscal stabilization plan calls for the elimination of co-teach (Action 1.9), this has had a negative impact on the implementation for the remainder of the year as staff has interpreted this as a devaluation of this instructional practice, professional development that was to take place in the Spring was canceled due to irrelevance.

The Coordinator of Professional Development was an essential position for many actions in Goal 1 and 3. This position was reduced as the staff member was reassigned to a school site to serve as part time Vice Principal. The Coordinator of Multilingual Services was an essential position to carry out actions in Goals 1 and 3 to support MLL students, this position was reduced to a .4 FTE as the staff member was reassigned to a school site to serve as part time Vice Principal. The Coordinator of Alternative Education and MTSS was an essential position to carry out actions for Goals 1 and 3 to support alternative education students and to roll out the MTSS initiative, this position was reduced as the staff member was reassigned to a school site to serve as part time Vice Principal.

Reductions in school site administrators had an impact on support for actions in Goal 1, specifically support for LARC, Math Redesign, support for specialized programs, and site professional development.

When public school staff learn their positions are eliminated, it causes immediate decreases in morale, increased burnout, and heightened anxiety over job security, leading to higher turnover rates. While the impacted staff have maintained the highest level of professionalism and commitment to their work, the remaining staff has faced heavier workloads, larger work loads, and fewer support resources, which ultimately has hindered the continuity of instruction, leadership and student achievement. The loss of experienced, dedicated staff breaks down established, trusted relationships within the community.

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.

The actions implemented over the past year were deemed effective based on multiple indicators of progress.

Action 1.1: Assessment Systems TK-12 (Fully Implemented) -Teachers participated in grade-level release days and benefited implementation of the iReady assessment.
Effectiveness of Action: Effective
Metric 1.1 Overall 59.8 % of students made growth in ELA.
Metric 1.2 Overall 55.4% of students made growth in Math.

Action 1.2 – Curriculum Supports and College & Career Readiness
The Secondary Math redesign was limited this year. Implementation and support for Ethnic Studies was also limited. The 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. We implemented a 1.0 FTE CCR Coordinator and CCR Senior Secretary to support the implementation of High Quality CTE Programs.
Effectiveness of Action: Effective
Metric 1.4 ELPI data improvement for LTELs
Metric 1.6 Percentage of Ds & Fs per subject grades
Metric 1.9 Increase in CTE completion
Metric 1.10 Increase in ETHS completion
Metric 1.12 Increase in HS readiness

Action 1.3 – Expanded Learning (Afterschool, Summer, Credit Recovery)
The district has maintained its commitment to offer engaging academic and enrichment summer school and after-school programming to students. The additional 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 after-school 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 2,827 students in Summer 2025. The district has also expanded the number of summer programs offered, from 6 programs in 2020 to 16 programs in 2025, with a range of programming options available to students, including: STEM camp, Newcomer English, Migrant Education, Extended School Year (ESY) for students with IEPs and other special needs, Arts/Mariachi Camp, and an outdoor education program. In addition to summer school, the district has worked to increase options and opportunities for after-school, intercession, and night school. In the 25-26 school year, we expanded our after-school offerings with additional ASES monies to middle/junior high school students. Together with our partners, we serve 2400 students daily in our after-school programs.
Effectiveness of Action: Effective

Metric 1.7 Increase in A-G completion
Metric 1.11 Increase in Graduation Rates
Metric 1.12 Increase in HS readiness

Action 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).
Effectiveness of Action: Effective
Metric 1.1 Overall 59.8 % of students made growth in ELA.
Metric 1.2 Overall 55.4% of students made growth in Math.
Metric 1.6 Percentage of Ds & Fs
Metric 1.7 Increase in A-G completion
Metric 1.11 Increase in Graduation Rates
Metric 1.12 Increase in HS readiness

Action 1.5: Multilingual Learners Site and Staff and Student Support
Support for multilingual learners has been a priority. A reduced team of a .4 Multilingual Learner Coordinator and a Director, are providing professional development, instructional support, and data-driven coaching for teachers across the district.
Effectiveness of Action: Effective
Metric 1.4 ELPI data improvement for LTELs
Metric 1.6 Decrease in D & Fs
Metric 1.20 Increase in Seal of Biliteracy

Action 1.6: Comprehensive and Collaborative Supports for Students
Continued fiscal support of school psychologist positions. 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 support. MTSS counselors have provided increased support.
Effectiveness of Action: Effective
Metric 1.6 Decrease in D & Fs
Metric 1.16 Decrease in Suspension Rates
Metric 1.17 Improved Chronic Absenteeism

Action 1.8: Academic Initiatives
Development of the Jr/Sr High School Model and expansion of AVID programs
Effectiveness of Action: Effective
Metric 1.6 Decrease in D & Fs
Metric 1.11 Increase in Graduation Rates
Metric 1.12 Increase in HS readiness
Metric 1.16 Decrease in Suspension Rates
Metric 1.17 Improved Chronic Absenteeism

Action 1.9 Supports for Increased Co-teaching 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.
Effectiveness of Action: Effective
Metric 1.6 Decrease in D & Fs
Metric 1.11 Increase in Graduation Rates
Metric 1.17 Improved Chronic Absenteeism

Action 1.10: Supplemental Materials and Supplies TK-12
Funds were used for curricular support for secondary math and non-fiction collections to keep reference and resource materials up to date as well as a research based spelling program at the 6th grade level.
Effectiveness of Action: Effective
Metric 1.1 Overall 59.8 % of students made growth in ELA.
Metric 1.2 Overall 55.4% of students made growth in Math.
Metric 1.12 Increase in HS readiness

Action 1.11: Class Size Reduction
Staffing followed the contractual class sizes including the reduced class sizes for K-3 and 9th grade math, ELA and Science when possible.
Effectiveness of Action: Effective
Metric 1.6 Decrease in D & Fs
Metric 1.11 Increase in Graduation Rates
Metric 1.12 Increase in HS readiness
Metric 1.17 Improved Chronic Absenteeism

Action 1.12: Support for Students With Disabilities
Coteaching implementation, increased percentage of time of students with disabilities in general education settings. FTE Behavior Specialist has provided training and two training sessions for reclassification and serving dually identified students have occurred with educational specialists.
Effectiveness of Action: Effective
Metric 1.1 SWD increased by 9.4 points in ELA.
Metric 1.2 SWD increased 10.2 points in Math
Metric 1.11 SWD increased 10.8% in graduation rate.
Metric 1.16 SWD declined 7.6% in suspension rate

Action 1.13: Students With Disabilities & Compliance
Behavior specialists have provided training and worked with special education staff on effective classroom setup and behavior management.
Effectiveness of Action: Effective
Metric 1.16 SWD declined 7.6% in suspension rate
Changes

This section needs to be updated
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:
There were no changes made to the plan goal or metrics.

The following actions were eliminated for 2026-2027:
Action 1.2: College and Career Counselors
Action 1.6: MTSS Counselors
Action 1.8: 1.0 FTE Director Position
Action 1.9: Co-Teach FTEs
Action 1.11: Reduce Elementary staffing and eliminate class-size reductions to reflect contractual maximums

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:
There were no changes made to the plans goals or metrics.
Action 1.1: A new assessment for both ELA and Math was piloted by a few sites, but not for adoption purposes. The need to develop a common assessment grades 7-12 is still present.
Action 1.2 Math redesign efforts will be focused through a new math adoption district wide.
Action 1.5 Reduction of a Mulitlingual and Equitable Service Coordinator due to funding constraints. Through Title III funding teacher specialists to support elementary and secondary will be implemented.
Action 1.7 In addition to music at the elementary leve physical education staffing to foster connections among students providing staff time to collaborate, review data, and develop lessons based on student need.
Action 1.6 An additional .5 FTE for a school pych at the district level due to the high need to continue offering support to staff on ways to serve students effectively. The elemination of MTSS Intervention counselors at the secondary level.
Action 1.8 Elsie Allen High School will continue with a 4X4 and with the consolidation of a third middle school with a high school the district will support coordinators at each of the high schools to implement secondary initiatives that improve instructional outcomes.A 1.0 FTE Director has been eliminated to support sites having an onsite credentialed coordinator and a Dual Language Immersion TOSA has been eliminated as the site is not offering a bilinugal track. Support for AVID to strengthen college and career readiness district wide will continue to be a focus.
Action 1.9 A 1.0FTE program specialists will replace co-teaching supporting staff on inclusive practices.
Action 1.10 Funding to ensure access to supplemental materials will continue but has been financially reduced by $70,000.
Action 1.11 Class size reduction will continue in 9th grade for math, ELA, and science. At the elementary level class size will revert back to contract language.
Action 1.12 & 1.13 Actions added to meet the needs of Students with Disabilities.

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	The use of assessment,instructional, and informational platforms to directly support pupil achievement through Cyber High, Imagine Learning, Albert.io, i-Ready, mClass, ParentSquare and Ellevation. This implementation is strategically supported by providing teachers in grades K–2 and 3–6 with three dedicated release days each to engage in release time to administer assessments three times a year, participate in professional development and collaborative data analysis. Elementary and Secondary - 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. A proportional share of Information and Evaluation staffing is supported through supplemental and concentration funding due to the direct role these positions play in improving outcomes for unduplicated pupils. Staff support the implementation and evaluation of services for English learners, low-income students, and foster youth through the analysis of academic achievement, English learner progress and reclassification, chronic absenteeism, graduation rates, college and career readiness indicators, and other student outcome data. Information and Evaluation staff support MTSS implementation, early identification of student needs, monitoring of intervention effectiveness, Community Schools initiatives, and continuous improvement efforts aligned with the LCAP and the English Learner Roadmap. This work enables	$1,340,499.00	Yes

Action #	Title	Description	Total Funds	Contributing
		district and site leaders to identify disparities, target resources, evaluate supplemental and concentration-funded actions, and make data-informed decisions to improve outcomes for unduplicated student groups. Because a significant portion of these responsibilities is dedicated to planning, monitoring, and evaluating services principally directed toward unduplicated pupils, a proportional share of Information and Evaluation staffing costs constitutes an increased and improved service and is appropriately funded through supplemental and concentration grants. The employment of a full-time instructional technology, data, and assessment specialist. Title IV Elementary Supplemental & Concentration $293,580 Secondary Supplemental & Concentration $630,037		
1.2	Curriculum Supports and College and Career Readiness	Elementary - 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 95% Core Phonics Currciulum and the Sonday literacy system . Elementary and Secondary - Math Redesign efforts will focus on building district-wide coherence in grades TK-12th through piloting math curriculum aligned to the states framework revisions continuing to focus 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 through partnership with our county office of education. A 1.0 FTE TK-12 Math Instructional Support Specialist will support in classrooms and the implementation of the math pilots.	$2,342,803.00	Yes

Action #	Title	Description	Total Funds	Contributing
		The district provides one CTE pathway at each high school as part of the base educational program. Supplemental and concentration grant funds are used to expand pathway offerings beyond the base program, increasing access to career-connected learning opportunities for unduplicated pupils, including low-income students, English learners, and foster youth. Additional pathways reduce barriers to participation by providing students with greater choice and access to programs aligned with their interests, strengths, and career goals. Expanded CTE opportunities increase student engagement, support college and career readiness, and provide access to industry-aligned coursework, certifications, and work-based learning experiences. This districtwide action is principally directed toward and effective in meeting the identified needs of unduplicated pupils by improving access to meaningful postsecondary and career preparation opportunities. Secondary - 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. Secondary - Efforts to promote equity include the ongoing development of Ethnic Studies courses. The district provides the required one-semester Ethnic Studies course as part of its base educational program. Supplemental and concentration grant funds support the additional semester of instruction, expanding students' opportunity to engage in culturally responsive curriculum that promotes belonging, engagement, and academic success. Elementary and Secondary - Provide funding to school libraries to update collections ensuring school library collections are developed in a culturally responsive process, increasing student interest and access to books and other literature reflective of student interest, identity and needs. Elementary Supplemental & Concentration $62,541 Secondary Supplemental & Concentration $2,023,262		

Action #	Title	Description	Total Funds	Contributing
1.3	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	Elementary - Maintaining access to elementary afterschool and summer school programs for students, including after school tutoring. Secondary - 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. Elementary - Efforts include supporting 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. Elementary -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. Elementary Supplemental & Concentration $415,015 Secondary Supplemental & Concentration $689,091	$4,327,660.00	Yes
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. Each	$1,150,384.00	Yes

Action #	Title	Description	Total Funds	Contributing
		school site has conducted a comprehensive needs assessment in collaboration with their School Site Councils and English Learner Advisory Committees (ELACs) to identify site-specific actions aimed at increasing and improving services for unduplicated student groups. This ensures that students—particularly English learners, foster youth, and low-income students—receive the targeted support necessary for academic success. Site-driven initiatives are aligned to the LCAP, allowing for tailored support based on identified student needs. All site budgets and individual purchases are centrally reviewed and approved to ensure alignment with district goals and to maintain sound fiscal oversight. Elementary Supplemental & Concentration $492,712 Secondary Supplemental & Concentration $657,726		
1.5	Multilingual Learners Site and Staff and Student Support	Elementary and Secondary Will 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. Elementary and Secondary - 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. Elementary and Secondary - Additionally, the staff will collaborate with Language Acceleration Review Committees (LARCs) at each school site to	$477,388.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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 extended pay rates for certificated members participating in LARC activities. Elementary Supplemental & Concentration $24,600 Secondary Supplemental & Concentration $57,400		
1.6	Comprehensive and Collaborative Supports for Students	Continued fiscal support of a 1.0 FTE school psychologist position ensures that district staff receive consistent training and resources. The role includes developing, updating, and delivering trainings that strengthen site-level capacity to serve students who require accommodtions and other supports effectively. The position also provides ongoing consultation across school sites to support staff in applying best practices for student success. In addition, it helps ensure that students are equipped with necessary materials and supplies to access their learning environment. Fiscal support of a .2 FTE Education Specialist teacher coach to consult and support staff in appropriate use and implementation of accommodations and supports to support student in accessing their learning environment. Fiscal support of a .5 FTE Speech Language Pathologist to support Tier 1 - 3 MTSS practices including consulting, training and supporting staff in addessing and supporting the communication needs of general education students. Fiscal support of a .5 FTE Occupational Therapist to support Tier 1 - 3 MTSS practices including consulting, training and supporting staff in addessing and supporting the needs of general education students.	$1,184,441.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Fiscal support of a .5 FTE Behavior Specialist to support Tier 1 - 3 MTSS practices including consulting, training and supporting staff in addessing and supporting the needs of general education students. Fiscal support of .4 FTE Program Manager/Specialists to support Behavioral MTSS practices, including the development of Tier 3 site teams to review and coordinate appropriate supports for general education students with needs at the site Elementary At the elementary level, the continued presence of a school psychologist helps promote a positive school climate and supports student engagement. This role includes building staff capacity through targeted trainings, contributing to professional learning communities, and offering site-based coaching. By equipping teachers and staff with strategies and resources, the school psychologist fosters consistency across classrooms and ensures that students have access to tools that enhance their learning experiences. Fiscal support of a .2 Education Specialist teacher coach to consult and support staff in appropriate use and implementation of accommodations and supports to support student in accessing their learning environment. Fiscal support of a .5 FTE Speech Language Pathologist to support Tier 1 - 3 MTSS practices including consulting, training and supporting staff in addessing and supporting the communication needs of general education students. Fiscal support of a .5 FTE Occupational Therapist to support Tier 1 - 3 MTSS practices including consulting, training and supporting staff in addessing and supporting the needs of general education students. Fiscal support of a .5 FTE Behavior Specialist to support Tier 1 - 3 MTSS practices including consulting, training and supporting staff in addessing and supporting the needs of general education students.		

Action #	Title	Description	Total Funds	Contributing
		Fiscal support of .4 FTE Program Manager/Specialists to support Behavioral MTSS practices, including the development of Tier 3 site teams to review and coordinate appropriate supports for general education students with needs at the site. Elementary Supplemental & Concentration $479,264 Secondary Supplemental & Concentration $610,177		
1.7	Enrichment Music and Physical Education Programs for Students & Increased Opportunities for Collaboration	Elementary - Utilize the elementary music and physical education programs to foster cultural connections among students identified as Homeless, English learners, foster youth, and low-income student engagement. Ensure students receive weekly music instruction, including both classroom-based and instrumental lessons. Classroom teachers in grades 1 - 6 are released during this time to collaborate, review data, and develop lessons focusing on student achievement. Elementary Supplemental & Concentration $2,040,000 Secondary Supplemental & Concentration $0	$2,040,000.00	Yes
1.8	Academic Initiatives	Secondary Initiatives to support instructional outcomes for secondary students, including the development of the Jr/Sr High Model. Additionally supporting coordinators at each of the secondary school campuses to focus on the growth of the sites signature program attracting and retaining students through enriching academic experiences and a sense of belonging removing barriers to increase outreach and access for underserved populations. Secondary non personnel supports for ECM and UC Center Elementary and Secondary - To support college and career readiness and academic outcomes, the district will support the Advancement via Individual Determination (AVID) program for participating schools. Elementary Supplemental & Concentration $1,360,000	$2,562,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Secondary Supplemental & Concentration $918,000		
1.9	Supports for Increased and supportive practices	Increased support for general education classrooms through a 1.0 FTE program specialist to work with staff on inclusive practices. This action is defunded as it is reflected within another action. Elementary Supplemental & Concentration $0 Secondary Supplemental & Concentration $		
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. Elementary Supplemental & Concentration $50,000 Secondary Supplemental & Concentration $60,000	$110,000.00	Yes
1.11	Class size reduction	Reduce class sizes in targeted grades and courses to provide additional support, specifically: Class Size reduction in elementary combination classes, 9th grade for math, ELA and science, as well as continuation school classes to provide more targeted support and smaller learning environment. High school physical education classes are typically larger than core academic classes due to the nature of instruction and facility utilization. For large comprehensive high schools, it is typical for this class size to run between 45 - 60 students per section. SRCS secondary schools hold sections averaging 37 students. Maintaining appropriately staffed PE programs is important to ensure student safety, maximize active participation, provide meaningful instruction and assessment, and support the diverse needs of students, including English learners, foster youth, and other unduplicated pupils.	$6,596,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Elementary Supplemental & Concentration $544,000 Secondary Supplemental & Concentration $6,596,000		
1.12	Support for Students W Disabilities	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.	$180,000.00	No
1.13	Students With Disabilities & Compliance	The district will continue to fund 5.0 FTE Behavior Specialist to support secondary and elementary schools. This role focuses on professional development for new teachers at the beginning of the school year and provides monthly follow-up throughout the year. Trainings emphasize effective classroom set-up, behavior and sensory regulation, and evidence-based classroom management strategies. The Behavior Specialist also presents at school psychology staff meetings, serves as a point person to support case managers and program managers with required processes, and provides expertise in developing, updating, and monitoring 504 trainings and materials to ensure compliance across secondary school sites. At the elementary level, the Behavior Specialist plays a central role in equipping staff with proactive strategies that foster strong classroom environments. Responsibilities include providing new teacher training at the start of the year and facilitating monthly follow-up sessions, with an emphasis on classroom organization, behavior supports, and sensory		No

Action #	Title	Description	Total Funds	Contributing
		regulation strategies. This position also collaborates closely with case managers and program managers on reclassification processes, reviews reclassification documentation with the Multilingual Services/Special Services program technician to ensure compliance, and provides direct support to sites in maintaining fidelity to 504 processes and documentation. SRCS will utilize CYBHI Capacity Grant funding to provide school-based mental health services to uninsured general education students who are not unduplicated.The CYBHI All-Payer Fee Schedule requires a billing payer. For uninsured students who are not unduplicated, no alternative funding stream is available to cover the cost of services. The district will draw on its CYBHI Capacity Grant allocation to fill this gap, ensuring equitable access to school-based mental health support regardless of insurance status.		
1.14	Access to educational programs, student supports, and enrichment opportunities	Provide increased transportation services that increase access to educational programs, student supports, and enrichment opportunities for unduplicated pupils, reducing barriers to attendance, engagement, and academic success. Elementary Supplemental & Concentration $2,813,193 Secondary Supplemental & Concentration $2,089,946	$4,903,139.00	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 Absenteeism	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% Hispanic or Latino 23% UPC 24.4% EL 26.3% SED 23.7% Homeless 39.4% Foster Youth 6.7%	Chronic Absenteeism for the 2024-25 School Year - Overall 19.4% Hispanic or Latino 22.3% UPC 23.0% EL 23.0% SED 22.7% Homeless 26.8% Foster Youth 40.0%	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 - Overall -16.2% Hispanic or Latino -9.9% UPC -11.6% EL -14% SED -10.5% Homeless -22.9% Foster Youth -25%
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%	Academic year: 2023-2024 Suspension Rate All Students 6.2% Hispanic or Latino 7% UPC 7.9% EL 7.6% SED 7.6% Homeless 16.3% Foster Youth 20%	Suspension Rate for the 2024-2025 school year: All Students 5.2% Hispanic or Latino 6.2% UPC 6.5% EL 7.6% SED 6.3% Homeless 6.8% Foster Youth 20%	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 -2.4% Hispanic or Latino -2.7% UPC -3.3% EL -1.3% SED -3.4% Homeless -15.2% Foster Youth +5.0%
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: 84.6% Homeless: 70.3% Foster Youth: 88.9%	Graduation Rate for the 2024-25 school year: All Students 89.9% Latinx: 89% UPC: 89.3% ELs: 81.9% SED: 89.3% Homeless: 78.5% Foster Youth: 70% Students with an IEP 79.7%	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 +7.3% Latinx: +11.6% UPC: 0 ELs:+20% SED:+10.3% Homeless: +24.9% Foster Youth:+12.9% Students with an IEP +17.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	Academic year: 2023-2024 Progress Towards Graduation - All 75.3% UPC 68.6% EL 55.2% SED 70.2% Homeless 41% Foster Youth 50%	Academic year: 2024-2025 Progress Towards Graduation - All 79.7% UPC 74.1% EL 58.3% SED 75.2% Homeless 60.3% Foster Youth 16.7%	Progress Towards Graduation - 95.3% UPC: 66.5% ELs: 51.5% SED: 69% Homeless: 46.9% Foster Youth: 63.1%	Progress Towards Graduation - All -9% UPC +14.5% EL +13.5% SED +13.1% Homeless +19.9% Foster Youth - 7.1%
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 65% of Elementary students reported positive response - Baseline was Elementary only 59% of Secondary reported positive . - 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 (Fall 2025) 68% of Elementary students reported positive (3% increase) 64% of Secondary reported positive (5% increase) 65% of Hispanic/Latinx Elementary students reported positive.(3% increase) 66% of Hispanic/Latinx Secondary students reported positive. (5% increase)	School Safety Survey Results. Panorama/Youth Truth: All Students - 73% Hispanic/Latinx - 70%; each group improves by 3%.	School Safety Survey (Fall 2025) Elementary students reported positive +3% Secondary reported positive +5% Hispanic/Latinx Elementary students reported positive +3% Hispanic/Latinx Secondary students reported positive +5%
2.6	Contribution of LCFF Funds to support Athletic Engagement - Percentage of total costs covered by LCFF funds	23-24 SRCS Contribution of LCFF Funds to support Athletic Engagement: 0%	24-25 SRCS Contribution of LCFF Funds to support Athletic Engagement:		Contribution of LCFF Funds to support Athletic Engagement: 30%	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			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 equipment, $4,000 provided for community medical partner consultation.		increase from Baseline	
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) 2023-24 Overall: 3,326 Latinx: 1,422 EL:186 Foster: 8 Middle School: 724		Student-Athletes Served (grades 7-12): Overall: 2,600 Latinx: 1,300 EL: 250 Foster: 7 Middle School: 600	
2.8	7-8 Intramural Programs supported	2024-25 data will be the baseline	24-25 Interscholastic Programs Served: 10 Interscholastic programs grades 7-8		Interscholastic Programs 5 programs per middle school	
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	

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%	2025-26 (year to date) Elementary: 0% Secondary .07%	Maintain at less than 0.3%	Elementary maintained Secondary -0.02
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%"	Youth Truth Feb 2026 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families: Relationships Elementary =87% Middle = 70% High = 72% Engagement Elementary =73% Middle = 56% High = 58% Culture Elementary = 78% Middle = 65% High = 65% School Safety Elementary =65% Middle =59% High = 55%	Increase by 2% each year.	Youth Truth Feb 2026 Average Total % of Percent Positives (responded 4-Agree & 5-Strongly Agree) for Families: Relationships Elementary =+1% Middle = +4% High = +7% Engagement Elementary =+5% Middle = +7% High = +8% Culture Elementary = +1% Middle = +20% High = +15% School Safety Elementary =+12% Middle =+34% High = +26%
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 &	Youth Truth Feb 2025 Average Total % of Percent Positives (responded 4-	Youth Truth Feb 2026 Average Total % of Percent Positives (responded 4-	Increase by 2% each year.	Youth Truth Feb 2026 Average Total % of Percent Positives (responded 4-

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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%	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%	Agree & 5-Strongly Agree) for Staff: Relationships Elementary = 90% Middle = 86% High = 78% Engagement Elementary = 81% Middle = 84% High = 78% Culture Elementary = 68% Middle = 70% High = 59% School Safety Elementary = 79% Middle =59% High =64 %		Agree & 5-Strongly Agree) for Staff: Relationships Elementary = 0% Middle = +6% High = -4% Engagement Elementary = +4% Middle = +7% High = +4% Culture Elementary = -6% Middle = +17% High = +8% School Safety Elementary = +13% Middle =+29% High =+21%
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 16.7 % Native Hawaiian/ Pacific 5.8% Two or more races 8.6% White	2023-2024 school drop out rate 9.8%. 12.4% Latino/Hispanic 31.3% American Indian/Alaskan Native 3.2% Asian 2.5%African American/ Black 3.3% Filipino 12.5% Native Hawaiian/ Pacific	2024-2025 school drop out rate 7%. 8.5% Latino/Hispanic 33.3% American Indian/Alaskan Native 5% Asian 10.8 %African American/ Black 3.8% Filipino 13.3% Native Hawaiian/ Pacific	2% decrease each year.	Overall School drop out rate -5.5% -8% Latino/Hispanic +20.3% American Indian/Alaskan Native +.3% Asian 0% African American/ Black -0.7% Filipino -3.4% Native Hawaiian/ Pacific

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			7.4% Two or more races 6.6% White	4.3% Two or more races 6.6% White		-1.5% % Two or more races -2.0% White -2.0% White
2.14	Facilities are safe and well maintained.(FIT)	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.	As reported in the 2025 Williams Facilities Inspection Tool (FIT), 4 schools received a rating of fair, 12 schools received a rating of good and 3 schools received a rating of exemplary. 80% towards metric.	100% for all schools.	-20%

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

REFLECTIONS

Social-Emotional Wellness

The district continued to prioritize social-emotional support for students, staff, and our community during the 2025-26 academic year. School sites administered the Panorama wellness survey to students in October of 2025. 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. 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. The district continues to offer 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. Utilization of the Panorama Playbook can be an area of growth for the district. Because the Panorama results can be tracked back to individual students, staff, counselors, and service providers on sites utilize Panorama data to provide targeted support and interventions for identified students.

Restorative Practices
There is a continued focus on the need and benefit of connection and community building through restorative practices. A series of professional development workshops were offered helping the Restorative and Student Safety Advisors develop their skills in trauma-informed care, persistent traumatic stress disorder, engagement, and de-escalation strategies. These trainings included restorative practices and were offered by both community-based organizations as well as trained in-house Restorative Intervention Support staff.

Action 2.1 Panorama wellness survey and Youth Truth survey (Fully Implemented). Panorama wellness survey was administered in October, 2025, and results were released to school staff for use in multi-tiered systems of support, tiered interventions and goal setting for SPSAs. The Youth Truth climate survey was administered in January of 2026. The results were used for goal setting and planning purposes.

Action 2.2 Mental Health Supports: Elementary and Secondary (Fully Implemented).The team of School-Based Therapists provided over 4 thousand care events and served over 2,000 individual students. Wellness Centers were opened at 4 of our 5 High School sites. With the support of the Director of Mental Health and Community School Development we have successfully implemented the Children and Youth Behavioral Health Initiative Fee Schedule allowing our district to receive almost $100,000 in reimbursements. We were able to recruit three bilingual/bicultural therapists bringing our total to 5 on the team.

Action 2.3 SEL and Anti Bullying Materials and Curriculum (Fully Implemented). The Panorama Playbook was made available fully online to all teachers looking for SEL resources to support students. Funds were available for continued support of the Toolbox and Kimochi resources at elementary, in case the tools needed to be refreshed. The StopIT Anonymous Reporting tool was available fully online to all students and families in our community. New posters were purchased for each school to allow marketing of this important resource.

Action 2.4 Increased Campus Student Engagement staffing (Fully Implemented). The Restorative Intervention staff documented 370 restorative support interventions by the mid year mark for the 2025-26 school year across all grades TK-12. In addition to one-on-one interventions, the restorative support staff have engaged in training the Student Safety Advisors in restorative practices at monthly meetings, and have supported school staff by participating in re-entry meetings and other student support processes. Secondary schools have multiple Student Safety Advisors working on their sites to support ongoing student supervision, intervention and safety. Elementary school staff included one Student Safety Advisor as a new staff position for the 2025-26 school year as well as the secondary positions.

Action 2.5 Promoting Positive Attendance (Fully Implemented). The Family Support Liaison staff provided education of the importance of attendance and interventions for chronically absent and truant students. Our continuing partnership with Seneca and Sonoma County Juvenile Probation included a 1.0 FTE Keeping Kids In Schools case manager. These case managers worked 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 Support Liaisons oversaw the truancy process, including School Attendance Review Teams.
These efforts to support our school sites in improved daily attendance resulted in an improvement to an overall district average of 93%, a 1% improvement from last year. All comprehensive schools were at or above 90%, and 14 of our schools were at or above 93% average attendance.

Action 2.6 Elementary Counselors (Fully Implemented). School Counselors at the elementary level provided a comprehensive support system ranging from Tier I lessons inside the classroom to Tier 2 and Tier 3 targeted interventions. This action was directly informed by

District and Dashboard data, which revealed high referral rates and a critical need to improve outcomes in ELA, Math, chronic absenteeism, and overall student wellness.

Action 2.7 Wellness & Engagement administration (Fully Implemented). Both administrative positions actively engaged with school sites, students and families daily to provide ongoing assistance, interventions, education and preventative strategies. Monthly training was provided for administration and classified staff to increase awareness of policy, law, and best practices in supporting students and school sites. Parent and Student engagement events were facilitated quarterly, including student support groups, the importance of attendance, gang awareness, intervention and prevention, and mental health and wellness, with specific attention to groups of students who are historically underrepresented. These positions assisted with data exploration, providing information to sites, the community and the board on attendance, reduction of suspension and expulsion. Data from the Youth Truth and Panorama surveys were shared as a metric of climate, community and safety.

Action 2.8 Family Engagement Facilitators and Multilingual Community Engagement (Fully Implemented). Multilingual and Equitable Services hosted monthly training and collaboration meetings with all site Family Engagement Facilitators. The work included training on reclassification, ELPAC testing, ELAC support, the California English Learner Roadmap, and interpretation support.

Action 2.9 Extracurricular Wellness & Engagement (Fully Implemented). With the increased FTEs for ADs, we saw the following benefits: meeting with student athletes to discuss academic eligibility and offer supports; connecting with the community to fundraise; saving time for coaches in setting up the facilities and practice/event areas; building marketing and advertising for programs and events; connecting with students and parents to disseminate information; collecting uniforms and ensuring equipment is taken care of and returned; communicating with coaches and administrators, run athletic operations within the school day. The impact has been an increased attendance at games which allows for more presence at events and less strain on administrators; regular meetings with administrators and teachers to help with operations; connecting with webmaster and design marketing materials and information that goes out for programs and the ability to connect with ASB and Business Office to review programs and financial items.

Challenges in Implementation:
There were multiple challenges to implementation due to the impacts of the fiscal instability in SRCS. The reconfiguration to the Jr/Sr Highs and the consolidation of elementary sites led to an increase in needed social emotional support to which a reduced staff were stretched to find the ability to respond. Due to the reductions in staff, many FEF and counselors found themselves in new schools and with new job assignments for which they had limited training. For example, some secondary counselors were transitioned to openings in Elementary bumping less senior elementary counselors and FEF were assigned to sites where they had little familiarity across the system. The Restorative Support Specialist position was restructured from 2024-25 from a 1:1 school site model to a team of 8 distributed across all sites with a few days allocated at each, this created a reduction in services to students.

Elementary Counselors, the 14 School-Based Therapists, the Director of Mental Health & Community School Development, and the Restorative Specialists were impacted mid year when they learned that their positions would be eliminated in 2026-27. When public school staff learn their positions are eliminated, it causes immediate decreases in morale, increased burnout, and heightened anxiety over job security, leading to higher turnover rates. While the impacted staff have maintained the highest level of professionalism and commitment to their work, remaining staff often face heavier workloads, larger work loads, and fewer support resources, which ultimately hinders the

continuity of care and student achievement. The loss of experienced, dedicated staff breaks down established, trusted relationships within the school community.

Interscholastic athletics became a challenge due to facilities constraints.

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.

Action 2.1: Panorama Wellness Survey & Youth Truth Survey
Effectiveness of Action: Effective
The Panorama and Youth Truth surveys were administered districtwide. Panorama had good student participation, with only one comprehensive high school not meeting the goal of 70% or greater student participation. Youth Truth had an 85% student participation rate, 66% staff participation rate, and a 30% family participation rate--which exceeds the goal of 20% of our families participating. Results were shared with administrators, counselors, and teachers, and informed professional development, SPSA goals, LCAP development, and program planning. Countywide collaboration expanded the impact of Youth Truth data beyond the district.
Metric 2.5 - Increase in School Safety
Metric 2.12 - Increases in Positive Results/Staff for Middle School Staff.

Action 2.2: Mental Health Supports
Effectiveness of Action: Effective
The district continued to offer a School-Based Therapy Team including bilingual/bicultural therapists, and continued to leverage CYBHI reimbursement opportunities. Staff licensure growth further enhanced capacity.
Metric 2.1 - Decrease in Chronic Absenteeism
Metric 2.2 - Decrease in Suspension Rates

Action 2.3: SEL & Antibullying Materials and Curriculum
Effectiveness of Action: Effective
The Toolbox curriculum was implemented across elementary sites, Panorama Playbook resources were provided districtwide, and the StopIT reporting tool was expanded to more grade levels. These tools strengthened SEL and antibullying efforts. Evidence includes:
Metric 2.2 - Decrease in Suspension Rates
Metric 2.5 - Increase in School Safety
Metric 2.12 - Increases in Positive Results/Staff for Middle School Staff.

Action 2.4: Increased Campus Student Engagement Staffing
Effectiveness of Action: Effective
The Responsive Restorative Specialist (RRS) team and Student Engagement Activity Worker positions were filled, with training and framework development in progress. Effectiveness is reflected in:
Metric 2.1- Decrease in Chronic Absenteeism
Metric 2.2 - Decrease in Suspension Rates
Metric 2.5 - Increase in School Safety

Action 2.5: Promoting Positive Attendance
Effectiveness of Action: Effective
Positions were implemented to improve attendance interventions across schools. Staff worked with students and families to address chronic absenteeism. Evidence includes:
Metric 2.1- Decrease in Chronic Absenteeism
Metric 2.2 - Decrease in Suspension Rates
Metric 2.3 - Increase in Graduation Rate
Metric 2.5 - Increase in School Safety

Action 2.6: Elementary Counselors
Effectiveness of Action: Effective
Nine counselors provide prevention and intervention support for elementary students, focusing on English learners and low-income students. Effectiveness is demonstrated by:
Metric 2.1- Decrease in Chronic Absenteeism
Metric 2.2 - Decrease in Suspension Rates
Metric 2.5 - Increase in School Safety

Action 2.7: Wellness & Engagement Administration
Effectiveness of Action: Effective
All staffing for Wellness & Engagement administration was completed, ensuring program coordination and compliance. Effectiveness is reflected in:
Metric 2.1- Decrease in Chronic Absenteeism
Metric 2.2 - Decrease in Suspension Rates
Metric 2.3 - Increase in Graduation Rate
Metric 2.5 - Increase in School Safety

Action 2.8: Family Engagement Facilitators & Multilingual Community Engagement
Effectiveness of Action: Effective
Facilitators supported family engagement across schools, with additional districtwide roles supporting specialized programs. Facilitators provided bilingual outreach, empowered families, and fostered participation. Effectiveness includes:
Metric 2.1- Decrease in Chronic Absenteeism
Metric 2.3 - Increase in Graduation Rate

Action 2.9: Extracurricular Wellness & Engagement
Effectiveness of Action: Effective
Funding supported athletics and extracurricular activities for grades 7–12, including health and wellness services for athletes. Effectiveness is demonstrated by:
Metric 2.7 Increase in Student Athletes
Metric 2.8 Maintained goal for Intramurals

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:

There were no changes made to the plan goal or metrics.

The following actions were eliminated for 2026-2027:
Action 2.2: Reduced a 1.0 FTE for Director to 1.0 FTE Coordinator with revised duties and transferred to Special Services.
Action 2.2: Eliminate School Based Therapists (16.5 FTE).
Action 2.4: Eliminate Restorative Intervention Specialists (8.0 FTE)
Action 2.6: Eliminate Elementary School Counselor Positions (7.4 FTE)

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	Elementary and Secondary - 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	$51,770.00	Yes

Action #	Title	Description	Total Funds	Contributing
		students, families, and staff to assess school and district climate, aiding in goal-setting and program development. Elementary and secondary 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 postiive 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. Elementary Supplemental & Concentration $15,531 Secondary Supplemental & Concentration $36,239		
2.2	Mental Health Supports	Elementary and Secondary - The coordinator of mental health will be working with the SBTs, wellness centers, and community organizations who are helping provide mental health support to families. Their work with community schools will be to assist with integrated student mental health supports. As part of the district's Fiscal Stabilization Plan, Santa Rosa City Schools is transitioning school-based mental health services from district-employed School-Based Therapists to a contracted provider model, with the goal of meeting baseline service levels for students across the district. At the secondary level we will be partnering with Keystone Therapy and Training Services and at the elementary level SSG School Psychology and Mental Health, PC (The Stepping Stones Group). Both providers operate under the CYBHI All-Payer Fee Schedule, billing Medi-Cal and commercial insurance directly at no cost to the district for eligible students. Elementary Supplemental & Concentration $62,208 Secondary Supplemental & Concentration $145,152	$207,360.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	SEL and Antibullying Materials and Curriculum	Elementary Prioritizing 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, professional development, and the development of Behavior Academies to promote a safe climate. 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. Elementary Supplemental & Concentration $1,304 Secondary Supplemental & Concentration $4,043	$4,347.00	Yes
2.4	Increased Campus Student Engagement staffing	Elementary and Secondary - Prioritizing campus security by mandating the DTS platform for standardized, cloud-based School Safety Plans and implementing the Minga app across all middle and high schools to manage digital IDs and real-time student tracking. Support site administrators an increase of administrative staffing ratio and for staff to be proactive and increase staffing for Student Safety Advisors at sites for a total of 30.5 additional positions to provide a safe school environment. Includes staffing. Elementary Supplemental & Concentration $337,227 Secondary Supplemental & Concentration $1,884,907	$2,127,134.00	Yes
2.5	Promoting Positive Attendance	Elementary and Secondary - 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	$162,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		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. Elementary Supplemental & Concentration $53,750 Secondary Supplemental & Concentration $108,750		
2.6	Elementary Counselors	No longer have at elementary level Elementary Supplemental & Concentration $ Secondary Supplemental & Concentration $0	$0.00	
2.7	Wellness & Engagement administration	Elementary and Secondary - 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 students who are reporting a lower engagement rate of other groups on campus. Includes staffing.	$405,200.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Elementary Supplemental & Concentration $93,234 Secondary Supplemental & Concentration $279,483		
2.8	Family Engagement Facilitators and Multilingual Community Engagement	Elementary and Secondary - 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 14.5 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. A proportional share of Public Information Officer staffing is supported through supplemental and concentration funding due to the role the position plays in increasing engagement, access to information, and participation among unduplicated pupils and their families. The Public Information Officer works closely with Student Support Services staff, including translators, to provide multilingual communications and outreach regarding educational programs, academic supports, attendance initiatives, wellness resources, and services for English learners, low-income students, and foster youth. The position supports LCAP engagement efforts and assists multiple departments in connecting unduplicated pupil families with district programs, interventions, and resources. In partnership with community-based organizations, the Public Information Officer helps coordinate outreach, strengthen family-school-community partnerships, and increase awareness of available supports. Because a significant portion of the position's responsibilities is dedicated to increasing access, engagement, and participation among unduplicated pupils and their families, a proportional share of the position constitutes an increased and improved	$1,704,489.00	Yes

Action #	Title	Description	Total Funds	Contributing
		service and is appropriately funded through supplemental and concentration grants. Increase language access and family engagement for English learner families through interpretation services, translation of district and school communications, multilingual outreach, and participation supports designed to improve educational partnership and student outcomes. 20% base 80% supplemental Elementary Supplemental & Concentration $178,500 Secondary Supplemental & Concentration $1,436,500		
2.9	.Extracurricular Wellness & Engagement	Secondary - 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. Maintain a part time Athletic Director at the District level To ensure positive outcomes in increasing participation, funding will be provided for Athletic directors at the High Schools .60 FTE at each and Middle Schools .2 FTE	$1,128,000.00	Yes
2.10	School Based Outpatient Mental Health Services	Partner organizations will provide school based outpatient mental health services directed primarily towards unduplicated students on elementary and secondary sites at no cost to SRCS. This action aligns with Tier 1 and 2 of our MTSS plan.		Yes

Action #	Title	Description	Total Funds	Contributing
		Stepping Stones is estimated to provide support onsite for these students approximately 3 hours each school day at each elementary site. Keystone is estimated to provide support onsite for these students approximately 5 hours each school day at each secondary site. Stepping Stones: The fair market value of services provided at no cost to the elementary district is estimated at $340,200. When compared to the adjusted LCFF Base Grant of $32,359,770, these services represent an increase or improvement in services equivalent to approximately 1.05%. Keystone: The fair market value of services provided at no cost to the high school district is estimated at $1,039,500. Compared to the adjusted LCFF Base Grant of $108,849,142, these services represent an increase or improvement in services equivalent to approximately 0.95%.		

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%	Academic year: 2023-2024	Academic year: 2024-2025	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%	ELA CAASPP Proficiency (3, 6, 8, 11) Grade 3: 29.2% Grade 3 Hispanic/Latino: 19.8% Grade 3 UPC: 16.3% Grade 3 EL: 6.6% Grade 3 SED: 17.8% Grade 3 Homeless: 0% Grade 6: 38.6% Grade 6 Hispanic/Latino: 23.7% Grade 6 UPC: 24.7% Grade 6 EL: 2.8% Grade 6 SED 26.4% Grade 6 Homeless: N/A Grade 6 Foster Youth: 0% Grade 8: 26.4% Grade 8 Hispanic/Latino: 14.8% Grade 8 UPC: 15.1% Grade 8 EL: 1%	ELA CAASPP Proficiency (3, 6, 8, 11) Grade 3 30.0% Grade 3 H/L 18.1% Grade 3 UPC 16.7% Grade 3 EL 3.9% Grade 3 SED 17.5% Grade 3 Homeless 0% Grade 6 44.8% Grade 6 H/L 28.6% Grade 6 UPC 30.6% Grade 6 EL 2.5% Grade 6 SED 31.6% Grade 6 Homeless N/A% Grade 6 Foster Youth 0% Grade 8 32.0% Grade 8 H/L 20.6% Grade 8 UPC 20.8% Grade 8 EL 0.6% Grade 8 SED 21.5% Grade 8 Homeless 4.5%	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 +0.6% Grade 3 H/L -1.4% Grade 3 UPC -2.6% Grade 3 EL-5% Grade 3 SED -5.5% Grade 3 Homeless -33.3% Grade 6 +4.2% Grade 6 H/L -1.1% Grade 6 UPC +4.5% Grade 6 EL -.7% Grade 6 SED -1.7% Grade 6 Homeless -33.3% Grade 6 Foster Youth 0% Grade 8 +2.9% Grade 8 H/L +3.1% Grade 8 UPC +3.4% Grade 8 EL-0.6% Grade 8 SED +2.2% Grade 8 Homeless +4.5% Grade 8 Foster Youth 0% Grade 11 -3.1%

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% Grade 8 Homeless: 10% Grade 8 Foster Youth: 33.3% Grade 11: 51.2% Grade 11 Hispanic/Latino: 36.4% Grade 11 UPC: 39.8% Grade 11 Hispanic/Latino: 4.2% Grade 11 SED: 43.2% Grade 11 Homeless: 14.3%	Grade 8 Foster Youth 0% Grade 11 47.4% Grade 11 H/L 35.4% Grade 11 UPC 35.7% Grade 11 EL 2.6% Grade 11 SED 37.5% Grade 11 Homeless 12.0% Grade 11 Foster Youth 0%	Grade 8 Foster Youth: 9% Grade 11: 59.4% Grade 11 H/L: 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 11 H/L -2.0% Grade 11 UPC +1.6% Grade 11 EL -1.5% Grade 11 SED -0.8% Grade 11 Homeless -21% Grade 11 Foster Youth 0%
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% Grace 3 ELs: 12.0% Grade 3 SED: 24.3% Grade 3 Homeless: 33.3% Grade 3 Foster Youth: n/a Grade 6: 33.7% Grade 6 H/L: 24.4% Grade 6 UPC: 19.4% Grace 6 ELs: 4.5% Grade 6 SED: 23.1%	Academic year: 2023-2024 Math CAASPP Proficiency (3, 6, 8, 11) Grade 3: 30.3% Grade 3 Hispanic /Latino: 21.8% Grade 3 UPC: 19% Grade 3 EL: 12.4% Grade 3 SED: 20.6% Grade 3 Homeless: 0% Grade 3 Foster Youth: n/a	Academic year: 2024-2025 Math CAASPP Proficiency (3, 6, 8, 11) 0% Grade 3 33.2% Grade 3 H/L 21.9% Grade 3 UPC 21.0% Grade 3 EL 12.0% Grade 3 SED 22.6% Grade 3 Homeless 0% Grade 6 34.3%	Math CAASPP Proficiency Grade 3: 40.6% (H/L: 22.3%) Grade 3 UPC: 29.3% Grace 3 ELs: 21.0% Grade 3 SED: 33.3% Grade 3 Homeless: 42.3% Grade 3 Foster Youth: 9% Grade 6: 42.7%	Math CAASPP Proficiency (3, 6, 8, 11) Grade 3 +1.5% Grade 3 H/L -0.4% Grade 3 UPC +0.5% Grade 3 EL 0.0% Grade 3 SED -1.9% Grade 3 Homeless -33.3% Grade 6 +0.6% Grade 6 H/L -6.0% Grade 6 UPC +1.0%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		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% Grace 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% Grace 11 ELs: 0.6% Grade 11 SED: 12.6% Grade 11 Homeless: 0% Grade 11 Foster Youth: 25%	Grade 6: 29.% Grade 6 Hispanic /Latino: 14.6% Grade 6 UPC: 16.7% Grade 6 EL: 1.8% Grade 6 SED: 17.8% Grade 6 Homeless: 0% Grade 6 Foster Youth: 0% Grade 8 18.8% Grade 8 Hispanic /Latino: 8.6% Grade 8 UPC: 8.9% Grade 8 EL: 0% Grade 8 SED: 9.4% Grade 8 Homeless: 0% Grade 8 Foster Youth: 0% Grade 11 23.9% Grade 11 Hispanic /Latino: 9.8% Grade 11 UPC: 13.8% Grade 11 EL: 0% Grade 11 SED: 14.4% Grade 11 Homeless: 12.5%	Grade 6 H/L 18.4% Grade 6 UPC 20.4% Grade 6 EL 1.7% Grade 6 SED 21.4% Grade 6 Homeless 14.3% Grade 6 Foster Youth N/A Grade 8 19.1% Grade 8 H/L 9.7% Grade 8 UPC 9.8% Grade 8 EL 0% Grade 8 SED 10.1% Grade 8 Homeless 0% Grade 8 Foster Youth N/A Grade 11 22.7% Grade 11 H/L 10.7% Grade 11 UPC 13.5% Grade 11 EL 0.6% Grade 11 SED 13.9% Grade 11 Homeless 0% Grade 11 Foster Youth 0%	Grade 6 H/L: 33.4% Grade 6 UPC: 28.4% Grace 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% Grace 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% Grace 11 ELs: 9.6% Grade 11 SED: 21.6% Grade 11 Homeless: 9%	Grade 6 EL -2.8% Grade 6 SED -1.7% Grade 6 Homeless -19% Grade 6 Foster Youth N/A Grade 8 +1.5% Grade 8 H/L +1.6% Grade 8 UPC +1.6% Grade 8 EL -0.4% Grade 8 SED +1.6% Grade 8 Homeless 0% Grade 8 Foster Youth N/A Grade 11 -2.3% Grade 11 H/L -0.4% Grade 11 UPC +1.8% Grade 11 EL 0.0% Grade 11 SED +1.2% Grade 11 Homeless 0% Grade 11 Foster Youth NA

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Grade 11 Foster Youth: 33.3%		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% Hispanic or Latino 23% UPC 24.4% EL 26.3% SED 23.7% Homeless 39.4% Foster Youth 6.7%	Chronic Absenteeism for the 2024-25 School Year - Overall 19.4% Hispanic or Latino 22.3% UPC 23.0% EL 23.0% SED 22.7% Homeless 26.8% Foster Youth 40.0%	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 - Overall -16.2% Hispanic or Latino -9.9% UPC -11.6% EL -14% SED -10.5% Homeless -22.9% Foster Youth -25%
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% Grace 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% Grace 8 ELs: 0.4% Grade 8 SED: 10.2% Grade 8 Homeless: 0% Grade 8 Foster Youth: N/A Grade 11&12: 25.6%	Academic year: 2023-2024 Science CAST Proficiency (5, 8, 11/12) Grade 5: 30.3% Grade 5 Hispanic /Latino: 14.1% Grade 5 UPC: 14.5% Grade 5 EL: 1.3% Grade 5 SED: 15.4% Grade 5 Homeless: 20% Grade 5 Foster Youth: N/A Grade 8 20.1% Grade 8 Hispanic /Latino: 9.8%	Science CAST Proficiency (5, 8, 11/12) Grade 5 31.4% Grade 5 H/L 13.4% Grade 5 UPC 13.2% Grade 5 EL 0% Grade 5 SED 15.2% Grade 5 Homeless 0% Grade 5 Foster Youth N/A Grade 8 21.7% Grade 8 H/L 11.5% Grade 8 UPC 12.6% Grade 8 EL 0%	Science CAST Proficiency Grade 5: 36.1% Grade 5 H/L: 20.9% Grade 5 UPC: 22.9% Grace 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% Grace 8 ELs: 9.4%	Science CAST Proficiency (5, 8, 11/12) Grade 5 +4.3% Grade 5 H/L +1.5% Grade 5 UPC -0.7% Grade 5 EL -1.9% Grade 5 SED -0.3% Grade 5 Homeless 0% Grade 5 Foster Youth N/A Grade 8 +1.5% Grade 8 H/L +2.0% Grade 8 UPC +3.5% Grade 8 EL -0.4%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Grade 11712 H/L: 14.3% Grade 11&12 UPC: 14.4% Grace 11&12 ELs: 0% Grade 11&12 SED: 15.8% Grade 11&12 Homeless: 10% Grade 11&12 Foster Youth: 40%	Grade 8 UPC: 9.2% Grade 8 EL: 0% Grade 8 SED: 9.8% Grade 8 Homeless: 0% Grade 8 Foster Youth: 33.3% Grade 11/12: 29.5% Grade 11/12 Hispanic /Latino: 16.7% Grade 11/12 UPC: 20.1% Grade 11/12 EL: 0.6% Grade 11/12 SED: 21.5% Grade 11/12 Homeless: 12.5% Grade 11/12 Foster Youth: 33.3%	Grade 8 SED 12.9% Grade 8 Homeless 0% Grade 8 Foster Youth N/A Grade 11/12 26.8% Grade 11/12 H/L 16.8% Grade 11/12 UPC 17.8% Grade 11/12 EL 1.2% Grade 11/12 SED 18.3% Grade 11/12 Homeless 8.8% Grade 11/12 Foster Youth 0%	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% Grace 11&12 ELs: 9% Grade 11&12 SED: 24.8% Grade 11&12 Homeless: 19% Grade 11&12 Foster Youth: 49%	Grade 8 SED +2.7% Grade 8 Homeless 0% Grade 8 Foster Youth N/A Grade 11/12 +1.2% Grade 11/12 H/L +2.5% Grade 11/12 UPC +3.4% Grade 11/12 EL +1.2% Grade 11/12 SED +2.5% Grade 11/12 Homeless -1.2% Grade 11/12 Foster Youth 0%
3.5	ELPAC Improvement	2022-23 ELPAC Improvement: Elementary: 38.6% Secondary: 31.7%	Academic year: 2023-2024 ELPAC Improvement: Elementary 36.5% Secondary 31.3%	Academic year: 2024-2025 ELPAC Improvement: Elementary 36.7% Secondary 31.4%	ELPAC Improvement: Elementary: 53.6% Secondary: 46.7%	ELPAC Improvement: Elementary -1.9% Secondary -0.5%
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 79.7% Hispanic/Latino Sec 69.4%	AP Pass Rate: Overall Sec. 73.1%	AP Pass Rate: Overall Sec +9.6% Hispanic/Latino Sec +7.3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					Sec. Hispanic/Latino 68.1%	
3.7	Reclassification Rate	2022-23 Reclassification Rate: Elementary: 7.4% Secondary: 4.4%	Academic year: 2023-2024 Reclassification Rate: Elementary 10.7% Secondary 5.5%	Academic year: 2024-2025 Reclassification Rate: Elementary 5.9% Secondary 3.6%	Reclassification Rate: Elementary: 16.4% - 22.4% Secondary: 13.4 - 19.4%	Reclassification Rate: Elementary +4.2% Secondary +1.9%
3.8	A-G Completion	2022-23 A-G Completion: Overall 33.8%, Latinx 21.99%	Academic year: 2023-2024 A-G Completion: Overall 36.4% Latinx 21.9%	Academic year: 2024-2025 A-G Completion: Overall 38.4% Latinx 24.9%	A-G Completion: Overall 45.8%, Latinx 36.99%	A-G Completion Overall -4.8% Latinx -5.1%
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)	Academic year: 2024-2025 Progress towards A-G Completion: Overall 30.6% Latinx 22.7%	Progress Towards A-G Completion: Overall - 45.8%, Latinx - 37%	Progress towards A-G Completion Overall 8.7% Latinx 6.1%
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%	Graduation Rate for the 2024-25 school year: All Students 89.9% Latinx: 89% Students with an IEP 79.7%	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%	Academic year: 2023-2024 Ethnic Studies Completion Overall 65.1% Latinx 59.7%	Academic year: 2024-2025 Ethnic Studies Completion Overall 73.2% Latinx 68.3%	Ethnic Studies Completion: Overall - 63.7%, Latinx - 55%	Ethnic Studies Completion Overall -7.3% Latinx -7.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
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%	Academic year: 2023-2024 Suspension Rate for the 2023-2024 school year: All Students 6.2% Hispanic or Latino 7% UPC 7.9% EL 7.6% SED 7.6% Homeless 16.3% Foster Youth 20%	Suspension Rate for the 2024-2025 school year: All Students 5.2% Hispanic or Latino 6.2% UPC 6.5% EL 7.6% SED 6.3% Homeless 6.8% Foster Youth 20%	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%
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 = Certificated =
3.14	Teacher Efficacy	2022 Panorama Reported Teacher Efficacy Rate: 67%	Fall 2023 Panorama Reported Teacher Efficacy Rate: 69%	Fall 2024 Panorama Reported Teacher Efficacy Rate: 70%	Improve Teaching Efficacy reported in Panorama Wellness Survey by 2% each survey administration	Increase in 2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.15	ELA CAASPP Proficiency at RHS, Grace, and ISP	2022-2023 ELA CAASPP Proficiency RHS: 6.3% Grace: 0% ISP: 42.3%	2023-2024 ELA CAASPP Proficiency RHS 0% Grace 12.5% ISP 50%	2024-2025 ELA CAASPP Proficiency RHS 13.3% Grace 27.3% ISP 48.4%	ELA CAASPP Proficiency RHS: 15.3% Grace: 9% ISP: 51.3%	ELA CAASPP Proficiency RHS 7.0% Grace 27.3% ISP 6.1%
3.16	Math CAASPP Proficiency at RHS, Grace, and ISP	2022-23 Math CAASPP Proficiency RHS: 0% Grace: 0% ISP: 21.4%	2023-24 Math CAASPP Proficiency RHS 0% Grace 0% ISP 0%	2024-2025 Math CAASPP Proficiency RHS 7.5% Grace 0% ISP 6.1%	Math CAASPP Proficiency RHS: 9% Grace: 9% ISP: 30.4%	Math CAASPP Proficiency RHS: 7.5% Grace: 0% ISP: -15.3%
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% Grace 20% ISP 50%	ELPAC Improvement RHS 16.7% Grace 80.0% ISP 33.3%	ELPAC Improvement RHS: 41.7% Grace: 100% ISP: 72.1%	ELPAC Improvement RHS -10% Grace -20% ISP -23.8%
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% Grace 0% ISP 0%	Reclassification Rate RHS 2.9% Grace 17.6% ISP 2.3%	Reclassification Rate RHS: 17.5% Grace: 14.6% ISP: 9%	Reclassification Rate RHS -5.6% Grace -12% ISP 2.3%
3.19	Progress Towards A-G in ISP	2022-23 Progress Towards A-G ISP: 19.7%	Progress Towards A-G ISP 27.9%	Progress Towards A-G ISP 15.2%	Progress Towards A-G ISP: 19.7%	Progress towards A-G ISP -4.5%
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	2024-2025 Academic Year: 86.2% of secondary teachers and 86.2% of elementary teachers were properly credentialed as per the CALSASS	100% of teachers properly credentialed.	% of teachers properly credentialed. -11.8% in secondary teachers -12.5% in elementary teachers

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

Action 3.1: PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support (Fully Implemented) - Professional development opportunities were provided to address safety this year including the Homeless Training membership for our Student Safety Advisors to train on de-escalation strategies, responding to fights, and tips and techniques for managing youth and adult behaviors in community settings. Training in restorative practices was offered to a variety of student support staff. Administration participated in the annual School and Legal College Services Student Services Legal Symposium in October, 2025.

Action 3.2: Teacher Training and Collaboration to Develop and Implement Effective Strategies for Differentiating Instruction, Aligning Instructional Approaches, and Aligning Literacy Practices (Fully Implemented).
Multilingual and Equitable Services partnered with Special Services to provide a series of professional learning sessions to support our Dually Identified students. This included topics on reclassification of students with IEPs, understanding the CA ELD Standards and ELA/ELD Framework, and writing Linguistically Appropriate Goals and Objectives; using data in Ellevation to support dually identified multilingual students; planning and using research based instructional strategies to support student needs. Professional Learning was provided through a series of sessions with Jose Medina Educational Solutions. The Multilingual team partnered with 11 other districts, SCOE, and SSU for the Dual Language Immersion Collaborative on October 30th, SRCS and SSU Collaborative Learning Event. Professional Learning was provided to ALD teachers, Science Teachers, and residents on the usage of research based strategies to support multilingual students with increased discourse and greater access to Science concepts and language with Dr. Bryan Brown, Dr. Ed Lyon and the multilingual team. Professional learning was provided to ALD teachers on reclassification, research based instructional strategies, planning with the use of the ELA/ELD Framework and standards.

At the elementary level, one grade level release day at the district level was provided to learn how to assess students using the mClass and use the data to drive instruction based on student need. Site release days to review data were provided each trimester. By centering instruction on district assessment data, teachers successfully differentiated their approach to meet the unique needs of English learners, students experiencing homelessness, foster youth, and low-income students. At the secondary level professional development on MTSS and meeting the needs of ELs has been embedded in several steering committee meetings.

Action 3.3: Alternative Education Development & Programmatic Implementation (Fully Implemented) 2.0 FTE were hired in the Independent Study Program to increase capacity. Additionally, an MOU was passed to increase the student to teacher ratio to 32:1 and there is still a waitlist of students.

Action 3.4: Provide Professional Development for Staff (Fully Implemented) -On October 3, our district conducted a comprehensive professional development day focused on elevating Tier 1 (Universal) Instruction within our MTSS framework. To ensure the content was relevant and actionable, the sessions were site-based, allowing school leadership and staff to apply MTSS strategies directly to their specific student populations and data. We also offered classified specific professional development at Comstock Middle school. We had over 350 classified and over 600 certificated participants that day.

Action 3.5 Centralized support for Professional Development (Fully Implemented). The Executive Directors and Directors in Educational Services played a key role in centralizing and coordinating professional learning, helping ensure that district instructional priorities are consistently implemented across schools. Their work supported system-wide alignment in areas such as A-G requirements, the ALD rollout, counseling coordination, and instructional support tied to Tier 1 quality first instruction. The Educational Services administrative team provided ongoing guidance to site leaders and teachers in strengthening implementation for multilingual learners, foster youth, homeless students, and students from low-income backgrounds, consistent with the intent of the action. This centralized support structure increased coherence across departments, reduced fragmentation of PD offerings, and built leadership capacity at the site level, resulting in more targeted instructional support and improved access to professional learning opportunities.

Action 3.6: Multilingual Learners Curriculum Training, Collaboration, and Departmental Professional Development (Fully Implemented). Multilingual team members participated in professional learning including the following: Jose Medina Educational Solutions; Ellevation; West Ed; Improving Outcomes for Multilingual Students with Exceptional Needs (MUSE); Californians Together; The Dynamics of Cross-Linguistic Instruction with Dr. Dorta-Duque de Reyes; the Center for Applied Linguistics; the ERWC; the Multilingual Learner Collaborative (SCOE).

Action 3.7: Ethnic Studies Interdisciplinary Programs (Fully Implemented) This year we worked with the Ethnic Studies Committee to support the development of two additional courses that can meet the ETHS graduation requirement. The new ETHS World History course will support a historical global grounding in the pedagogy for ETHS, the new ETHS Pop Culture Course will serve as an additional elective that integrates high interest topics. The Ethnic Studies Program Specialist supports ETHS teachers with lesson development and demonstration lessons. We terminated the consultant contract and did not offer PD days for ETHS in 2025-26.

Action 3.8: MTSS Professional Development (Not Implemented) - organizing appropriate training for the MTSS Counselors became challenging; some of the appropriate training were not going to be available until late Spring/Summer, once the staff learned this position was being eliminated for 2026-27. Counselors meet monthly online with district support.

Challenges in Implementation:

Several district and site positions were impacted as the fiscal stabilization plan included the elimination in several positions for 2026-27. When public school staff learn their positions are eliminated, it causes immediate decreases in morale, increased burnout, and heightened anxiety over job security, leading to higher turnover rates. Remaining staff often face heavier workloads, larger work loads, and fewer support resources, which ultimately hinders the continuity of instruction, leadership and student achievement. The loss of experienced, dedicated staff breaks down established, trusted relationships within the community.

Changes in Implementation:

The Coordinator of Professional Development was an essential position for many actions in Goal 1 and 3. This position was reduced to a .5 FTE as the staff member was reassigned to a school site to serve as part time Vice Principal. The Coordinator of Multilingual Services was an essential position to carry out actions in Goals 1 and 3 to support MLL students, this position was reduced to a .5 FTE as the staff member was reassigned to a school site to serve as part time Vice Principal. The Coordinator of Alternative Education and MTSS was an

essential position to carry out actions for Goals 1 and 3 to support alternative education students and to roll out the MTSS initiative, this position was reduced to a .5 FTE as the staff member was reassigned to a school site to serve as part time Vice Principal.

Action 3.2 - Additional meetings for Steering Committees were not held.

Action 3.7 - Additional PD for Ethnic Studies was not held.

Action 3.8 - MTSS counselors did not attend additional professional development.

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.

Action 3.1: Professional Development for Safety, Discipline, and Restorative and Culturally Responsive Student Support
Effectiveness of Action: Effective
Metrics: Staff Training and Implementation of Student Supports
Professional development was provided across all bargaining units to strengthen intervention skills, legal compliance, and student support practices. Student Safety Advisors, Restorative Specialists, and Student Engagement Activity Workers received targeted training during professional hours, while administrators engaged in legal and safety-focused sessions. Additional Title IX and emergency preparedness training ensured responsiveness to evolving requirements. Evidence of effectiveness includes:
Metric 3.12 - Decrease in Suspension Rates
Metric 3.3 - Improved Chronic Absenteeism

Action 3.2: Teacher Training and Collaboration to Strengthen Instructional Approaches
Effectiveness of Action: Effective
Metrics: Instructional Practices and Student Achievement
Staff engaged in collaborative professional learning focused on differentiation, literacy practices, and districtwide priorities such as CCD units—customized courses designed in partnership with educators. These opportunities increased teacher voice, strengthened instructional alignment, and promoted collaboration. Evidence of effectiveness includes:
Metric 3.5- Increase in ELPAC Improvement
Metric 3.10 - Increase in Graduation Rates

Action 3.3 Alternative Education Development and Programmatic Implementation
Effectiveness of Action: Effective
Availability for Alternative Education via independent Study was increased. Increased support was provided to Ridgway continuation high school, with a deep analysis needs assessment in preparation for impactful use of the Equity Multiplier funds in 2026-27.

Effectiveness of Action: Effective
Evidence of effectiveness includes:
Metric 3.15 - Increased ELA proficiency at RHS and Grace
Metric 3.16- Increased Math proficiency at RHS
Metric 3.18 - increased reclassification rate at Grace and ISP
Metric 3.10 - Increase in Graduation Rates

Action 3.4: Professional Development release day.
The October 3, 2025 PD day was focused on site development of MTSS plans.
The April 24, 2026 PD day was focused on site specific training towards SPSA and MTSS goals.
Both PD days held a few sessions for specific classified work groups.
Effectiveness of Action: Effective
Evidence of effectiveness includes:
Metric 3.2 - Improved Chronic Absenteeism
Metric 3.5- Increase in ELPAC Improvement
Metric 3.10 - Increase in Graduation Rates

Action 3.5–3.8: Professional Development Supporting Student Outcomes
Effectiveness of Action: Effective
Metrics: Student Learning
Professional learning efforts contributed to district goals for ELPAC growth, AP pass rates, Reclassification, A–G completion, and Ethnic Studies Completion. Sessions were intentionally designed to strengthen instructional practices, support multilingual learners, and promote equitable student outcomes. Evidence of effectiveness includes:
Metric 3.5- Increase in ELPAC Improvement
Metric 3.10 - Increase in Graduation Rates
Metric 3.11 - Increase in Ethnic Studies Completion

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: none

Actions revised:
There were no changes made to the plan goal or metrics.

The following actions were eliminated for 2026-2027:
Action 3.5 Elimination of 1.0 FTE Executive Director, 1.0 FTE Director

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	Elementary and Secondary - 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. Elementary Supplemental & Concentration $6,000 Secondary Supplemental & Concentration $14,000	$20,000.00	Yes
3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.	Through multi-year ongoing training with the California Principal Support Network school sites will focus on high impact strategies that empowers teachers to move beyone adminstrator oversight and toward transformative instructional practices. By participatin gin collaborative worshops and learning evidence based practices staff will develop tools necessary to foster a culture of continuous school improvement and equity. The programs goal is to bridge the gap between systemic goals and classroom results, ensuring that every strategic shift leads directly to improved student learning outcomes and sustainable institutional growth. Elementary Supplemental & Concentration $140,194 Secondary Supplemental & Concentration $212,585	$263,979.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.3	Alternative Education Development and Programmatic Implementation	Secondary - 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 teachers 6.5 FTE, with the current student to teacher ratio of 32:1 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. Secondary - 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. Elementary Supplemental & Concentration $0 Secondary Supplemental & Concentration $1,190,000	$1,190,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
3.4	Provide professional development for Staff	Elementary and Secondary - Support professional development for classified staff. This may include district wide days focused on classified employee learning. Elementary and Secondary - 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. Elementary Supplemental & Concentration $600,000 Secondary Supplemental & Concentration $1,500,000	$2,100,000.00	Yes
3.5	Centralized support for Professional Development.	Maintain one Executive Director in Educational Services. Provide professional development and support to increase the achievement of students who are identified as Multilingual learners, homeless, foster youth, and low-income. Elementary Supplemental & Concentration $80,966 Secondary Supplemental & Concentration $188,922	$269,888.00	Yes
3.6	Multilingual Learners Curriculum Training, Collaboration and department Professional Development	Elementary and Secondarhy - 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.	$35,000.00	No

Action #	Title	Description	Total Funds	Contributing
		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. Elementary Supplemental & Concentration $10,500 Secondary Supplemental & Concentration $24,500		
3.7	Ethnic Studies Interdisciplinary Programs	Secondary - 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 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.	$57,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		Elementary Supplemental & Concentration $0 Secondary Supplemental & Concentration $57,000		
3.8	Multi-tiered Systems of Support (MTSS) Professional Development	Secondary -Muti-tiered professional development opportunities for staff to build upon the CAPS professional development opportunities to strengthen student supports, systems, structures, and protocols district wide to serve identified students.	$100,000.00	

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Improve access for students at Ridgway High School to achieve college and career readiness while reducing chronic absenteeism with targeted attention on English learners, Socio-economically Disadvantaged students and students with disabilities. This goal was developed for the 2026- 27 school year, the first year that a school in Santa Rosa City Schools qualified for the Equity Multiplier funds.	Equity Multiplier Focus Goal

State Priorities addressed by this goal.

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.

Ridgway High School is the only continuation high school in the Santa Rosa City School District, serving a highly at-risk student population. SRCS Data Analytics reports that Ridgway has an enrollment of 317 students in the 2025-26 school year. The majority of students are socio-economically disadvantaged (73.8%), with significant subgroups including students with disabilities (26.5%), English Learners (14.7%), and homeless youth (5.7%). Hispanic students make up 73.02% of the student body.

Students are referred to Ridgway every quarter from comprehensive high schools due to credit deficiencies, inconsistent attendance, or lack of academic progress. The average incoming student is 1.5 years behind in credits, with many entering as 11th graders, though a significant portion are in 12th grade, and a smaller number in 10th grade. These students often face disrupted education histories, rarely having passed a math class since middle school. Despite these challenges, Ridgway has created a safe and supportive learning environment with robust health, social, emotional, and counseling services in partnership with community organizations.

According to the 2025 California School Dashboard, suspension rates remain low (1.6%). Graduation rates improved for English Learners (+5%), maintained for Hispanic students, and declined for All Students (-1.7%), Socio-Economically Disadvantaged (-1.1%), Homeless (-17.7%), Long Term ELs (-2.7%), Students with Disabilities (-16.2%), and White (-7.9%).

ELA scores have increased from 201 points below standard in 2024 to 93.5 points below the standard, an increase of 107.5 points. Since every 40 points equates to one grade level at RHS, students increased by over 2 grade levels. EL students - 134.6 points below standards; SED students 95.5 points below standard, Hispanic / Latinx students 103.4 points below standards. Math scores have increased from 287.3 points below standard in 2024 to 210.7 points below the standard, an increase of 76.5 points. Since every 40 points equates to one grade level, at RHS, students increased by almost 2 grade levels. EL students 251.6 points below standards, SED students 216.1 points below

standard, Hispanic / Latinx students 212.1 points below standards. 27.3% of English Learners are making progress on the ELPAC, which is an increase of 13%. The College and Career Indicator has maintained minimal improvement and continues to reflect low preparedness for postsecondary (0.7%) success among all students; several student groups are at 0% preparedness. Ridgway continues to prioritize holistic support and targeted academic intervention to address these persistent achievement and engagement gaps.

Chronic absenteeism is a pervasive issue at Ridgway High School. SRCS Data Analytics reports that 51.7% of the students are chronically absent (attendance below 90%), with only 35.9% of students having attendance above 95%. School Safety data gathered from the Panorama Survey indicated that 86% of students reported positive feelings about their school safety, which is an increase of 3%.
The Education partner engagement process involved multiple meetings with administration, staff, students, and parents. The process involved examination of various data, such as survey results, Dashboard data, SRCS Analytics, and empathy interviews to determine the root cause of student chronic absenteeism, low graduation rates and low academic outcomes. Based on examination of the data and needs, it was determined that the next step for the school is to develop a goal to address these challenges. The district and school engaged partners in developing specific action steps to address the goals.

Educational partner feedback from staff indicated the following strengths:
Respondents consistently identified strong relationships (teacher/student, student/student, and staff/student/administrator) as a core strength, highlighting the compassionate, dedicated, and consistent nature of the staff, their accessibility, and their ability to build trust. The small size of the school and class sizes were frequently mentioned, which facilitates personal attention, one-on-one help, easier student check-ins, less bureaucracy, and a safer environment where bullying is less likely to be an issue. Strengths also include the ability to offer individualized learning, accommodating student needs, flexible scheduling, the seven-period day, variable credit options, and quicker credit recovery (often by quarter). The centralized, circular campus layout allows for accessibility, supervision, smooth transitions, and overall staff and student safety. Good communication among staff and with students was also noted.

Educational partner feedback from students indicated the following strengths:
Students highlight strong teacher relationships with educators who are attentive, approachable, and effective at making content understandable. The smaller school size contributes to more individualized support, fewer distractions, and a close-knit, drama-free community. Additionally, students appreciate the flexible schedule (including shorter classes and early release), minimal homework, and a clean, uncrowded campus with a positive overall atmosphere.

Educational partner feedback from staff indicated the following needs:
Multiple respondents highlighted the need for improved executive functioning skills, life skills, self-regulation tools, and tangible life goals. Relatedly, needs include mental health support, addiction support, and increased opportunities for career pathways and postsecondary planning. Key needs mentioned were attendance support, transportation (including help getting to school), and providing supplies such as proper classroom supplies and technology (Chromebooks). One respondent also noted the need for water for showering. Another need is to revive the Advisory class, providing Directed Studies/Study Hall for students who are falling behind, an introductory/orientation class for new students, and bridge courses to address learning gaps. There is also a call for more credit options beyond Cyber High. Several responses emphasized the need for more consistent and cohesive onboarding/orientation systems for students and teachers, increased consistency in implementing school-wide policies and procedures, and strengthened communication systems, including having bilingual Teacher's Aides (T/As) and language support for ELD students in mainstream classes. To increase community & engagement, staff highlighted the need to

build stronger relationships between students, teachers, and staff, and create a PTA (or similar) to increase parent agency and participation in school solutions and events.

Educational partner feedback from students indicated the following needs:
RHS students' top needs focus on expanding opportunities, resources, and community connections. Students want additional space and engaging lunchtime activities such as games or a dedicated hangout area. There is also a strong desire for more extracurriculars, including sports, clubs, after-school events, and hands-on electives like art (e.g., ceramics), cooking, and workshops. Academically, students are interested in expanded course offerings such as Spanish and ASL. Overall, students are seeking more ways to connect with one another, build community, and enrich their school experience through activities and programs.

The following are important barriers to address as identified by staff, students, and parents:
Transportation and Basic Needs: Lack of transportation is a consistently reported barrier, often alongside poverty, housing instability, and unmet basic needs such as hygienic needs.
Mental Health and Substance Use: Mental health challenges, particularly anxiety and depression, are prevalent. Substance addiction (including THC use) and drug use are also listed as significant issues.
Engagement and Motivation: Barriers include students' negative perception of education's value, lack of motivation, and a lack of interest in working toward a diploma. This is sometimes connected to family drama or outside responsibilities.
Communication and Skill Gaps: Language barriers for English Learners (EL students) and not entering high school with age-appropriate skills prevent student success.
Behavioral and Lifestyle Factors: Excessive phone addiction, inconsistent sleep schedules, and truancy are frequently mentioned, with one respondent noting that late bedtimes often contribute to transportation difficulties.

Educational partners made the following recommendations to address the needs and barriers while building on the strengths of the school:
Attendance and Intervention Staff: The school should invest in full-time Attendance Outreach Personnel. Related programs include "check and connect" and strengthening systems for family communication and translation support.
Targeted Student and Instructional Support: Suggested investments include hiring additional instructional support personnel (paraprofessionals, bilingual TOSA), implementing directed studies sections, and offering paid tutoring or an extra 0.2 FTE for teachers to run tutoring/study hall or act as a mentor/advisor for struggling students. Other suggestions included programs to bridge the learning gap (like Aleks) and bringing back a reward/incentive program.
Mental Health and Behavioral Support: Respondents prioritized Expanded Student Support Services, including counseling, behavioral health, substance use intervention and education (specifically for marijuana and alcohol), and support staff for emotional counseling and intervention with the home/family. Interventions that address barriers to learning, such as conflict resolution and restorative practices, were also recommended.
Infrastructure and Teacher Capacity: Investments should include tech funds to repair/replace equipment, more administration, variable seating in the classroom, and adding 0.2 FTE for teachers, a focus on inclusive and supportive professional development, and the need to research issues such as language barriers and sleeping in class.
Students believe RHS should invest in additional staffing and resources to better support student success. Key priorities include hiring another counselor and dedicated staff to coordinate activities and assist with college and early college enrollment. Students also identified a need for improved facilities and access, such as transportation (van/bus), and a library. Overall, these investments would enhance both academic support and the overall student experience.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	ELA CAASPP Proficiency at RHS	2024-25 ELA CAASPP Proficiency RHS 13.3%	N/A	N/A	2025-26 ELA CAASPP Proficiency RHS: 15.3%	N/A
4.2	Math CAASPP Proficiency at RHS	2024-25 Math CAASPP Proficiency RHS 7.5%	N/A	N/A	2025-26 Math CAASPP Proficiency RHS: 9%	N/A
4.3	Chronic Absenteeism	2025-26 Chronic Absenteeism SRCS Analytics (8/13/25 -4/15/26) 55% less than 90% attendance	N/A	N/A	2025-26 Chronic Absenteeism SRCS Analytics 40% less than 90% attendance	N/A
4.4	College and Career Readiness	2024-25 College and Career Readiness Prepared 0.7%	N/A	N/A	2025-26 College and Career Readiness Prepared 2%	N/A

Goal Analysis [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

N/A

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.

N/A

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

N/A

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.

N/A

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	Intervention	Additional Counselor (.5 MTSS/.5 College and Career) Support decreasing chronic absenteeism. Home visits, individual student plans, and academic intervention for re-entry after long absence. Counselor will support students to set a plan for each student at RHS to take and complete two semesters of college coursework with a grade of C- or better in academic/Career Technical Education (CTE) subjects	$158,000.00	No
4.2	Academic Achievement	.6 Certificated Teacher FTE to support a quarter-long course to support academic re-engagement and establish a positive academic outlook, improve study skills and increase credit completion and raise academic outcomes. Course will also include college and career readiness skill development and opportunities as well as community resources and guest speakers. The .6 FTE will be distributed as a .4 for 2 course sections and a .2 for coordination.	$94,800.00	No

Action #	Title	Description	Total Funds	Contributing
4.3	Enhanced Technology	Additional Computer Carts for core classes to enhance instructional outcomes and develop college and career readiness.	$60,000.00	No
4.4	English Learner Support	RHS staff will participate in Professional Development specific to supporting English learners. Newcomer and LTEL students will receive additional support in class through the support of an instructional assistant. To support newcomer students with immediate translation, translation earbuds will be made available. Families of English Learners will receive additional support to ensure improved attendance and academic support through the additional .5 Family Engagement Facilitator.	$84,000.00	No
4.5	Academic and Campus Engagement	Field trips will be offered to promote college and career readiness and enhance academic outcomes and engagement. RHS staff will participate in PD to increase growth mindset and hands-on learning activities. Extra duty pay will be available to plan and support increasing student activities at lunch and after school.	$21,327.00	

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 [2025-26]

An analysis of how this goal was carried out in the previous year.

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

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 [2026-27]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$$32,564,564	$$3,005,574

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
23.061%	0.000%	$0.00	23.061%

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, aw 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 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 and Physical Education 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	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
	students attend music program 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 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 and supportive 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:**	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
1.14	**Action:** Access to educational programs, student supports, and enrichment opportunities **Need:** The district has identified transportation as a significant barrier for many unduplicated pupils, impacting attendance, engagement, and access to educational opportunities. **Scope:** LEA-wide	By providing enhanced transportation services, the district increases equitable access to academic programs, student supports, and enrichment opportunities that contribute to student success. This districtwide action is principally directed toward and effective in meeting the identified needs of unduplicated pupils by reducing barriers to participation, improving attendance, increasing engagement, and expanding access to educational opportunities and supports.	
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:**	The action addresses the need by providing licenses and training for survey implementation so that students have the opportunity to quantify their exprecices 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

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		
2.2	**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 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	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
2.3	**Action:** SEL and Antibullying Materials and Curriculum **Need:** This action is increasing and improving the services for unduplicated student groups by	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
	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. **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	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

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 suspension, expulsion, and acts of violence indicate that this action is needed because of the rise in incidents. **Scope:** LEA-wide		
2.5	**Action:** Promoting Positive Attendance **Need:** This action is increasing and improving the services for unduplicated student groups by 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	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
2.6	**Action:** Elementary Counselors **Need:**	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
	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 **Scope:**		
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,	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

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
	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		
2.8	**Action:** 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	The action addresses the need by providing funding for FTEs. 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
	participation indicate that this action is needed because of the high needs. **Scope:** LEA-wide		
2.9	**Action:** .Extracurricular Wellness & Engagement **Need:** This action is increasing and improving the services for unduplicated student groups by 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:** LEA-wide	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
2.10	**Action:** School Based Outpatient Mental Health Services **Need:**	The district partners with community-based organizations to provide school-based outpatient mental health services for students who require targeted social-emotional and behavioral health support. Supplemental and concentration grant funds support expanded access to these services	

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
	Stakeholder input and district data indicate ongoing needs related to student mental health, attendance, engagement, and school connectedness, particularly among unduplicated pupil groups. Therefore, the district provides expanded access to school-based outpatient mental health services beyond the base program to address these identified needs. **Scope:** LEA-wide	for unduplicated pupils, including low-income students, English learners, and foster youth, who often experience greater barriers to accessing mental health care outside of school. Providing services on school campuses reduces barriers related to transportation, scheduling, cost, language access, and availability of community-based providers. School-based therapists collaborate with school staff and families to support student well-being, engagement, attendance, and academic success while providing timely access to mental health interventions. This districtwide action is principally directed toward and effective in meeting the identified needs of unduplicated pupils by increasing access to mental health services, reducing barriers to care, and supporting improved attendance, engagement, and educational outcomes.	
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 differntiating 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:** LEA-wide	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
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 Classified Staff ensuring students, including those who are identified as English learners, foster youth, and low-income receive the necessary support to succeed academically.	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
	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 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.	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
	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. **Scope:** LEA-wide	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

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. **Scope:** Limited to Unduplicated Student Group(s)	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

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.

Elementary: 32.14%
Supplemental $5,250,696
Concentration $5,496,145
Total Supplemental & Concentration $10,746,841

Secondary: 20.04%
Supplemental $14,289,716
Concentration $7,528,007
Total Supplemental & Concentration $21,817,723

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

2026-27 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	$141,208,912	$32,564,564	23.061%	0.000%	23.061%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$32,792,859.00	$2,761,127.00	$0.00	$1,801,983.00	$37,459,108.00	$30,127,957.00	$7,331,151.00

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	$1,147,228.00	$193,271.00	$1,182,499.00			$158,000.00	$1,340,499.00	
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	$2,312,803.00	$30,000.00	$2,085,803.00	$257,000.00			$2,342,803.00	
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	$4,285,160.00	$42,500.00	$1,009,660.00	$1,991,000.00		$1,327,000.00	$4,327,660.00	
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	$1,184,441.00	$0.00	$1,089,441.00	$95,000.00			$1,184,441.00	
1	1.7	Enrichment Music and Physical Education Programs for Students & Increased Opportunities for Collaboration	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools 1-6	Ongoing	$2,040,000.00	$0.00	$2,040,000.00				$2,040,000.00	
1	1.8	Academic Initiatives	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$2,062,000.00	$500,000.00	$2,278,000.00			$284,000.00	$2,562,000.00	

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
1	1.9	Supports for Increased and supportive practices					Specific Schools: All Middle and High Schools 7-12	Ongoing								
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	$110,000.00	$110,000.00				$110,000.00	
1	1.11	Class size reduction	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$6,596,000.00	$0.00	$6,596,000.00				$6,596,000.00	
1	1.12	Support for Students W Disabilities	Students with Disabilities	No					$180,000.00	$0.00	$180,000.00				$180,000.00	
1	1.13	Students With Disabilities & Compliance	Students with Disabilities	No			All Schools									
1	1.14	Access to educational programs, student supports, and enrichment opportunities	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$4,903,139.00	$4,903,139.00				$4,903,139.00	
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	$0.00	$51,770.00	$51,770.00				$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	$207,360.00	$0.00	$207,360.00				$207,360.00	
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	$4,347.00	$4,347.00				$4,347.00	
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	$2,032,134.00	$95,000.00	$2,127,134.00				$2,127,134.00	
2	2.5	Promoting Positive Attendance	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$150,000.00	$12,500.00	$162,500.00				$162,500.00	
2	2.6	Elementary Counselors					Specific Schools: All Elementary Schools TK-6	Ongoing	$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	2.7	Wellness & Engagement administration	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$405,200.00	$0.00	$372,217.00			$32,983.00	$405,200.00	
2	2.8	Family Engagement Facilitators and Multilingual Community Engagement		Yes	LEA-wide			Ongoing	$1,704,489.00	$0.00	$1,704,489.00				$1,704,489.00	
2	2.9	.Extracurricular Wellness & Engagement		Yes	LEA-wide		All Schools Specific Schools: Grades 7-12		$1,035,000.00	$93,000.00	$1,128,000.00				$1,128,000.00	
2	2.10	School Based Outpatient Mental Health Services	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools									.98
2	2.12							Ongoing								
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	$20,000.00	$0.00	$20,000.00				$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.	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$263,979.00	$0.00	$263,979.00				$263,979.00	
3	3.3	Alternative Education Development and Programmatic Implementation	English Learners Foster Youth Low Income	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Middle and High Schools 7-12	Ongoing	$1,190,000.00	$0.00	$1,190,000.00				$1,190,000.00	
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	$2,000,000.00	$100,000.00	$2,100,000.00				$2,100,000.00	
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	$219,888.00	$50,000.00	$269,888.00				$269,888.00	
3	3.6	Multilingual Learners Curriculum Training, Collaboration and department Professional Development	English Learners Multilingual Learners	No		English Learners	All Schools	Ongoing	$35,000.00	$0.00	$35,000.00				$35,000.00	
3	3.7	Ethnic Studies Interdisciplinary Programs	English Learners Foster Youth	Yes	LEA-wide	English Learners Foster Youth	All Schools	Ongoing	$57,000.00	$0.00	$57,000.00				$57,000.00	

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
			Low Income			Low Income										
3	3.8	Multi-tiered Systems of Support (MTSS) Professional Development	English Learners Foster Youth Low Income			English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$100,000.00	$100,000.00				$100,000.00	
4	4.1	Intervention	All	No			Specific Schools: Ridgway High School	Yearlong	$158,000.00	$0.00		$158,000.00			$158,000.00	
4	4.2	Academic Achievement	All	No			Specific Schools: Ridgway High School	Yearlong	$94,800.00	$0.00		$94,800.00			$94,800.00	
4	4.3	Enhanced Technology	All	No			Specific Schools: Ridgway High School		$0.00	$60,000.00		$60,000.00			$60,000.00	
4	4.4	English Learner Support	All	No			Specific Schools: Ridgway High School		$81,000.00	$3,000.00		$84,000.00			$84,000.00	
4	4.5	Academic and Campus Engagement					Specific Schools: Ridgway High School		$0.00	$21,327.00		$21,327.00			$21,327.00	

2026-27 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
$141,208,912	$32,564,564	23.061%	0.000%	23.061%	$32,580,998.00	0.980%	24.053 %	**Total:**	$32,580,998.00
								LEA-wide Total:	$28,873,610.00
								Limited Total:	$477,388.00
								Schoolwide Total:	$3,230,000.00

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	1.1	Assessment Systems TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,182,499.00	
1	1.2	Curriculum Supports and College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,085,803.00	
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	$1,009,660.00	
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	$1,089,441.00	

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 and Physical Education Programs for Students & Increased Opportunities for Collaboration	Yes	Schoolwide	English Learners Foster Youth Low Income	Specific Schools: All Elementary Schools 1-6	$2,040,000.00	
1	1.8	Academic Initiatives	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,278,000.00	
1	1.9	Supports for Increased and supportive practices				Specific Schools: All Middle and High Schools 7-12		
1	1.10	Supplemental Materials and Supplies TK-12	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$110,000.00	
1	1.11	Class size reduction	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$6,596,000.00	
1	1.13	Students With Disabilities & Compliance				All Schools		
1	1.14	Access to educational programs, student supports, and enrichment opportunities	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,903,139.00	
2	2.1	Panorama wellness survey and Youth Truth survey	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$51,770.00	
2	2.2	Mental Health Supports	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$207,360.00	
2	2.3	SEL and Antibullying Materials and Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$4,347.00	
2	2.4	Increased Campus Student Engagement staffing	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,127,134.00	
2	2.5	Promoting Positive Attendance	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$162,500.00	

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	2.6	Elementary Counselors				Specific Schools: All Elementary Schools TK-6	$0.00	
2	2.7	Wellness & Engagement administration	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$372,217.00	
2	2.8	Family Engagement Facilitators and Multilingual Community Engagement	Yes	LEA-wide			$1,704,489.00	
2	2.9	.Extracurricular Wellness & Engagement	Yes	LEA-wide		Specific Schools: Grades 7-12	$1,128,000.00	
2	2.10	School Based Outpatient Mental Health Services	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		.98
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	$263,979.00	
3	3.3	Alternative Education Development and Programmatic Implementation	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools Specific Schools: All Middle and High Schools 7-12	$1,190,000.00	
3	3.4	Provide professional development for Staff	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,100,000.00	
3	3.5	Centralized support for Professional Development.	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$269,888.00	
3	3.6	Multilingual Learners Curriculum Training,			English Learners	All Schools	$35,000.00	

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 (%)
		Collaboration and department Professional Development						
3	**3.7**	Ethnic Studies Interdisciplinary Programs	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$57,000.00	
3	**3.8**	Multi-tiered Systems of Support (MTSS) Professional Development			English Learners Foster Youth Low Income	All Schools	$100,000.00	

2025-26 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$31,181,599.00	$28,561,855.85

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	$1,200,000.00	$233,261.00
1	**1.2**	Curriculum Supports and College and Career Readiness	Yes	$1,867,500.00	$965,542.00
1	**1.3**	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	Yes	$3,963,612.00	$163,712.00
1	**1.4**	School Based Support for SPSA Actions and Implementation	Yes	$1,150,384.00	$1,150,384.00
1	**1.5**	Multilingual Learners Site and Staff and Student Support	Yes	$477,388.00	$43,502.00
1	**1.6**	Comprehensive and Collaborative Supports for Students	Yes	$1,295,000.00	$938,612.00
1	**1.7**	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	Yes	$1,008,025.00	$804,451.00
1	**1.8**	Academic Initiatives	Yes	$339,000.00	$42,987.00
1	**1.9**	Supports for Increased and supportive practices	Yes	$600,000.00	$475,421.00
1	**1.10**	Supplemental Materials and Supplies TK-12	Yes	$180,000.00	$20,972.00
1	**1.11**	Class size reduction	Yes	$6,320,000.00	$7,252,308.26

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	Continuation School Class size reduction	No Yes	$0	$944,138.44
1	1.13	Certificated Staff for Secondary Supplemental Programs: MHS IB, EAHS & PHS MP	No Yes	$0	$237,652
1	1.14	Portion of Secondary Vocational Program	Yes	$0	$591,340.19
2	2.1	Panorama wellness survey and Youth Truth survey	Yes	$51,770.00	$53,738.00
2	2.2	Mental Health Supports	Yes	$2,098,150.00	$971,960.00
2	2.3	SEL and Antibullying Materials and Curriculum	Yes	$20,600.00	$459.00
2	2.4	Increased Campus Student Engagement staffing	Yes	$2,485,750.00	$3,457,669.00
2	2.5	Promoting Positive Attendance	Yes	$150,000.00	$225,582.00
2	2.6	Elementary Counselors	Yes	$1,526,055.00	$1,484,969.46
2	2.7	Wellness & Engagement administration	Yes	$405,323.00	$335,848.00
2	2.8	Family Engagement Facilitators and Multilingual Community Engagement	Yes	$1,109,489.00	$1,844,130.00
2	2.9	Extracurricular Wellness & Engagement	Yes	$995,000.00	$1,453,044.10

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	2.10	Lower ratio of VP to Enrollment	Yes	$0	$1,499,734
2	2.11	Portion of Information and Evaluation Salaries & Benefits	Yes	$0	$257,781
2	2.12	Day care at Continuation High School	Yes	$0	$87,991.15
2	2.13	Portion of Elementary Library Techs	Yes	$0	$281,143.82
3	3.1	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	Yes	$37,500.00	$15,999.00
3	3.2	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.	Yes	$910,000.00	$41,464.00
3	3.3	Alternative Education Development and Programmatic Implementation	Yes	$315,000.00	$305,670.00
3	3.4	Provide professional development for Staff	Yes	$1,900,778.00	$1,900,778.00
3	3.5	Centralized support for Professional Development.	Yes	$526,275.00	$446,538.11
3	3.6	Multilingual Learners Curriculum Training, Collaboration and department Professional Development	No	$35,000.00	$0.00
3	3.7	Ethnic Studies Interdisciplinary Programs	Yes	$200,000.00	$33,074.32
3	3.8	Multi-tiered Systems of Support (MTSS) Professional Development	No	$14,000.00	$0.00

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)

2025-26 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
$28,555,477	$26,477,727.00	$28,555,477.00	($2,077,750.00)	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	Assessment Systems TK-12	Yes	$1,050,000.00	232,552.81		
1	1.2	Curriculum Supports and College and Career Readiness	Yes	$1,610,500.00	965,542.40		
1	1.3	Expanded Learning Opportunities and Interventions through Summer School and Afterschool Programs	Yes	$645,612.00	163,711.71		
1	1.4	School Based Support for SPSA Actions and Implementation	Yes	$1,150,384.00	1,150,383.98		
1	1.5	Multilingual Learners Site and Staff and Student Support	Yes	$477,388.00	43,501.52		
1	1.6	Comprehensive and Collaborative Supports for Students	Yes	$1,200,000.00	938,611.85		
1	1.7	Enrichment Music Programs for Students & Increased Opportunities for Collaboration	Yes	$1,008,025.00	804,451.47		
1	1.8	Academic Initiatives	Yes	$160,000.00	42,987.18		
1	1.9	Supports for Increased and supportive practices	Yes	$600,000.00	475,420.73		
1	1.10	Supplemental Materials and Supplies TK-12	Yes	$180,000.00	20,971.83		

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	1.11	Class size reduction	Yes	$6,320,000.00	7,252,308.26		
1	1.12	Continuation School Class size reduction	Yes	0	944,138.44		
1	1.13	Certificated Staff for Secondary Supplemental Programs: MHS IB, EAHS & PHS MP	Yes	0	237,652		
1	1.14	Portion of Secondary Vocational Program	Yes	0	591,340.19		
2	2.1	Panorama wellness survey and Youth Truth survey	Yes	$6,350.00	53,738.00		
2	2.2	Mental Health Supports	Yes	$2,052,120.00	971,959.86		
2	2.3	SEL and Antibullying Materials and Curriculum	Yes	$15,600.00	459.00		
2	2.4	Increased Campus Student Engagement staffing	Yes	$2,485,750.00	3,457,668.83		
2	2.5	Promoting Positive Attendance	Yes	$150,000.00	225,581.88		
2	2.6	Elementary Counselors	Yes	$1,526,055.00	1,484,969.46		
2	2.7	Wellness & Engagement administration	Yes	$198,401.00	335,848.15		
2	2.8	Family Engagement Facilitators and Multilingual Community Engagement	Yes	$1,109,489.00	1,844,129.95		
2	2.9	Extracurricular Wellness & Engagement	Yes	$995,000.00	1,453,044.10		
2	2.10	Lower ratio of VP to Enrollment	Yes	0	1,499,734		
2	2.11	Portion of Information and Evaluation Salaries & Benefits	Yes	0	257,781		
2	2.12	Day care at Continuation High School	Yes	0	87,991.15		
2	2.13	Portion of Elementary Library Techs	Yes	0	281,143.82		

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)
3	**3.1**	PD for Safety, Discipline, and Restorative and Culturally Responsive Student Support	Yes	$20,000.00	15,999.00		
3	**3.2**	Teacher training and collaboration to develop and implement effective strategies for differentiating instruction, aligning instructional approaches, and aligning literacy practices.	Yes	$740,000.00	41,464.00		
3	**3.3**	Alternative Education Development and Programmatic Implementation	Yes	$300,000.00	300,000.00		
3	**3.4**	Provide professional development for Staff	Yes	$1,900,778.00	1,900,778.00		
3	**3.5**	Centralized support for Professional Development.	Yes	$526,275.00	446,538.11		
3	**3.7**	Ethnic Studies Interdisciplinary Programs	Yes	$50,000.00	33,074.32		

2025-26 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
141,329,181	$28,555,477	0	20.205%	$28,555,477.00	0.000%	20.205%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

For additional questions or technical assistance related to the completion of the Local Control and Accountability Plan (LCAP) template, please contact the local county office of education (COE), or the California Department of Education's (CDE's) Local Agency Systems Support Office, by phone at 916-319-0809 or by email at LCFF@cde.ca.gov.

Introduction and Instructions

The Local Control Funding Formula (LCFF) requires local educational agencies (LEAs) to engage their local educational partners in an annual planning process to evaluate their progress within eight state priority areas encompassing all statutory metrics (COEs have 10 state priorities). LEAs document the results of this planning process in the LCAP using the template adopted by the State Board of Education.

The LCAP development process serves three distinct, but related functions:

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

Section 52052 identifies long-term English learners as a separate and distinct pupil subgroup with a numerical significance at 15 students.

- Annually reviewing and updating the LCAP to reflect progress toward the goals (EC Section 52064[b][7]).
- Ensuring that all increases attributable to supplemental and concentration grant calculations, including concentration grant add-on funding and/or LCFF carryover, are reflected in the LCAP (EC sections 52064[b][6], [8], and [11]).

The LCAP template, like each LEA's final adopted LCAP, is a document, not a process. LEAs must use the template to memorialize the outcome of their LCAP development process, which must: (a) reflect comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (Dashboard), (b) through meaningful engagement with educational partners that (c) meets legal requirements, as reflected in the final adopted LCAP. The sections included within the LCAP template do not and cannot reflect the full development process, just as the LCAP template itself is not intended as a tool for engaging educational partners.

If a county superintendent of schools has jurisdiction over a single school district, the county board of education and the governing board of the school district may adopt and file for review and approval a single LCAP consistent with the requirements in EC sections 52060, 52062, 52066, 52068, and 52070. The LCAP must clearly articulate to which entity's budget (school district or county superintendent of schools) all budgeted and actual expenditures are aligned.

The revised LCAP template for the 2024–25, 2025–26, and 2026–27 school years reflects statutory changes made through Senate Bill 114 (Committee on Budget and Fiscal Review), Chapter 48, Statutes of 2023 and Senate Bill 153, Chapter 38, Statues of 2024.

At its most basic, the adopted LCAP should attempt to distill not just what the LEA is doing for students in transitional kindergarten through grade twelve (TK–12), but also allow educational partners to understand why, and whether those strategies are leading to improved opportunities and outcomes for students. LEAs are strongly encouraged to use language and a level of detail in their adopted LCAPs intended to be meaningful and accessible for the LEA's diverse educational partners and the broader public.

In developing and finalizing the LCAP for adoption, LEAs are encouraged to keep the following overarching frame at the forefront of the strategic planning and educational partner engagement functions:

> Given present performance across the state priorities and on indicators in the Dashboard, how is the LEA using its budgetary resources to respond to TK–12 student and community needs, and address any performance gaps, including by meeting its obligation to increase or improve services for foster youth, English learners, and low-income students?

LEAs are encouraged to focus on a set of metrics and actions which, based on research, experience, and input gathered from educational partners, the LEA believes will have the biggest impact on behalf of its TK–12 students.

These instructions address the requirements for each section of the LCAP but may include information about effective practices when developing the LCAP and completing the LCAP document. Additionally, the beginning of each template section includes information emphasizing the purpose that section serves.

Plan Summary

Purpose

A well-developed Plan Summary section provides a meaningful context for the LCAP. This section provides information about an LEA's community as well as relevant information about student needs and performance. In order to present a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included throughout each subsequent section of the LCAP.

Requirements and Instructions

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA. LEAs may also provide information about their strategic plan, vision, etc.

Briefly describe the LEA, its schools, and its students in grades TK–12, as applicable to the LEA.

- For example, information about an LEA in terms of geography, enrollment, employment, the number and size of specific schools, recent community challenges, and other such information the LEA may wish to include can enable a reader to more fully understand the LEA's LCAP.
- LEAs may also provide information about their strategic plan, vision, etc.
- As part of this response, identify all schools within the LEA receiving Equity Multiplier funding.

Reflections: Annual Performance

A reflection on annual performance based on a review of the California School Dashboard (Dashboard) and local data.

Reflect on the LEA's annual performance on the Dashboard and local data. This may include both successes and challenges identified by the LEA during the development process.

LEAs are encouraged to highlight how they are addressing the identified needs of student groups, and/or schools within the LCAP as part of this response.

As part of this response, the LEA must identify the following, which will remain unchanged during the three-year LCAP cycle:

- Any school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard;
- Any student group within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard; and/or
- Any student group within a school within the LEA that received the lowest performance level on one or more state indicators on the 2023 Dashboard.

EC Section 52064.4 requires that an LEA that has unexpended Learning Recovery Emergency Block Grant (LREBG) funds must include one or more actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs, as applicable to the LEA. To implement the requirements of *EC* Section 52064.4, all LEAs must do the following:

- For the 2025–26, 2026–27, and 2027–28 LCAP years, identify whether or not the LEA has unexpended LREBG funds for the applicable LCAP year.
    - If the LEA has unexpended LREBG funds the LEA must provide the following:
        - The goal and action number for each action that will be funded, either in whole or in part, with LREBG funds; and
        - An explanation of the rationale for selecting each action funded with LREBG funds. This explanation must include:
            - An explanation of how the action is aligned with the allowable uses of funds identified in *EC* Section 32526(c)(2); and
            - An explanation of how the action is expected to address the area(s) of need of students and schools identified in the needs assessment required by *EC* Section 32526(d).
                - For information related to the allowable uses of funds and the required needs assessment, please see the Program Information tab on the LREBG Program Information web page.
            - Actions may be grouped together for purposes of these explanations.
            - The LEA may provide these explanations as part of the action description rather than as part of the Reflections: Annual Performance.
    - If the LEA does not have unexpended LREBG funds, the LEA is not required to conduct the needs assessment required by *EC* Section 32627(d), to provide the information identified above or to include actions funded with LREBG funds within the 2026-27, 2026-27 and 2027-28 LCAPs.

Reflections: Technical Assistance

As applicable, a summary of the work underway as part of technical assistance.

Annually identify the reason(s) the LEA is eligible for or has requested technical assistance consistent with EC sections 47607.3, 52071, 52071.5, 52072, or 52072.5, and provide a summary of the work underway as part of receiving technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance, however this also includes LEAs that have requested technical assistance from their COE.

- If the LEA is not eligible for or receiving technical assistance, the LEA may respond to this prompt as “Not Applicable.”

Comprehensive Support and Improvement
An LEA with a school or schools identified for comprehensive support and improvement (CSI) under the Every Student Succeeds Act must respond to the following prompts:

Schools Identified

A list of the schools in the LEA that are eligible for comprehensive support and improvement.

- Identify the schools within the LEA that have been identified for CSI.

Support for Identified Schools

A description of how the LEA has or will support its eligible schools in developing comprehensive support and improvement plans.

- Describe how the LEA has or will support the identified schools in developing CSI plans that included a school-level needs assessment, evidence-based interventions, and the identification of any resource inequities to be addressed through the implementation of the CSI plan.

Monitoring and Evaluating Effectiveness

A description of how the LEA will monitor and evaluate the plan to support student and school improvement.

- Describe how the LEA will monitor and evaluate the implementation and effectiveness of the CSI plan to support student and school improvement.

Engaging Educational Partners

Purpose

Significant and purposeful engagement of parents, students, educators, and other educational partners, including those representing the student groups identified by LCFF, is critical to the development of the LCAP and the budget process. Consistent with statute, such engagement should support comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard, accountability, and improvement across the state priorities and locally identified priorities (EC Section 52064[e][1]). Engagement of educational partners is an ongoing, annual process.

This section is designed to reflect how the engagement of educational partners influenced the decisions reflected in the adopted LCAP. The goal is to allow educational partners that participated in the LCAP development process and the broader public to understand how the LEA engaged educational partners and the impact of that engagement. LEAs are encouraged to keep this goal in the forefront when completing this section.

Requirements

Requirements

School districts and COEs: *EC* Section 52060(g) and *EC* Section 52066(g) specify the educational partners that must be consulted when developing the LCAP:

- Teachers,

- Principals,
- Administrators,
- Other school personnel,
- Local bargaining units of the LEA,
- Parents, and
- Students

A school district or COE receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Before adopting the LCAP, school districts and COEs must share it with the applicable committees, as identified below under Requirements and Instructions. The superintendent is required by statute to respond in writing to the comments received from these committees. School districts and COEs must also consult with the special education local plan area administrator(s) when developing the LCAP.

Charter schools: *EC* Section 47606.5(d) requires that the following educational partners be consulted with when developing the LCAP:

- Teachers,
- Principals,
- Administrators,
- Other school personnel,
- Parents, and
- Students

A charter school receiving Equity Multiplier funds must also consult with educational partners at the school generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for the school.

The LCAP should also be shared with, and LEAs should request input from, schoolsite-level advisory groups, as applicable (e.g., schoolsite councils, English Learner Advisory Councils, student advisory groups, etc.), to facilitate alignment between schoolsite and district-level goals. Information and resources that support effective engagement, define student consultation, and provide the requirements for advisory group composition, can be found under Resources on the CDE's LCAP webpage.

Before the governing board/body of an LEA considers the adoption of the LCAP, the LEA must meet the following legal requirements:

- For school districts, see *Education Code* Section 52062;
    - **Note:** Charter schools using the LCAP as the School Plan for Student Achievement must meet the requirements of *EC* Section 52062(a).
- For COEs, see *Education Code* Section 52068; and
- For charter schools, see *Education Code* Section 47606.5.

- **NOTE:** As a reminder, the superintendent of a school district or COE must respond, in writing, to comments received by the applicable committees identified in the *Education Code* sections listed above. This includes the parent advisory committee and may include the English learner parent advisory committee and, as of July 1, 2024, the student advisory committee, as applicable.

Instructions

Respond to the prompts as follows:

A summary of the process used to engage educational partners in the development of the LCAP.

School districts and county offices of education must, at a minimum, consult with teachers, principals, administrators, other school personnel, local bargaining units, parents, and students in the development of the LCAP.

Charter schools must, at a minimum, consult with teachers, principals, administrators, other school personnel, parents, and students in the development of the LCAP.

An LEA receiving Equity Multiplier funds must also consult with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

Complete the table as follows:

Educational Partners

Identify the applicable educational partner(s) or group(s) that were engaged in the development of the LCAP.

Process for Engagement

Describe the engagement process used by the LEA to involve the identified educational partner(s) in the development of the LCAP. At a minimum, the LEA must describe how it met its obligation to consult with all statutorily required educational partners, as applicable to the type of LEA.

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.

- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

A description of how the adopted LCAP was influenced by the feedback provided by educational partners.

Describe any goals, metrics, actions, or budgeted expenditures in the LCAP that were influenced by or developed in response to the educational partner feedback.

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.

- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.

- For the purposes of this prompt, this may also include, but is not necessarily limited to:
    - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
    - Inclusion of metrics other than the statutorily required metrics
    - Determination of the target outcome on one or more metrics
    - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
    - Inclusion of action(s) or a group of actions
    - Elimination of action(s) or group of actions
    - Changes to the level of proposed expenditures for one or more actions
    - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
    - Analysis of effectiveness of the specific actions to achieve the goal
    - Analysis of material differences in expenditures
    - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
    - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

Well-developed goals will clearly communicate to educational partners what the LEA plans to accomplish, what the LEA plans to do in order to accomplish the goal, and how the LEA will know when it has accomplished the goal. A goal statement, associated metrics and expected outcomes, and the actions included in the goal must be in alignment. The explanation for why the LEA included a goal is an opportunity for LEAs to clearly communicate to educational partners and the public why, among the various strengths and areas for improvement highlighted by performance data and strategies and actions that could be pursued, the LEA decided to pursue this goal, and the related metrics, expected outcomes, actions, and expenditures.

A well-developed goal can be focused on the performance relative to a metric or metrics for all students, a specific student group(s), narrowing performance gaps, or implementing programs or strategies expected to impact outcomes. LEAs should assess the performance of their student groups when developing goals and the related actions to achieve such goals.

Requirements and Instructions

LEAs should prioritize the goals, specific actions, and related expenditures included within the LCAP within one or more state priorities. LEAs must consider performance on the state and local indicators, including their locally collected and reported data for the local indicators that are included in the Dashboard, in determining whether and how to prioritize its goals within the LCAP. As previously stated, strategic planning that

is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students, and to address and reduce disparities in opportunities and outcomes between student groups indicated by the Dashboard.

In order to support prioritization of goals, the LCAP template provides LEAs with the option of developing three different kinds of goals:

- Focus Goal: A Focus Goal is relatively more concentrated in scope and may focus on a fewer number of metrics to measure improvement. A Focus Goal statement will be time bound and make clear how the goal is to be measured.
    - All Equity Multiplier goals must be developed as focus goals. For additional information, see Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding below.
- Broad Goal: A Broad Goal is relatively less concentrated in its scope and may focus on improving performance across a wide range of metrics.
- Maintenance of Progress Goal: A Maintenance of Progress Goal includes actions that may be ongoing without significant changes and allows an LEA to track performance on any metrics not addressed in the other goals of the LCAP.

Requirement to Address the LCFF State Priorities

At a minimum, the LCAP must address all LCFF priorities and associated metrics articulated in *EC* sections 52060(d) and 52066(d), as applicable to the LEA. The *LCFF State Priorities Summary* provides a summary of *EC* sections 52060(d) and 52066(d) to aid in the development of the LCAP.

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

The description provided for a Focus Goal must be specific, measurable, and time bound.

- An LEA develops a Focus Goal to address areas of need that may require or benefit from a more specific and data intensive approach.
- The Focus Goal can explicitly reference the metric(s) by which achievement of the goal will be measured and the time frame according to which the LEA expects to achieve the goal.

Type of Goal

Identify the type of goal being implemented as a Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.

Required Focus Goal(s) for LEAs Receiving Equity Multiplier Funding

Description

LEAs receiving Equity Multiplier funding must include one or more focus goals for each school generating Equity Multiplier funding. In addition to addressing the focus goal requirements described above, LEAs must adhere to the following requirements.

Focus goals for Equity Multiplier schoolsites must address the following:

(A) All student groups that have the lowest performance level on one or more state indicators on the Dashboard, and

(B) Any underlying issues in the credentialing, subject matter preparation, and retention of the school's educators, if applicable.

- Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- An LEA may create a single goal for multiple Equity Multiplier schoolsites if those schoolsites have the same student group(s) performing at the lowest performance level on one or more state indicators on the Dashboard or, experience similar issues in the credentialing, subject matter preparation, and retention of the school's educators.
    - When creating a single goal for multiple Equity Multiplier schoolsites, the goal must identify the student groups and the performance levels on the Dashboard that the Focus Goal is addressing; or,
    - The common issues the schoolsites are experiencing in credentialing, subject matter preparation, and retention of the school's educators, if applicable.

Type of Goal

Identify the type of goal being implemented as an Equity Multiplier Focus Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

- An explanation must be based on Dashboard data or other locally collected data.
- LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- LEAs are encouraged to promote transparency and understanding around the decision to pursue a focus goal.
- In addition to this information, the LEA must also identify:
    - The school or schools to which the goal applies

LEAs are encouraged to approach an Equity Multiplier goal from a wholistic standpoint, considering how the goal might maximize student outcomes through the use of LCFF and other funding in addition to Equity Multiplier funds.

- Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the Expanded Learning Opportunities Program (ELO-P), the Literacy Coaches and Reading Specialists (LCRS) Grant Program, and/or the California Community Schools Partnership Program (CCSPP).
- This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.

Note: *EC* Section 42238.024(b)(1) requires that Equity Multiplier funds be used for the provision of evidence-based services and supports for students. Evidence-based services and supports are based on objective evidence that has informed the design of the service or support and/or guides the modification of those services and supports. Evidence-based supports and strategies are most commonly based on educational research and/or metrics of LEA, school, and/or student performance.

Broad Goal

Description

Describe what the LEA plans to achieve through the actions included in the goal.

- The description of a broad goal will be clearly aligned with the expected measurable outcomes included for the goal.

- The goal description organizes the actions and expected outcomes in a cohesive and consistent manner.
- A goal description is specific enough to be measurable in either quantitative or qualitative terms. A broad goal is not as specific as a focus goal. While it is specific enough to be measurable, there are many different metrics for measuring progress toward the goal.

Type of Goal

Identify the type of goal being implemented as a Broad Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain why the LEA developed this goal and how the actions and metrics grouped together will help achieve the goal.

Maintenance of Progress Goal

Description

Describe how the LEA intends to maintain the progress made in the LCFF State Priorities not addressed by the other goals in the LCAP.

- Use this type of goal to address the state priorities and applicable metrics not addressed within the other goals in the LCAP.
- The state priorities and metrics to be addressed in this section are those for which the LEA, in consultation with educational partners, has determined to maintain actions and monitor progress while focusing implementation efforts on the actions covered by other goals in the LCAP.

Type of Goal

Identify the type of goal being implemented as a Maintenance of Progress Goal.

State Priorities addressed by this goal.

Identify each of the state priorities that this goal is intended to address.

An explanation of why the LEA has developed this goal.

Explain how the actions will sustain the progress exemplified by the related metrics.

Measuring and Reporting Results:

For each LCAP year, identify the metric(s) that the LEA will use to track progress toward the expected outcomes.

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.

- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.

- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.

- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.

    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

- **Required metrics for Equity Multiplier goals**: For each Equity Multiplier goal, the LEA must identify:

    - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or

    - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.

- **Required metrics for actions supported by LREBG funds**: To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.

    - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

- Identify the standard of measure being used to determine progress towards the goal and/or to measure the effectiveness of one or more actions associated with the goal.

Baseline

- Enter the baseline when completing the LCAP for 2024–25.
    - Use the most recent data associated with the metric available at the time of adoption of the LCAP for the first year of the three-year plan. LEAs may use data as reported on the 2023 Dashboard for the baseline of a metric only if that data represents the most recent available data (e.g., high school graduation rate).
    - Using the most recent data available may involve reviewing data the LEA is preparing for submission to the California Longitudinal Pupil Achievement Data System (CALPADS) or data that the LEA has recently submitted to CALPADS.
    - Indicate the school year to which the baseline data applies.
    - The baseline data must remain unchanged throughout the three-year LCAP.
        - This requirement is not intended to prevent LEAs from revising the baseline data if it is necessary to do so. For example, if an LEA identifies that its data collection practices for a particular metric are leading to inaccurate data and revises its practice to obtain accurate data, it would also be appropriate for the LEA to revise the baseline data to align with the more accurate data process and report its results using the accurate data.
        - If an LEA chooses to revise its baseline data, then, at a minimum, it must clearly identify the change as part of its response to the description of changes prompt in the Goal Analysis for the goal. LEAs are also strongly encouraged to involve their educational partners in the decision of whether or not to revise a baseline and to communicate the proposed change to their educational partners.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a new baseline each year, as applicable.

Year 1 Outcome

- When completing the LCAP for 2025–26, enter the most recent data available. Indicate the school year to which the data applies.
    - Note for Charter Schools: Charter schools developing a one-year LCAP may provide the Year 1 Outcome when completing the LCAP for both 2025–26 and 2026–27 or may provide the Year 1 Outcome for 2025–26 and provide the Year 2 Outcome for 2026–27.

Year 2 Outcome

- When completing the LCAP for 2026–27, enter the most recent data available. Indicate the school year to which the data applies.

- Note for Charter Schools: Charter schools developing a one-year LCAP may identify the Year 2 Outcome as not applicable when completing the LCAP for 2026–27 or may provide the Year 2 Outcome for 2026–27.

Target for Year 3 Outcome

- When completing the first year of the LCAP, enter the target outcome for the relevant metric the LEA expects to achieve by the end of the three-year LCAP cycle.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP may identify a Target for Year 1 or Target for Year 2, as applicable.

Current Difference from Baseline

- When completing the LCAP for 2025–26 and 2026–27, enter the current difference between the baseline and the yearly outcome, as applicable.
    - Note for Charter Schools: Charter schools developing a one- or two-year LCAP will identify the current difference between the baseline and the yearly outcome for Year 1 and/or the current difference between the baseline and the yearly outcome for Year 2, as applicable.

Timeline for school districts and COEs for completing the "**Measuring and Reporting Results**" part of the Goal.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26**. Leave blank until then.	Enter information in this box when completing the LCAP for **2026–27**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25** or when adding a new metric.	Enter information in this box when completing the LCAP for **2025–26** and **2026–27**. Leave blank until then.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective towards achieving the goal. "Effective" means the degree to which the planned actions were successful in producing the target result. Respond to the prompts as instructed.

Note: When completing the 2024–25 LCAP, use the 2023–24 Local Control and Accountability Plan Annual Update template to complete the Goal Analysis and identify the Goal Analysis prompts in the 2024–25 LCAP as "Not Applicable."

A description of overall implementation, including any substantive differences in planned actions and actual implementation of these actions, and any relevant challenges and successes experienced with implementation.

- Describe the overall implementation of the actions to achieve the articulated goal, including relevant challenges and successes experienced with implementation.
    - Include a discussion of relevant challenges and successes experienced with the implementation process.
    - This discussion must include any instance where the LEA did not implement a planned action or implemented a planned action in a manner that differs substantively from how it was described in the adopted LCAP.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.

- Explain material differences between Budgeted Expenditures and Estimated Actual Expenditures and between the Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services, as applicable. Minor variances in expenditures or percentages do not need to be addressed, and a dollar-for-dollar accounting is not required.

A description of the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal.

- Describe the effectiveness or ineffectiveness of the specific actions to date in making progress toward the goal. “Effectiveness” means the degree to which the actions were successful in producing the target result and “ineffectiveness” means that the actions did not produce any significant or targeted result.
    - In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    - When responding to this prompt, LEAs may assess the effectiveness of a single action or group of actions within the goal in the context of performance on a single metric or group of specific metrics within the goal that are applicable to the action(s). Grouping actions with metrics will allow for more robust analysis of whether the strategy the LEA is using to impact a specified set of metrics is working and increase transparency for educational partners. LEAs are encouraged to use such an approach when goals include multiple actions and metrics that are not closely associated.
    - Beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period.

A description of any changes made to the planned goal, metrics, target outcomes, or actions for the coming year that resulted from reflections on prior practice.

- Describe any changes made to this goal, expected outcomes, metrics, or actions to achieve this goal as a result of this analysis and analysis of the data provided in the Dashboard or other local data, as applicable.
    - As noted above, beginning with the development of the 2024–25 LCAP, the LEA must change actions that have not proven effective over a three-year period. For actions that have been identified as ineffective, the LEA must identify the ineffective action and must include a description of the following:

- The reasons for the ineffectiveness, and
- How changes to the action will result in a new or strengthened approach.

Actions:

Complete the table as follows. Add additional rows as necessary.

Action #

- Enter the action number.

Title

- Provide a short title for the action. This title will also appear in the action tables.

Description

- Provide a brief description of the action.
    - For actions that contribute to meeting the increased or improved services requirement, the LEA may include an explanation of how each action is principally directed towards and effective in meeting the LEA's goals for unduplicated students, as described in the instructions for the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.
    - As previously noted, for each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
    - These required metrics may be identified within the action description or the first prompt in the increased or improved services section; however, the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.

Total Funds

- Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the action tables.

Contributing

- Indicate whether the action contributes to meeting the increased or improved services requirement as described in the Increased or Improved Services section using a “Y” for Yes or an “N” for No.
    - **Note:** for each such contributing action, the LEA will need to provide additional information in the Increased or Improved Services section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496 in the Increased or Improved Services section of the LCAP.

***Actions for Foster Youth*:** School districts, COEs, and charter schools that have a numerically significant foster youth student subgroup are encouraged to include specific actions in the LCAP designed to meet needs specific to foster youth students.

Required Actions

For English Learners and Long-Term English Learners

- LEAs with 30 or more English learners and/or 15 or more long-term English learners must include specific actions in the LCAP related to, at a minimum:
    - Language acquisition programs, as defined in *EC* Section 306, provided to students, and
    - Professional development for teachers.
    - If an LEA has both 30 or more English learners and 15 or more long-term English learners, the LEA must include actions for both English learners and long-term English learners.

For Technical Assistance

- LEAs eligible for technical assistance pursuant to *EC* sections 47607.3, 52071, 52071.5, 52072, or 52072.5, must include specific actions within the LCAP related to its implementation of the work underway as part of technical assistance. The most common form of this technical assistance is frequently referred to as Differentiated Assistance.

For Lowest Performing Dashboard Indicators

- LEAs that have Red Dashboard indicators for (1) a school within the LEA, (2) a student group within the LEA, and/or (3) a student group within any school within the LEA must include one or more specific actions within the LCAP:
    - The specific action(s) must be directed towards the identified student group(s) and/or school(s) and must address the identified state indicator(s) for which the student group or school received the lowest performance level on the 2023 Dashboard. Each student group and/or school that receives the lowest performance level on the 2023 Dashboard must be addressed by one or more actions.
    - These required actions will be effective for the three-year LCAP cycle.

For LEAs With Unexpended LREBG Funds

- To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include one or more actions supported with LREBG funds within the 2025–26, 2026–27, and 2027–28 LCAPs, as applicable to the LEA. Actions funded with LREBG funds must remain in the LCAP until the LEA has expended the remainder of its LREBG funds, after which time the actions may be removed from the LCAP.
    - Prior to identifying the actions included in the LCAP the LEA is required to conduct a needs assessment pursuant to *EC* Section 32526(d). For information related to the required needs assessment please see the Program Information tab on the LREBG

Program Information web page. Additional information about the needs assessment and evidence-based resources for the LREBG may be found on the California Statewide System of Support LREBG Resources web page. The required LREBG needs assessment may be part of the LEAs regular needs assessment for the LCAP if it meets the requirements of *EC* Section 32627(d).

- School districts receiving technical assistance and COEs providing technical assistance are encouraged to use the technical assistance process to support the school district in conducting the required needs assessment, the selection of actions funded by the LREBG and/or the evaluation of implementation of the actions required as part of the LCAP annual update process.
- As a reminder, LREBG funds must be used to implement one or more of the purposes articulated in *EC* Section 32526(c)(2).
- LEAs with unexpended LREBG funds must include one or more actions supported by LREBG funds within the LCAP. For each action supported by LREBG funding the action description must:
  - Identify the action as an LREBG action;
  - Include an explanation of how research supports the selected action;
  - Identify the metric(s) being used to monitor the impact of the action; and
  - Identify the amount of LREBG funds being used to support the action.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students

Purpose

A well-written Increased or Improved Services section provides educational partners with a comprehensive description, within a single dedicated section, of how an LEA plans to increase or improve services for its unduplicated students as defined in *EC* Section 42238.02 in grades TK–12 as compared to all students in grades TK–12, as applicable, and how LEA-wide or schoolwide actions identified for this purpose meet regulatory requirements. Descriptions provided should include sufficient detail yet be sufficiently succinct to promote a broader understanding of educational partners to facilitate their ability to provide input. An LEA's description in this section must align with the actions included in the Goals and Actions section as contributing.

Please Note: For the purpose of meeting the Increased or Improved Services requirement and consistent with *EC* Section 42238.02, long-term English learners are included in the English learner student group.

Statutory Requirements

An LEA is required to demonstrate in its LCAP how it is increasing or improving services for its students who are foster youth, English learners, and/or low-income, collectively referred to as unduplicated students, as compared to the services provided to all students in proportion to the increase in funding it receives based on the number and concentration of unduplicated students in the LEA (*EC* Section 42238.07[a][1], *EC*

Section 52064[b][8][B]; 5 *CCR* Section 15496[a]). This proportionality percentage is also known as the "minimum proportionality percentage" or "MPP." The manner in which an LEA demonstrates it is meeting its MPP is two-fold: (1) through the expenditure of LCFF funds or through the identification of a Planned Percentage of Improved Services as documented in the Contributing Actions Table, and (2) through the explanations provided in the Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students section.

To improve services means to grow services in quality and to increase services means to grow services in quantity. Services are increased or improved by those actions in the LCAP that are identified in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided across the entire LEA (LEA-wide action), provided to an entire school (Schoolwide action), or solely provided to one or more unduplicated student group(s) (Limited action).

Therefore, for *any* action contributing to meet the increased or improved services requirement, the LEA must include an explanation of:

- How the action is increasing or improving services for the unduplicated student group(s) (Identified Needs and Action Design), and
- How the action meets the LEA's goals for its unduplicated pupils in the state and any local priority areas (Measurement of Effectiveness).

LEA-wide and Schoolwide Actions

In addition to the above required explanations, LEAs must provide a justification for why an LEA-wide or Schoolwide action is being provided to all students and how the action is intended to improve outcomes for unduplicated student group(s) as compared to all students.

- Conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.

- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

For School Districts Only

Actions provided on an **LEA-wide** basis at **school districts with an unduplicated pupil percentage of less than 55 percent** must also include a description of how the actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions provided on a **Schoolwide** basis for **schools with less than 40 percent enrollment of unduplicated pupils** must also include a description of how these actions are the most effective use of the funds to meet the district's goals for its unduplicated pupils in the state and any local priority areas. The description must provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

- Specify the amount of LCFF supplemental and concentration grant funds the LEA estimates it will receive in the coming year based on the number and concentration of foster youth, English learner, and low-income students. This amount includes the Additional 15 percent LCFF Concentration Grant.

Projected Additional 15 percent LCFF Concentration Grant

- Specify the amount of additional LCFF concentration grant add-on funding, as described in *EC* Section 42238.02, that the LEA estimates it will receive in the coming year.

Projected Percentage to Increase or Improve Services for the Coming School Year

- Specify the estimated percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year as calculated pursuant to 5 *CCR* Section 15496(a)(7).

LCFF Carryover — Percentage

- Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).

LCFF Carryover — Dollar

- Specify the LCFF Carryover — Dollar amount identified in the LCFF Carryover Table. If a carryover amount is not identified in the LCFF Carryover Table, specify an amount of zero ($0).

Total Percentage to Increase or Improve Services for the Coming School Year

- Add the Projected Percentage to Increase or Improve Services for the Coming School Year and the Proportional LCFF Required Carryover Percentage and specify the percentage. This is the LEA's percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the LCAP year, as calculated pursuant to 5 *CCR* Section 15496(a)(7).

Required Descriptions:

LEA-wide and Schoolwide Actions

For each action being provided to an entire LEA or school, provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) for whom the action is principally directed, (2) how the action is designed to address the identified need(s) and why it is being provided on an LEA or schoolwide basis, and (3) the metric(s) used to measure the effectiveness of the action in improving outcomes for the unduplicated student group(s).

If the LEA has provided this required description in the Action Descriptions, state as such within the table.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed.

An LEA demonstrates how an action is principally directed towards an unduplicated student group(s) when the LEA explains the need(s), condition(s), or circumstance(s) of the unduplicated student group(s) identified through a needs assessment and how the action addresses them. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis

Provide an explanation of how the action as designed will address the unique identified need(s) of the LEA's unduplicated student group(s) for whom the action is principally directed and the rationale for why the action is being provided on an LEA-wide or schoolwide basis.

- As stated above, conclusory statements that a service will help achieve an expected outcome for the goal, without an explicit connection or further explanation as to how, are not sufficient.
- Further, simply stating that an LEA has a high enrollment percentage of a specific student group or groups does not meet the increased or improved services standard because enrolling students is not the same as serving students.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

Note for COEs and Charter Schools: In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

Limited Actions

For each action being solely provided to one or more unduplicated student group(s), provide an explanation of (1) the unique identified need(s) of the unduplicated student group(s) being served, (2) how the action is designed to address the identified need(s), and (3) how the effectiveness of the action in improving outcomes for the unduplicated student group(s) will be measured.

If the LEA has provided the required descriptions in the Action Descriptions, state as such.

Complete the table as follows:

Identified Need(s)

Provide an explanation of the unique need(s) of the unduplicated student group(s) being served identified through the LEA's needs assessment. A meaningful needs assessment includes, at a minimum, analysis of applicable student achievement data and educational partner feedback.

How the Action(s) are Designed to Address Need(s)

Provide an explanation of how the action is designed to address the unique identified need(s) of the unduplicated student group(s) being served.

Metric(s) to Monitor Effectiveness

Identify the metric(s) being used to measure the progress and effectiveness of the action(s).

For any limited action contributing to meeting the increased or improved services requirement that is associated with a Planned Percentage of Improved Services in the Contributing Summary Table rather than an expenditure of LCFF funds, describe the methodology that was used to determine the contribution of the action towards the proportional percentage, as applicable.

- For each action with an identified Planned Percentage of Improved Services, identify the goal and action number and describe the methodology that was used.

- When identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

- For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Total Planned Expenditures Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Additional Concentration Grant Funding

A description of the plan for how the additional concentration grant add-on funding identified above will be used to increase the number of staff providing direct services to students at schools that have a high concentration (above 55 percent) of foster youth, English learners, and low-income students, as applicable.

An LEA that receives the additional concentration grant add-on described in *EC* Section 42238.02 is required to demonstrate how it is using these funds to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent as compared to the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is equal to or less than 55 percent. The staff who provide direct services to students must be certificated staff and/or classified staff employed by the LEA; classified staff includes custodial staff.

Provide the following descriptions, as applicable to the LEA:

- An LEA that does not receive a concentration grant or the concentration grant add-on must indicate that a response to this prompt is not applicable.

- Identify the goal and action numbers of the actions in the LCAP that the LEA is implementing to meet the requirement to increase the number of staff who provide direct services to students at schools with an enrollment of unduplicated students that is greater than 55 percent.

- An LEA that does not have comparison schools from which to describe how it is using the concentration grant add-on funds, such as a single-school LEA or an LEA that only has schools with an enrollment of unduplicated students that is greater than 55 percent, must describe how it is using the funds to increase the number of credentialed staff, classified staff, or both, including custodial staff, who provide direct services to students at selected schools and the criteria used to determine which schools require additional staffing support.

- In the event that an additional concentration grant add-on is not sufficient to increase staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent, the LEA must describe how it is using the funds to retain staff providing direct services to students at a school with an enrollment of unduplicated students that is greater than 55 percent.

Complete the table as follows:

- Provide the staff-to-student ratio of classified staff providing direct services to students with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of classified staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of full-time equivalent (FTE) staff and the number of enrolled students as counted on the first Wednesday in October of each year.
- Provide the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is 55 percent or less and the staff-to-student ratio of certificated staff providing direct services to students at schools with a concentration of unduplicated students that is greater than 55 percent, as applicable to the LEA.
    - The LEA may group its schools by grade span (Elementary, Middle/Junior High, and High Schools), as applicable to the LEA.
    - The staff-to-student ratio must be based on the number of FTE staff and the number of enrolled students as counted on the first Wednesday in October of each year.

Action Tables

Complete the Total Planned Expenditures Table for each action in the LCAP. The information entered into this table will automatically populate the other Action Tables. Information is only entered into the Total Planned Expenditures Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. The word “input” has been added to column headers to aid in identifying the column(s) where information will be entered. Information is not entered on the remaining Action tables.

The following tables are required to be included as part of the LCAP adopted by the local governing board or governing body:

- Table 1: Total Planned Expenditures Table (for the coming LCAP Year)
- Table 2: Contributing Actions Table (for the coming LCAP Year)
- Table 3: Annual Update Table (for the current LCAP Year)
- Table 4: Contributing Actions Annual Update Table (for the current LCAP Year)
- Table 5: LCFF Carryover Table (for the current LCAP Year)

Note: The coming LCAP Year is the year that is being planned for, while the current LCAP year is the current year of implementation. For example, when developing the 2024–25 LCAP, 2024–25 will be the coming LCAP Year and 2023–24 will be the current LCAP Year.

Total Planned Expenditures Table

In the Total Planned Expenditures Table, input the following information for each action in the LCAP for that applicable LCAP year:

- **LCAP Year**: Identify the applicable LCAP Year.
- **1. Projected LCFF Base Grant**: Provide the total amount estimated LCFF entitlement for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program, the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs.

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.
- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated on the basis of the number and concentration of unduplicated students for the coming school year.
- **3. Projected Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected LCFF Base Grant and the Projected LCFF Supplemental and/or Concentration Grants, pursuant to 5 *CCR* Section 15496(a)(8). This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the coming LCAP year.
- **LCFF Carryover — Percentage:** Specify the LCFF Carryover — Percentage identified in the LCFF Carryover Table from the prior LCAP year. If a carryover percentage is not identified in the LCFF Carryover Table, specify a percentage of zero (0.00%).
- **Total Percentage to Increase or Improve Services for the Coming School Year:** This percentage will not be entered; it is calculated based on the Projected Percentage to Increase or Improve Services for the Coming School Year and the LCFF Carryover —

Percentage. ***This is the percentage by which the LEA must increase or improve services for unduplicated pupils as compared to the services provided to all students in the coming LCAP year.***

- **Goal #**: Enter the LCAP Goal number for the action.
- **Action #**: Enter the action's number as indicated in the LCAP Goal.
- **Action Title**: Provide a title of the action.
- **Student Group(s)**: Indicate the student group or groups who will be the primary beneficiary of the action by entering "All," or by entering a specific student group or groups.
- **Contributing to Increased or Improved Services?:** Type "Yes" if the action **is** included as contributing to meeting the increased or improved services requirement; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services requirement.
- If "Yes" is entered into the Contributing column, then complete the following columns:
    - **Scope**: The scope of an action may be LEA-wide (i.e., districtwide, countywide, or charterwide), schoolwide, or limited. An action that is LEA-wide in scope upgrades the entire educational program of the LEA. An action that is schoolwide in scope upgrades the entire educational program of a single school. An action that is limited in its scope is an action that serves only one or more unduplicated student groups.
    - **Unduplicated Student Group(s)**: Regardless of scope, contributing actions serve one or more unduplicated student groups. Indicate one or more unduplicated student groups for whom services are being increased or improved as compared to what all students receive.
    - **Location**: Identify the location where the action will be provided. If the action is provided to all schools within the LEA, the LEA must indicate "All Schools." If the action is provided to specific schools within the LEA or specific grade spans only, the LEA must enter "Specific Schools" or "Specific Grade Spans." Identify the individual school or a subset of schools or grade spans (e.g., all high schools or grades transitional kindergarten through grade five), as appropriate.
- **Time Span**: Enter "ongoing" if the action will be implemented for an indeterminate period of time. Otherwise, indicate the span of time for which the action will be implemented. For example, an LEA might enter "1 Year," or "2 Years," or "6 Months."
- **Total Personnel**: Enter the total amount of personnel expenditures utilized to implement this action.
- **Total Non-Personnel**: This amount will be automatically calculated based on information provided in the Total Personnel column and the Total Funds column.

- **LCFF Funds**: Enter the total amount of LCFF funds utilized to implement this action, if any. LCFF funds include all funds that make up an LEA's total LCFF target (i.e., base grant, grade span adjustment, supplemental grant, concentration grant, Targeted Instructional Improvement Block Grant, and Home-To-School Transportation).
    - **Note:** For an action to contribute towards meeting the increased or improved services requirement, it must include some measure of LCFF funding. The action may also include funding from other sources, however the extent to which an action contributes to meeting the increased or improved services requirement is based on the LCFF funding being used to implement the action.
- **Other State Funds**: Enter the total amount of Other State Funds utilized to implement this action, if any.
    - **Note:** Equity Multiplier funds must be included in the "Other State Funds" category, not in the "LCFF Funds" category. As a reminder, Equity Multiplier funds must be used to supplement, not supplant, funding provided to Equity Multiplier schoolsites for purposes of the LCFF, the ELO-P, the LCRS, and/or the CCSPP. This means that Equity Multiplier funds must not be used to replace funding that an Equity Multiplier schoolsite would otherwise receive to implement LEA-wide actions identified in the LEA's LCAP or that an Equity Multiplier schoolsite would otherwise receive to implement provisions of the ELO-P, the LCRS, and/or the CCSPP.
- **Local Funds**: Enter the total amount of Local Funds utilized to implement this action, if any.
- **Federal Funds**: Enter the total amount of Federal Funds utilized to implement this action, if any.
- **Total Funds**: This amount is automatically calculated based on amounts entered in the previous four columns.
- **Planned Percentage of Improved Services**: For any action identified as contributing, being provided on a Limited basis to unduplicated students, and that does not have funding associated with the action, enter the planned quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%). A limited action is an action that only serves foster youth, English learners, and/or low-income students.
    - As noted in the instructions for the Increased or Improved Services section, when identifying a Planned Percentage of Improved Services, the LEA must describe the methodology that it used to determine the contribution of the action towards the proportional percentage. The percentage of improved services for an action corresponds to the amount of LCFF funding that the LEA estimates it would expend to implement the action if it were funded.

      For example, an LEA determines that there is a need to analyze data to ensure that instructional aides and expanded learning providers know what targeted supports to provide to students who are foster youth. The LEA could implement this action by hiring additional staff to collect and analyze data and to coordinate supports for students, which, based on the LEA's current pay scale, the LEA estimates would cost $165,000. Instead, the LEA chooses to utilize a portion of existing staff time to analyze data relating to students who are foster youth. This analysis will then be shared with site principals who will use the data to coordinate services provided by instructional assistants and expanded learning providers to target support to students. In this example, the LEA would divide the estimated cost of $165,000 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Planned Percentage of Improved Services for the action.

Contributing Actions Table

As noted above, information will not be entered in the Contributing Actions Table; however, the 'Contributing to Increased or Improved Services?' column will need to be checked to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses.

Annual Update Table

In the Annual Update Table, provide the following information for each action in the LCAP for the relevant LCAP year:

- **Estimated Actual Expenditures**: Enter the total estimated actual expenditures to implement this action, if any.

Contributing Actions Annual Update Table

In the Contributing Actions Annual Update Table, check the 'Contributing to Increased or Improved Services?' column to ensure that only actions with a "Yes" are displaying. If actions with a "No" are displayed or if actions that are contributing are not displaying in the column, use the drop-down menu in the column header to filter only the "Yes" responses. Provide the following information for each contributing action in the LCAP for the relevant LCAP year:

- **6. Estimated Actual LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants estimated based on the number and concentration of unduplicated students in the current school year.
- **Estimated Actual Expenditures for Contributing Actions**: Enter the total estimated actual expenditure of LCFF funds used to implement this action, if any.
- **Estimated Actual Percentage of Improved Services:** For any action identified as contributing, being provided on a Limited basis only to unduplicated students, and that does not have funding associated with the action, enter the total estimated actual quality improvement anticipated for the action as a percentage rounded to the nearest hundredth (0.00%).
    - Building on the example provided above for calculating the Planned Percentage of Improved Services, the LEA in the example implements the action. As part of the annual update process, the LEA reviews implementation and student outcome data and determines that the action was implemented with fidelity and that outcomes for foster youth students improved. The LEA reviews the original estimated cost for the action and determines that had it hired additional staff to collect and analyze data and to coordinate supports for students that estimated actual cost would have been $169,500 due to a cost of living adjustment. The LEA would divide the estimated actual cost of $169,500 by the amount of LCFF Funding identified in the Data Entry Table and then convert the quotient to a percentage. This percentage is the Estimated Actual Percentage of Improved Services for the action.

LCFF Carryover Table

- **9. Estimated Actual LCFF Base Grant**: Provide the total amount of estimated LCFF Target Entitlement for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Block Grant program,

the former Home-to-School Transportation program, and the Small School District Transportation program, pursuant to 5 *CCR* Section 15496(a)(8). Note that the LCFF Base Grant for purposes of the LCAP also includes the Necessary Small Schools and Economic Recovery Target allowances for school districts, and County Operations Grant for COEs. See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF entitlement calculations.

- **10. Total Percentage to Increase or Improve Services for the Current School Year:** This percentage will not be entered. The percentage is calculated based on the amounts of the Estimated Actual LCFF Base Grant (9) and the Estimated Actual LCFF Supplemental and/or Concentration Grants (6), pursuant to 5 *CCR* Section 15496(a)(8), plus the LCFF Carryover – Percentage from the prior year. This is the percentage by which services for unduplicated pupils must be increased or improved as compared to the services provided to all students in the current LCAP year.

Calculations in the Action Tables

To reduce the duplication of effort of LEAs, the Action Tables include functionality such as pre-population of fields and cells based on the information provided in the Data Entry Table, the Annual Update Summary Table, and the Contributing Actions Table. For transparency, the functionality and calculations used are provided below.

Contributing Actions Table

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
    - This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.
- **5. Total Planned Percentage of Improved Services**
    - This percentage is the total of the Planned Percentage of Improved Services column.
- **Planned Percentage to Increase or Improve Services for the coming school year (4 divided by 1, plus 5)**
    - This percentage is calculated by dividing the Total Planned Contributing Expenditures (4) by the Projected LCFF Base Grant (1), converting the quotient to a percentage, and adding it to the Total Planned Percentage of Improved Services (5).

Contributing Actions Annual Update Table

Pursuant to *EC* Section 42238.07(c)(2), if the Total Planned Contributing Expenditures (4) is less than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the LEA is required to calculate the difference between the Total Planned Percentage of Improved Services (5) and the Total Estimated Actual Percentage of Improved Services (7). If the Total Planned Contributing Expenditures (4) is equal to or greater than the Estimated Actual LCFF Supplemental and Concentration Grants (6), the Difference Between Planned and Estimated Actual Percentage of Improved Services will display “Not Required.”

- **6. Estimated Actual LCFF Supplemental and Concentration Grants**

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.

- **4. Total Planned Contributing Expenditures (LCFF Funds)**
  - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
  - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
  - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
  - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
  - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
  - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

- **10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 plus Carryover %)**
  - This percentage is the Estimated Actual LCFF Supplemental and/or Concentration Grants (6) divided by the Estimated Actual LCFF Base Grant (9) plus the LCFF Carryover – Percentage from the prior year.
- **11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)**
  - This percentage is the Total Estimated Actual Expenditures for Contributing Actions (7) divided by the LCFF Funding (9), then converting the quotient to a percentage and adding the Total Estimated Actual Percentage of Improved Services (8).
- **12. LCFF Carryover — Dollar Amount LCFF Carryover (Subtract 11 from 10 and multiply by 9)**

- If the Estimated Actual Percentage of Increased or Improved Services (11) is less than the Estimated Actual Percentage to Increase or Improve Services (10), the LEA is required to carry over LCFF funds.

  The amount of LCFF funds is calculated by subtracting the Estimated Actual Percentage to Increase or Improve Services (11) from the Estimated Actual Percentage of Increased or Improved Services (10) and then multiplying by the Estimated Actual LCFF Base Grant (9). This amount is the amount of LCFF funds that is required to be carried over to the coming year.

- **13. LCFF Carryover — Percentage (12 divided by 9)**

  - This percentage is the unmet portion of the Percentage to Increase or Improve Services that the LEA must carry over into the coming LCAP year. The percentage is calculated by dividing the LCFF Carryover (12) by the LCFF Funding (9).

California Department of Education
November 2024

Santa Rosa City Schools

Embrace · Engage · Empower

2026-27 Adopted Budget

Financial Report

Table of Contents

Santa Rosa City Schools: 2026-27 Proposed Adopted Budget Narrative	Pages 1-6
2026-27 Adopted Budget Santa Rosa City Schools Form CB - Budget Certification	Pages 7-10
2026-27 Adopted Budget Santa Rosa City Schools General Fund Form 01 Revenues, Expenditures, and Changes in Fund Balance	Pages 11-25
2026-27 Adopted Budget Current Expense Formula/Minimum Classroom Compensation Form CEA	Pages 26-29
2026-27 Adopted Budget Multiyear Projection (MYP) FCMAT/CSIS Software Projection Pro Santa Rosa City Schools	Pages 30-39
2026-27 Adopted Budget Santa Rosa City Schools General Fund Multiyear Projections Form MYP CDE SACS Financial Reporting Software	Pages 40-47
2026-27 Adopted Budget FCMAT/CSIS Software Projection Pro Santa Rosa City Schools Cashflow Report	Pages 48-56

2026-27 Adopted Budget Santa Rosa City Schools General Fund Form CASH Cashflow Worksheet CDE SACS Financial Reporting Software	Pages 57-61
2026-27 Adopted Budget Attachment Balances in Excess of Minimum Reserve Requirements Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves	Pages 62-63
2026-27 Adopted Budget Santa Rosa City Schools Charter Schools Special Revenue Fund Form 09 CDE SACS Financial Reporting Software	Pages 64-71
French American Charter 2026-27 Adopted Budget Multi Year Projection (MYP)	Pages 72-75
Cesar Chavez Language Academy 2026-27 Adopted Budget Multi Year Projection (MYP)	Pages 76-79
Charter School for the Arts 2026-27 Adopted Budget Multi Year Projection (MYP)	Pages 80-83
Accelerated Charter 2026-27 Adopted Budget Multi Year Projection (MYP)	Pages 84-86
2026-27 Adopted Budget Santa Rosa City Schools Form A - Average Daily Attendance CDE SACS Financial Reporting Software	Pages 87-89
2026-27 Adopted Budget Santa Rosa City Schools Student Activity Special Revenue Fund Form 08 Revenues, Expenditures, and Changes in Fund Balance CDE SACS Financial Reporting Software	Pages 90-96
2026-27 Adopted Budget Santa Rosa City Schools Child Development Fund Form 12 Revenues, Expenditures, and Changes in Fund Balance CDE SACS Financial Reporting Software	Pages 97-103
2026-27 Adopted Budget Santa Rosa City Schools Cafeteria Special Revenue Fund Form 13 Revenues, Expenditures, and Changes in Fund Balance CDE SACS Financial Reporting Software	Pages 104-110
2026-27 Adopted Budget Santa Rosa City Schools Deferred Maintenance Fund Form 14 Revenues, Expenditures, and Changes in Fund Balance CDE SACS Financial Reporting Software	Pages 111-116
2026-27 Adopted Budget Santa Rosa City Schools Special Reserve Fund for Other Than Capital Outlay Projects Form 17 Revenues, Expenditures, and Changes in Fund Balance CDE SACS Financial Reporting Software	Pages 117-121
2026-27 Adopted Budget Santa Rosa City Schools Building Fund Form 21 Revenues, Expenditures, and Changes in Fund Balance CDE SACS Financial Reporting Software	Pages 122-128
2026-27 Adopted Budget Santa Rosa City Schools Capital Facilities Fund Form 25 Revenues, Expenditures, and Changes in Fund Balance CDE SACS Financial Reporting Software	Pages 129-135

2026-27 Adopted Budget Santa Rosa City Schools County School Facilities Fund Form 35 Revenues, Expenditures, and Changes in Fund Balance CDE SACS Financial Reporting Software	Pages 136-142
2026-27 Adopted Budget Santa Rosa City Schools Special Reserve Fund for Capital Outlay Projects Form 40 Revenues, Expenditures, and Changes in Fund Balance CDE SACS Financial Reporting Software	Pages 143-149
2026-27 Adopted Budget Santa Rosa City Schools Self-Insurance Fund Form 67 Revenues, Expenditures, and Changes in Fund Balance CDE SACS Financial Reporting Software	Pages 150-156
2026-27 Adopted Budget Santa Rosa City Schools Foundation Private-Purpose Trust Fund Form 73 Revenues, Expenditures, and Changes in Fund Balance CDE SACS Financial Reporting Software	Pages 157-163
2026-27 Adopted Budget Santa Rosa City Schools Form SIAA - SUMMARY OF INTERFUND ACTIVITIES CDE SACS Financial Reporting Software	Pages 164-168
2026-27 Adopted Budget Santa Rosa City Schools Form CC - Workers' Compensation Certification CDE SACS Financial Reporting Software	Pages 169-170
2026-27 Adopted Budget Santa Rosa City Schools Form 01CS School District Criteria and Standards Review CDE SACS Financial Reporting Software	Pages 171-202
2026-27 Adopted Budget Technical Review Checks - Exceptions Only CDE SACS Financial Reporting Software	Pages 203-204
Local Control Funding Formula (LCFF) Calculator by The Fiscal Crisis and Management Assistance Team (FCMAT) ADA and Summary information	Pages 205-251

Santa Rosa City Schools: 2026-27 Proposed Adopted Budget Narrative

Overview & Executive Summary

This budget narrative accompanies the **Santa Rosa City Schools (SRCS) 2026-27 Proposed Adopted Budget**, Public Hearing presented on **June 10, 2026** and for Budget Adoption on **June 24, 2026**. This proposal represents a critical strategic turning point for the District's long-term fiscal solvency.

The 2026-27 fiscal planning cycle occurs amidst shifting economic landscapes and ongoing structural enrollment challenges. To maintain a balanced structural budget, protect the District's financial standing, and ensure educational continuity, SRCS has integrated significant, definitive consolidation efforts and a targeted Fiscal Stabilization Plan (FSP) with budget solutions directly into budget development.

2025-26 Estimated Actuals (Prior Year Closeout)

A review of the 2025-26 fiscal year demonstrates tighter expenditure controls than previously forecast.

The District closed the year with total revenues of **$243,152,237**, an increase of $1,935,765 over the Third Interim report, driven entirely by remaining restricted/local revenues. Total expenditures dropped by $2,968,859 down to **$248,391,020**, primarily due to unspent books, supplies, and operational services.

Combined with $5,900,000 in Transfers In, the district saw a positive net change of $661,217 in its operating balance, yielding an improved **Ending Fund Balance of $16,551,325** heading into the new fiscal year.

General Fund (Fund 01) 2026-27 Proposed Budget

The proposed combined (unrestricted and restricted) General Fund budget for 2026-27 details a structurally aligned financial footprint.

Revenues

The District projects total revenues of **$236,374,262**.

- **LCFF Sources:** $180,754,616 (comprising the vast majority of funding, with $177,181,215 sitting in Unrestricted).
- **Federal Revenues:** $9,455,469 (fully restricted).
- **Other State Revenues:** $25,467,711.
- **Other Local Revenues:** $20,696,466.

Expenditures & Contributions

Total combined operational expenditures are budgeted at **$236,938,202**. Personnel costs remain the primary driver of district resource allocation:

- **Certificated Salaries:** $85,001,815
- **Classified Salaries:** $32,750,896
- **Employee Benefits:** $55,066,629
- **Books and Supplies:** $4,965,615
- **Services & Other Operating Expenditures:** $60,843,703
- **Capital Outlay & Other Outgo:** $611,544 (net of indirect cost transfers)

Note on Contributions: Unrestricted funds will contribute **$52,108,873** directly to Restricted programs (such as Special Education and Maintenance) to bridge funding gaps and meet minimum requirements.

Net Position & Fund Balance

The district will realize a modest combined net increase to the fund balance of **$356,373**. This leaves the General Fund with a healthy **Ending Fund Balance of $18,793,560** ($8,001,906 Unrestricted; $10,791,654 Restricted).

Multi-Year Projections (MYP) & Long-Term Financial Outlook

The multi-year projections emphasize the critical need for the FSP, as the District navigates continuous enrollment declines across both elementary and high school divisions.

Ongoing Fiscal Stabilization Plan (FSP) Solutions & Personnel Realignment

Addressing structural deficits required a deep re-evaluation of personnel and ongoing expenditures. The ongoing FSP implements a net decrease in positions alongside operational

efficiencies:

- **Certificated Personnel:** A reduction of **67.3 FTE** (Non-management).
- **Classified Personnel:** A reduction of **9.0 FTE** (Non-management).
- **Management/Supervisor/Confidential:** A reduction of **29.5 FTE**.
- **Operational Savings:** Refreshing copiers district-wide to extract further administrative cost efficiencies.

One-Time FSP Solutions

To ease short-term pressure on unrestricted funds, SRCS is implementing targeted resource-shifting:

- **Redevelopment Agency Funds:** Maximizing restricted resource utilization by driving these funds toward a portion of the mandatory 3% Routine Restricted Maintenance contribution.

- **Expanded Learning Opportunities Program (ELOP):** Spending down restricted ELOP fund balances to absorb eligible costs, directly sheltering the unrestricted General Fund.

Student Demographics Trends

Combined enrollment is expected to decline steadily, impacting future funded Average Daily Attendance (ADA):

Metric	2025-26	2026-27 (Projected)	2027-28 (Projected)	2028-29 (Projected)
Combined Enrollment	12,188	11,662	11,374	10,969
Projected ADA	11,219	10,735	10,470	10,097
Funded ADA	11,751	11,501	11,163	10,814
Underserved Pupil %	72.37%	69.58%	69.61%	69.58%

MYP Revenue & Expenditure Forecasts

The long-term forecast assumes a statutory COLA of **2.87%** in 2026-27, rising to **3.30%** in 2027-28, and settling at **3.09%** in 2028-29. Step and Column salary increases are fixed at **1.35%** annually. Special Education contributions are projected to grow aggressively, climbing from 64.67% to **70.21%** of program costs by 2028-29.

The combined General Fund MYP tracking displays the following trend:

- **2026-27:** Total Revenues: $236.3M | Total Expenditures: $236.9M | Ending Balance: **$18,793,560**
- **2027-28:** Total Revenues: $238.1M | Total Expenditures: $236.8M | Ending Balance: **$21,034,636**
- **2028-29:** Total Revenues: $237.2M | Total Expenditures: $239.1M | Ending Balance: **$19,124,402**

Reserve Status (Economic Uncertainties)

The district successfully maintains its legally required **Minimum 3% Reserve for Economic Uncertainty** across all years ($7.1M required annually). When combining the General Fund unassigned balances with the Fund 17 Special Reserve, the District retains a positive unappropriated buffer each year ($1.53M in FY27, growing to $4.40M in FY28, and normalizing to $3.25M in FY29).

Cash Flow Analysis

Cash projections for both the current and budget years indicate strong fiscal liquidity without relying on special financing or internal borrowing across fiscal years.

- **FY 2025-26:** Projected to close June 30 with a positive cash balance of **$8.7M**. Cash balances trough significantly in October/November due to the timing of property tax receipts but recover robustly in December.
- **FY 2026-27:** Projected to close June 30, 2027, with an improved positive cash balance of **$12.7M**, mirroring similar seasonal cash dips in the autumn.

Charter Schools (Fund 09) & Other District Funds

Charter Fund 09 Performance

The District oversees four distinct charter academy multi-year projections, showing varied financial health:

1. **Santa Rosa French-American Charter (SRFACS):** Expanding enrollment from 544 to 627. Highly stable, with an ending fund balance projected to grow from $2.2M (FY27) to $4.3M (FY29).

2. **Cesar Chavez Language Academy:** Expanding enrollment from 763 to 852. Strong fiscal standing, with its ending fund balance climbing to $4.15M by FY29.

3. **Santa Rosa Charter School for the Arts:** Experiencing structural deficits. While enrollment stabilizes at 416, expenditures outpace revenues in out-years, drawing its Unrestricted Ending Balance down significantly to a tight **0.83% ($48,337)** by 2028-29. This area requires direct structural monitoring.

4. **Santa Rosa Accelerated Charter:** Holding a flat enrollment of 128, this charter operates efficiently, growing its ending balance to $1.09M by FY29 with an exceptional 57.72% unrestricted reserve.

Summary of Other District Funds (Projected June 30, 2027 balances)

- **Student Activity Fund 08:** $1,346,387
- **Child Development Fund 12:** $2,251,237
- **Cafeteria Special Revenue Fund 13:** $4,391,482
- **Deferred Maintenance Fund 14:** $1,193,955
- **Special Reserve (Non-Capital) Fund 17:** $644,801
- **Building Fund 21 (Bond Fund):** $38,165,189
- **Capital Facilities Fund 25 (Developer Fees):** $8,657,766
- **County Schools Facilities Fund 35:** $6,187
- **Special Reserve for Capital Projects Fund 40:** $197,040
- **Self-Insurance Fund 67 (Dental):** $517,643
- **Scholarship Fund 73:** $207,744

Areas to Monitor & Next Steps

As the fiscal year progresses, administration must vigilantly monitor several variables that could alter these projections:

- Collective bargaining outcomes and labor negotiations.
- Macroeconomic trends, global uncertainty, and technology sector capital gains impacting state tax revenues.
- The real-world execution and community impact of the school consolidations and

closures.
- Fiscal recovery at the Charter School for the Arts.
- Finalization of the Enacted State Budget, including potential impacts from proposed block grants (e.g., Student Support Discretionary and Learning Recovery grants) or new pregnancy disability leave cost mandates.

Immediate Next Steps

Following this June 2026 budget presentation and LCAP adoption, staff will formally close the 2025-26 books in July, evaluate the Enacted State Budget, and return to the Board in August 2026 with a mandatory **45-Day Budget Update** to realign allocations with final state statutory figures.

2026-27 Adopted Budget

Santa Rosa City Schools

Form CB - Budget Certification

California Dept of Education

SACS Financial Reporting Software

ANNUAL BUDGET REPORT:

July 1, 2026 Budget Adoption

Select applicable boxes:

X This budget was developed using the state-adopted Criteria and Standards. It includes the expenditures necessary to implement the Local Control and Accountability Plan (LCAP) or annual update to the LCAP that will be effective for the budget year. The budget was filed and adopted subsequent to a public hearing by the governing board of the school district pursuant to Education Code sections 33129, 42127, 52060, 52061, and 52062.

X If the budget includes a combined assigned and unassigned ending fund balance above the minimum recommended reserve for economic uncertainties, at its public hearing, the school district complied with the requirements of subparagraphs (B) and (C) of paragraph (2) of subdivision (a) of Education Code Section 42127.

Budget available for inspection at:

Place: Santa Rosa City Schools

Date: June 4, 2026

Public Hearing:

Place: Santa Rosa City Hall Council Chambers

Date: June 10, 2026

Time: 6:00 pm

Adoption Date: June 24, 2026

Signed:

Clerk/Secretary of the Governing Board

(Original signature required)

Printed Name: Sarah Jenkins Title: Clerk

Contact person for additional information on the budget reports:

Name: Joel Dontos

Title: Executive Director of Fiscal Services

Telephone: (707) 890-3800 x80210

E-mail: jdontos@srcs.k12.ca.us

Criteria and Standards Review Summary

The following summary is automatically completed based on data provided in the Criteria and Standards Review (Form 01CS). Criteria and standards that are "Not Met," and supplemental information and additional fiscal indicators that are "Yes," may indicate areas of potential concern for fiscal solvency purposes and should be carefully reviewed.

CRITERIA AND STANDARDS			Met	Not Met
1	Average Daily Attendance	Projected (funded) ADA has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
2	Enrollment	Enrollment has not been overestimated by more than the standard for the prior fiscal year, or two or more of the previous three fiscal years.	X	
3	ADA to Enrollment	Projected second period (P-2) ADA to enrollment ratio is consistent with historical ratios for the budget and two subsequent fiscal years.	X	
4	Local Control Funding Formula (LCFF) Revenue	Projected change in LCFF revenue is within the standard for the budget and two subsequent fiscal years.		X
5	Salaries and Benefits	Projected ratios of total unrestricted salaries and benefits to total unrestricted general fund expenditures are consistent with historical ratios for the budget and two subsequent fiscal years.		X
6a	Other Revenues	Projected operating revenues (e.g., federal, other state, and other local) are within the standard for the budget and two subsequent fiscal years.		X
6b	Other Expenditures	Projected operating expenditures (e.g., books and supplies, and services and other operating) are within the standard for the budget and two subsequent fiscal years.	X	
7	Ongoing and Major Maintenance Account	If applicable, required contribution to the ongoing and major maintenance account (i.e., restricted maintenance account) is included in the budget.	X	
8	Deficit Spending	Unrestricted deficit spending, if any, has not exceeded the standard for two or more of the last three fiscal years.	X	

9a	Fund Balance	Unrestricted general fund beginning balance has not been overestimated by more than the standard for two or more of the last three fiscal years.	X	
9b	Cash Balance	Projected general fund cash balance will be positive at the end of the current fiscal year.	X	
10	Reserves	Projected available reserves (e.g., reserve for economic uncertainties, unassigned/unappropriated amounts) meet minimum requirements for the budget and two subsequent fiscal years.	X	
SUPPLEMENTAL INFORMATION			**No**	**Yes**
S1	Contingent Liabilities	Are there known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget?	X	
S2	Using One-time Revenues to Fund Ongoing Expenditures	Are there ongoing general fund expenditures in excess of one percent of the total general fund expenditures that are funded with one-time resources?	X	
S3	Using Ongoing Revenues to Fund One-time Expenditures	Are there large non-recurring general fund expenditures that are funded with ongoing general fund revenues?	X	
S4	Contingent Revenues	Are any projected revenues for the budget or two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)?	X	
S5	Contributions	Have contributions from unrestricted to restricted resources, or transfers to or from the general fund to cover operating deficits, changed by more than the standard for the budget or two subsequent fiscal years?		X
SUPPLEMENTAL INFORMATION (continued)			**No**	**Yes**
S6	Long-term Commitments	Does the district have long-term (multiyear) commitments or debt agreements?		X
		• If yes, have annual payments for the budget or two subsequent fiscal years increased over prior year's (2025-26) annual payment?	X	
S7a	Postemployment Benefits Other than Pensions	Does the district provide postemployment benefits other than pensions (OPEB)?		X
		• If yes, are they lifetime benefits?	X	
		• If yes, do benefits continue beyond age 65?	X	
		• If yes, are benefits funded by pay-as-you-go?		X
S7b	Other Self-insurance Benefits	Does the district provide other self-insurance benefits (e.g., workers' compensation, employee health and welfare, or property and liability)?		X
S8	Status of Labor Agreements	Are salary and benefit negotiations still open for:		
		• Certificated? (Section S8A, Line 1)		X
		• Classified? (Section S8B, Line 1)		X
		• Management/supervisor/confidential? (Section S8C, Line 1)		X
S9	Local Control and Accountability Plan (LCAP)	• Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?		X
		• Adoption date of the LCAP or an update to the LCAP:	**06/24/2026**	
S10	LCAP Expenditures	Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?		X
ADDITIONAL FISCAL INDICATORS			**No**	**Yes**
A1	Negative Cash Flow	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	X	
A2	Independent Position Control	Is personnel position control independent from the payroll system?	X	
A3	Declining Enrollment	Is enrollment decreasing in both the prior fiscal year and budget year?		X
A4	New Charter Schools Impacting District Enrollment	Are any new charter schools operating in district boundaries that are impacting the district's enrollment, either in the prior fiscal year or budget year?	X	
A5	Salary Increases Exceed COLA	Has the district entered into a bargaining agreement where any of the budget or subsequent fiscal years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	X	
ADDITIONAL FISCAL INDICATORS (continued)			**No**	**Yes**
A6	Uncapped Health Benefits	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?		X
A7	Independent Financial System	Is the district's financial system independent from the county office system?	X	

A8	Fiscal Distress Reports	Does the district have any reports that indicate fiscal distress? If yes, provide copies to the COE, pursuant to EC 42127.6(a).	X	
A9	Change of CBO or Superintendent	Have there been personnel changes in the superintendent or chief business official (CBO) positions within the last 12 months?		X

2026-27 Adopted Budget

Santa Rosa City Schools

General Fund

Form 01

Revenues, Expenditures, and Changes in Fund Balance

California Dept of Education

SACS Financial Reporting Software

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
A. REVENUES									
1) LCFF Sources		8010-8099	172,176,282.00	3,573,401.00	175,749,683.00	177,181,215.00	3,573,401.00	180,754,616.00	2.8%
2) Federal Revenue		8100-8299	0.00	9,438,720.18	9,438,720.18	0.00	9,455,469.00	9,455,469.00	0.2%
3) Other State Revenue		8300-8599	7,797,463.00	25,394,116.27	33,191,579.27	7,797,464.00	17,670,247.00	25,467,711.00	-23.3%
4) Other Local Revenue		8600-8799	7,898,495.40	16,873,758.67	24,772,254.07	8,059,745.00	12,636,721.00	20,696,466.00	-16.5%
5) TOTAL, REVENUES			187,872,240.40	55,279,996.12	243,152,236.52	193,038,424.00	43,335,838.00	236,374,262.00	-2.8%
B. EXPENDITURES									
1) Certificated Salaries		1000-1999	66,612,987.46	25,969,436.44	92,582,423.90	59,596,164.00	25,405,651.00	85,001,815.00	-8.2%
2) Classified Salaries		2000-2999	21,317,388.57	11,493,638.06	32,811,026.63	20,667,952.00	12,082,944.00	32,750,896.00	-0.2%
3) Employee Benefits		3000-3999	33,314,127.24	23,724,305.57	57,038,432.81	31,188,968.00	23,877,661.00	55,066,629.00	-3.5%
4) Books and Supplies		4000-4999	1,379,199.23	3,449,722.68	4,828,921.91	1,508,430.00	3,457,185.00	4,965,615.00	2.8%
5) Services and Other Operating Expenditures		5000-5999	22,058,287.67	39,889,358.55	61,947,646.22	27,124,372.00	33,719,331.00	60,843,703.00	-1.8%
6) Capital Outlay		6000-6999	14,454.04	518,651.41	533,105.45	0.00	511,169.00	511,169.00	-4.1%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299 7400-7499	83,412.00	32,431.00	115,843.00	116,490.00	0.00	116,490.00	0.6%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	(2,183,396.56)	717,016.56	(1,466,380.00)	(2,797,384.00)	479,269.00	(2,318,115.00)	58.1%
9) TOTAL, EXPENDITURES			142,596,459.65	105,794,560.27	248,391,019.92	137,404,992.00	99,533,210.00	236,938,202.00	-4.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			45,275,780.75	(50,514,564.15)	(5,238,783.40)	55,633,432.00	(56,197,372.00)	(563,940.00)	-89.2%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	500,000.00	5,400,000.00	5,900,000.00	0.00	920,313.00	920,313.00	-84.4%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(43,959,412.98)	43,959,412.98	0.00	(52,108,873.00)	52,108,873.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(43,459,412.98)	49,359,412.98	5,900,000.00	(52,108,873.00)	53,029,186.00	920,313.00	-84.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,816,367.77	(1,155,151.17)	661,216.60	3,524,559.00	(3,168,186.00)	356,373.00	-46.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	(1,110,744.60)	15,114,991.24	14,004,246.64	2,591,485.17	13,959,840.07	16,551,325.24	18.2%
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
c) As of July 1 - Audited (F1a + F1b)			(1,110,744.60)	15,114,991.24	14,004,246.64	2,591,485.17	13,959,840.07	16,551,325.24	18.2%
d) Other Restatements		9795	1,885,862.00	0.00	1,885,862.00	1,885,862.00	0.00	1,885,862.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			775,117.40	15,114,991.24	15,890,108.64	4,477,347.17	13,959,840.07	18,437,187.24	16.0%
2) Ending Balance, June 30 (E + F1e)			2,591,485.17	13,959,840.07	16,551,325.24	8,001,906.17	10,791,654.07	18,793,560.24	13.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	36,750.00	0.00	36,750.00	0.00	0.00	0.00	-100.0%
Stores		9712	346,726.86	0.00	346,726.86	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	13,959,840.07	13,959,840.07	0.00	10,791,655.43	10,791,655.43	-22.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,208,008.31	0.00	2,208,008.31	7,108,146.06	0.00	7,108,146.06	221.9%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	893,760.11	(1.36)	893,758.75	New
G. ASSETS									
1) Cash									
a) in County Treasury		9110	49,366,955.06	(17,958,000.21)	31,408,954.85				
1) Fair Value Adjustment to Cash in County Treasury		9111	(25,280.00)	0.00	(25,280.00)				
b) in Banks		9120	3,000.00	0.00	3,000.00				
c) in Revolving Cash Account		9130	36,750.00	0.00	36,750.00				
d) with Fiscal Agent/Trustee		9135	0.00	0.00	0.00				
e) Collections Awaiting Deposit		9140	0.00	0.00	0.00				
2) Investments		9150	0.00	0.00	0.00				
3) Accounts Receivable		9200	344,048.70	400,014.56	744,063.26				
4) Due from Grantor Government		9290	0.00	(488.06)	(488.06)				
5) Due from Other Funds		9310	0.00	0.00	0.00				
6) Stores		9320	346,726.86	0.00	346,726.86				
7) Prepaid Expenditures		9330	0.00	0.00	0.00				
8) Other Current Assets		9340	0.00	0.00	0.00				

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
9) Lease Receivable		9380	0.00	0.00	0.00				
10) TOTAL, ASSETS			50,072,200.62	(17,558,473.71)	32,513,726.91				
H. DEFERRED OUTFLOWS OF RESOURCES									
1) Deferred Outflows of Resources		9490	0.00	0.00	0.00				
2) TOTAL, DEFERRED OUTFLOWS			0.00	0.00	0.00				
I. LIABILITIES									
1) Accounts Payable		9500	462,691.97	2,185.00	464,876.97				
2) Due to Grantor Governments		9590	0.00	11,401.32	11,401.32				
3) Due to Other Funds		9610	0.00	0.00	0.00				
4) Current Loans		9640	0.00	0.00	0.00				
5) Unearned Revenue		9650	0.00	0.00	0.00				
6) TOTAL, LIABILITIES			462,691.97	13,586.32	476,278.29				
J. DEFERRED INFLOWS OF RESOURCES									
1) Deferred Inflows of Resources		9690	0.00	0.00	0.00				
2) TOTAL, DEFERRED INFLOWS			0.00	0.00	0.00				
K. FUND EQUITY									
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			49,609,508.65	(17,572,060.03)	32,037,448.62				
LCFF SOURCES									
Principal Apportionment									
State Aid - Current Year		8011	54,284,609.00	0.00	54,284,609.00	61,026,692.00	0.00	61,026,692.00	12.4%
Education Protection Account State Aid - Current Year		8012	2,350,208.00	0.00	2,350,208.00	2,300,292.00	0.00	2,300,292.00	-2.1%
State Aid - Prior Years		8019	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Tax Relief Subventions									
Homeowners' Exemptions		8021	480,970.00	0.00	480,970.00	480,970.00	0.00	480,970.00	0.0%
Timber Yield Tax		8022	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8029	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
County & District Taxes									
Secured Roll Taxes		8041	111,415,409.00	0.00	111,415,409.00	113,665,409.00	0.00	113,665,409.00	2.0%
Unsecured Roll Taxes		8042	3,981,707.00	0.00	3,981,707.00	3,981,707.00	0.00	3,981,707.00	0.0%
Prior Years' Taxes		8043	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8044	2,997,238.00	0.00	2,997,238.00	2,997,238.00	0.00	2,997,238.00	0.0%
Education Revenue Augmentation Fund (ERAF)		8045	5,522,334.00	0.00	5,522,334.00	5,522,334.00	0.00	5,522,334.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Community Redevelopment Funds (SB 617/699/1992)		8047	4,949,740.00	0.00	4,949,740.00	2,474,870.00	0.00	2,474,870.00	-50.0%
Penalties and Interest from Delinquent Taxes		8048	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Miscellaneous Funds (EC 41604)									
Royalties and Bonuses		8081	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other In-Lieu Taxes		8082	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Less: Non-LCFF (50%) Adjustment		8089	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subtotal, LCFF Sources			185,982,215.00	0.00	185,982,215.00	192,449,512.00	0.00	192,449,512.00	3.5%
LCFF Transfers									
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00		0.00	0.00		0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	(13,805,933.00)	0.00	(13,805,933.00)	(15,268,297.00)	0.00	(15,268,297.00)	10.6%
Property Taxes Transfers		8097	0.00	3,573,401.00	3,573,401.00	0.00	3,573,401.00	3,573,401.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			172,176,282.00	3,573,401.00	175,749,683.00	177,181,215.00	3,573,401.00	180,754,616.00	2.8%
FEDERAL REVENUE									
Maintenance and Operations		8110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	3,882,846.00	3,882,846.00	0.00	3,916,362.00	3,916,362.00	0.9%
Special Education Discretionary Grants		8182	0.00	276,036.12	276,036.12	0.00	262,052.00	262,052.00	-5.1%
Child Nutrition Programs		8220	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Forest Reserve Funds		8260	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Flood Control Funds		8270	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Wildlife Reserve Funds		8280	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
FEMA		8281	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	165,990.44	165,990.44	0.00	220,419.00	220,419.00	32.8%
Pass-Through Revenues from Federal Sources		8287	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290		3,809,629.87	3,809,629.87		3,809,649.00	3,809,649.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290		0.00	0.00		0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290		307,208.68	307,208.68		307,205.00	307,205.00	0.0%
Title III, Immigrant Student Program	4201	8290		85,444.00	85,444.00		85,444.00	85,444.00	0.0%
Title III, English Learner Program	4203	8290		142,902.74	142,902.74		142,906.00	142,906.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290		0.00	0.00		0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Other Every Student Succeeds Act	3040, 3060, 3061, 3110, 3150, 3155, 3182, 4037, 4123, 4124, 4126, 4127, 5630	8290		504,804.33	504,804.33		447,575.00	447,575.00	-11.3%
Career and Technical Education	3500-3599	8290		206,635.00	206,635.00		206,634.00	206,634.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	57,223.00	57,223.00	0.00	57,223.00	57,223.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	9,438,720.18	9,438,720.18	0.00	9,455,469.00	9,455,469.00	0.2%
OTHER STATE REVENUE									
Other State Apportionments									
Special Education Master Plan									
Current Year	6500	8311		324,916.00	324,916.00		324,916.00	324,916.00	0.0%
Prior Years	6500	8319		0.00	0.00		0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	693,889.00	0.00	693,889.00	693,889.00	0.00	693,889.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	2,295,344.00	1,165,003.00	3,460,347.00	2,295,345.00	880,279.00	3,175,624.00	-8.2%
Tax Relief Subventions									
Restricted Levies - Other									
Homeowners' Exemptions		8575	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenues from									
State Sources		8587	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590		0.00	0.00		0.00	0.00	0.0%
After School Education and Safety (ASES)	6010	8590		2,348,090.06	2,348,090.06		2,348,090.00	2,348,090.00	0.0%
Charter School Facility Grant	6030	8590		0.00	0.00		0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6650, 6690, 6695	8590		11,353.00	11,353.00		0.00	0.00	-100.0%
California Clean Energy Jobs Act	6230	8590		0.00	0.00		0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590		842,044.00	842,044.00		842,046.00	842,046.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590		1,973,217.00	1,973,217.00		2,081,896.00	2,081,896.00	5.5%
American Indian Early Childhood Education	7210	8590		0.00	0.00		0.00	0.00	0.0%
Specialized Secondary	7370	8590		0.00	0.00		0.00	0.00	0.0%
All Other State Revenue	All Other	8590	4,808,230.00	18,729,493.21	23,537,723.21	4,808,230.00	11,193,020.00	16,001,250.00	-32.0%
TOTAL, OTHER STATE REVENUE			7,797,463.00	25,394,116.27	33,191,579.27	7,797,464.00	17,670,247.00	25,467,711.00	-23.3%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
OTHER LOCAL REVENUE									
Other Local Revenue									
County and District Taxes									
Other Restricted Levies									
Secured Roll		8615	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Ad Valorem Taxes									
Parcel Taxes		8621	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sales									
Sale of Equipment/Supplies		8631	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Leases and Rentals		8650	682,784.00	0.00	682,784.00	678,439.00	0.00	678,439.00	-0.6%
Interest		8660	398,683.00	0.00	398,683.00	398,683.00	0.00	398,683.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Fees and Contracts									
Adult Education Fees		8671	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Non-Resident Students		8672	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Interagency Services		8677	111,000.00	765,666.00	876,666.00	0.00	0.00	0.00	-100.0%
Mitigation/Developer Fees		8681	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Fees and Contracts		8689	3,174,677.00	0.00	3,174,677.00	3,525,675.00	0.00	3,525,675.00	11.1%
Other Local Revenue									
Plus: Miscellaneous Funds Non-LCFF (50 Percent) Adjustment		8691	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Pass-Through Revenue from Local Sources		8697	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Local Revenue		8699	3,531,351.40	3,656,196.02	7,187,547.42	3,456,948.00	1,960,640.00	5,417,588.00	-24.6%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
Tuition		8710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Apportionments									
Special Education SELPA Transfers									
From Districts or Charter Schools	6500	8791		0.00	0.00		0.00	0.00	0.0%
From County Offices	6500	8792		12,451,896.65	12,451,896.65		10,676,081.00	10,676,081.00	-14.3%
From JPAs	6500	8793		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments									
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			7,898,495.40	16,873,758.67	24,772,254.07	8,059,745.00	12,636,721.00	20,696,466.00	-16.5%
TOTAL, REVENUES			187,872,240.40	55,279,996.12	243,152,236.52	193,038,424.00	43,335,838.00	236,374,262.00	-2.8%
CERTIFICATED SALARIES									
Certificated Teachers' Salaries		1100	53,599,202.52	19,615,711.59	73,214,914.11	50,343,663.00	20,615,142.00	70,958,805.00	-3.1%
Certificated Pupil Support Salaries		1200	5,779,058.98	3,307,324.18	9,086,383.16	4,354,548.00	3,223,556.00	7,578,104.00	-16.6%
Certificated Supervisors' and Administrators' Salaries		1300	6,690,733.52	2,389,326.06	9,080,059.58	4,418,001.00	1,005,978.00	5,423,979.00	-40.3%
Other Certificated Salaries		1900	543,992.44	657,074.61	1,201,067.05	479,952.00	560,975.00	1,040,927.00	-13.3%
TOTAL, CERTIFICATED SALARIES			66,612,987.46	25,969,436.44	92,582,423.90	59,596,164.00	25,405,651.00	85,001,815.00	-8.2%
CLASSIFIED SALARIES									
Classified Instructional Salaries		2100	1,299,041.67	3,170,343.47	4,469,385.14	1,350,165.00	4,000,563.00	5,350,728.00	19.7%
Classified Support Salaries		2200	4,754,436.94	4,211,294.44	8,965,731.38	4,798,912.00	4,755,361.00	9,554,273.00	6.6%
Classified Supervisors' and Administrators' Salaries		2300	2,857,165.51	1,131,241.62	3,988,407.13	3,114,926.00	943,954.00	4,058,880.00	1.8%
Clerical, Technical and Office Salaries		2400	7,357,645.69	733,864.20	8,091,509.89	7,247,657.00	598,343.00	7,846,000.00	-3.0%
Other Classified Salaries		2900	5,049,098.76	2,246,894.33	7,295,993.09	4,156,292.00	1,784,723.00	5,941,015.00	-18.6%
TOTAL, CLASSIFIED SALARIES			21,317,388.57	11,493,638.06	32,811,026.63	20,667,952.00	12,082,944.00	32,750,896.00	-0.2%
EMPLOYEE BENEFITS									
STRS		3101-3102	12,183,924.08	13,733,628.47	25,917,552.55	10,838,552.00	13,644,189.00	24,482,741.00	-5.5%
PERS		3201-3202	5,358,536.39	2,990,863.85	8,349,400.24	5,274,563.00	3,178,041.00	8,452,604.00	1.2%
OASDI/Medicare/Alternative		3301-3302	2,641,532.67	1,249,391.95	3,890,924.62	2,546,955.00	1,384,590.00	3,931,545.00	1.0%
Health and Welfare Benefits		3401-3402	11,517,806.20	4,548,439.59	16,066,245.79	11,095,924.00	4,510,117.00	15,606,041.00	-2.9%
Unemployment Insurance		3501-3502	45,066.54	18,244.97	63,311.51	39,507.00	18,309.00	57,816.00	-8.7%
Workers' Compensation		3601-3602	1,452,303.04	622,803.98	2,075,107.02	1,322,220.00	617,084.00	1,939,304.00	-6.5%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
OPEB, Allocated		3701-3702	(1,167,093.74)	14,682.41	(1,152,411.33)	(1,083,796.00)	0.00	(1,083,796.00)	-6.0%
OPEB, Active Employees		3751-3752	1,282,052.06	546,250.35	1,828,302.41	1,155,043.00	525,331.00	1,680,374.00	-8.1%
Other Employee Benefits		3901-3902	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			33,314,127.24	23,724,305.57	57,038,432.81	31,188,968.00	23,877,661.00	55,066,629.00	-3.5%
BOOKS AND SUPPLIES									
Approved Textbooks and Core Curricula Materials		4100	0.00	163,930.40	163,930.40	0.00	121,659.00	121,659.00	-25.8%
Books and Other Reference Materials		4200	17,133.60	81,301.14	98,434.74	20,397.00	48,101.00	68,498.00	-30.4%
Materials and Supplies		4300	1,310,269.51	2,609,324.96	3,919,594.47	1,430,122.00	2,531,317.00	3,961,439.00	1.1%
Noncapitalized Equipment		4400	51,796.12	595,166.18	646,962.30	57,911.00	756,108.00	814,019.00	25.8%
Food		4700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			1,379,199.23	3,449,722.68	4,828,921.91	1,508,430.00	3,457,185.00	4,965,615.00	2.8%
SERVICES AND OTHER OPERATING EXPENDITURES									
Subagreements for Services		5100	12,142,624.33	27,373,573.84	39,516,198.17	12,935,590.00	24,769,655.00	37,705,245.00	-4.6%
Travel and Conferences		5200	156,803.48	709,284.33	866,087.81	116,708.00	654,313.00	771,021.00	-11.0%
Dues and Memberships		5300	84,204.57	44,491.54	128,696.11	72,999.00	36,677.00	109,676.00	-14.8%
Insurance		5400 - 5499	53,198.32	3,031,411.71	3,084,610.03	3,585,680.00	0.00	3,585,680.00	16.2%
Operations and Housekeeping Services		5500	5,381,260.46	374,118.68	5,755,379.14	5,849,809.00	0.00	5,849,809.00	1.6%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	922,053.93	1,379,969.67	2,302,023.60	819,790.00	1,367,060.00	2,186,850.00	-5.0%
Transfers of Direct Costs		5710	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800 - 5899	2,855,048.74	6,940,785.99	9,795,834.73	3,121,402.00	6,855,097.00	9,976,499.00	1.8%
Communications		5900	463,093.84	35,722.79	498,816.63	622,394.00	36,529.00	658,923.00	32.1%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			22,058,287.67	39,889,358.55	61,947,646.22	27,124,372.00	33,719,331.00	60,843,703.00	-1.8%
CAPITAL OUTLAY									
Land		6100	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Equipment		6400	14,454.04	518,651.41	533,105.45	0.00	511,169.00	511,169.00	-4.1%
Equipment Replacement		6500	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, CAPITAL OUTLAY			14,454.04	518,651.41	533,105.45	0.00	511,169.00	511,169.00	-4.1%
OTHER OUTGO (excluding Transfers of Indirect Costs)									
Tuition									
Tuition for Instruction Under Interdistrict									
Attendance Agreements		7110	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
State Special Schools		7130	5,491.00	0.00	5,491.00	19,932.00	0.00	19,932.00	263.0%
Tuition, Excess Costs, and/or Deficit Payments									
Payments to Districts or Charter Schools		7141	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Payments to County Offices		7142	77,921.00	0.00	77,921.00	96,558.00	0.00	96,558.00	23.9%
Payments to JPAs		7143	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Transfers of Pass-Through Revenues									
To Districts or Charter Schools		7211	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Special Education SELPA Transfers of Apportionments									
To Districts or Charter Schools	6500	7221		0.00	0.00		0.00	0.00	0.0%
To County Offices	6500	7222		0.00	0.00		0.00	0.00	0.0%
To JPAs	6500	7223		0.00	0.00		0.00	0.00	0.0%
Other Transfers of Apportionments	All Other	7221-7223	0.00	32,431.00	32,431.00	0.00	0.00	0.00	-100.0%
All Other Transfers		7281-7283	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Debt Service									
Debt Service - Interest		7438	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			83,412.00	32,431.00	115,843.00	116,490.00	0.00	116,490.00	0.6%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS									
Transfers of Indirect Costs		7310	(717,016.56)	717,016.56	0.00	(479,269.00)	479,269.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	(1,466,380.00)	0.00	(1,466,380.00)	(2,318,115.00)	0.00	(2,318,115.00)	58.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			(2,183,396.56)	717,016.56	(1,466,380.00)	(2,797,384.00)	479,269.00	(2,318,115.00)	58.1%
TOTAL, EXPENDITURES			142,596,459.65	105,794,560.27	248,391,019.92	137,404,992.00	99,533,210.00	236,938,202.00	-4.6%
INTERFUND TRANSFERS									
INTERFUND TRANSFERS IN									
From: Special Reserve Fund		8912	0.00	0.00	0.00	0.00	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals Unrestricted (A)	2025-26 Estimated Actuals Restricted (B)	2025-26 Estimated Actuals Total Fund col. A + B (C)	2026-27 Budget Unrestricted (D)	2026-27 Budget Restricted (E)	2026-27 Budget Total Fund col. D + E (F)	% Diff Column C & F
From: Bond Interest and Redemption Fund		8914	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	500,000.00	5,400,000.00	5,900,000.00	0.00	920,313.00	920,313.00	-84.4%
(a) TOTAL, INTERFUND TRANSFERS IN			500,000.00	5,400,000.00	5,900,000.00	0.00	920,313.00	920,313.00	-84.4%
INTERFUND TRANSFERS OUT									
To: Child Development Fund		7611	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Special Reserve Fund		7612	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
To: Cafeteria Fund		7616	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
OTHER SOURCES/USES									
SOURCES									
State Apportionments									
Emergency Apportionments		8931	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds									
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Sources									
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Long-Term Debt Proceeds									
Proceeds from Certificates of Participation		8971	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
USES									
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.00	0.00	0.00	0.00	0.0%
CONTRIBUTIONS									
Contributions from Unrestricted Revenues		8980	(43,959,412.98)	43,959,412.98	0.00	(52,108,873.00)	52,108,873.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			(43,959,412.98)	43,959,412.98	0.00	(52,108,873.00)	52,108,873.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			(43,459,412.98)	49,359,412.98	5,900,000.00	(52,108,873.00)	53,029,186.00	920,313.00	-84.4%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
A. REVENUES									
1) LCFF Sources		8010-8099	172,176,282.00	3,573,401.00	175,749,683.00	177,181,215.00	3,573,401.00	180,754,616.00	2.8%
2) Federal Revenue		8100-8299	0.00	9,438,720.18	9,438,720.18	0.00	9,455,469.00	9,455,469.00	0.2%
3) Other State Revenue		8300-8599	7,797,463.00	25,394,116.27	33,191,579.27	7,797,464.00	17,670,247.00	25,467,711.00	-23.3%
4) Other Local Revenue		8600-8799	7,898,495.40	16,873,758.67	24,772,254.07	8,059,745.00	12,636,721.00	20,696,466.00	-16.5%
5) TOTAL, REVENUES			187,872,240.40	55,279,996.12	243,152,236.52	193,038,424.00	43,335,838.00	236,374,262.00	-2.8%
B. EXPENDITURES (Objects 1000-7999)									
1) Instruction	1000-1999		73,439,222.96	74,740,181.12	148,179,404.08	69,883,974.00	74,696,906.00	144,580,880.00	-2.4%
2) Instruction - Related Services	2000-2999		22,134,307.33	6,579,987.01	28,714,294.34	19,273,361.00	4,461,133.00	23,734,494.00	-17.3%
3) Pupil Services	3000-3999		21,403,430.37	13,146,415.44	34,549,845.81	19,497,864.00	13,272,556.00	32,770,420.00	-5.2%
4) Ancillary Services	4000-4999		3,743,596.52	354,012.71	4,097,609.23	3,665,524.00	71,752.00	3,737,276.00	-8.8%
5) Community Services	5000-5999		1,558,923.20	0.00	1,558,923.20	1,755,724.00	0.00	1,755,724.00	12.6%
6) Enterprise	6000-6999		0.00	0.00	0.00	0.00	0.00	0.00	0.0%
7) General Administration	7000-7999		9,810,509.66	3,963,653.94	13,774,163.60	12,526,694.00	654,887.00	13,181,581.00	-4.3%
8) Plant Services	8000-8999		10,423,057.61	6,977,879.05	17,400,936.66	10,685,361.00	6,375,976.00	17,061,337.00	-2.0%
9) Other Outgo	9000-9999	Except 7600-7699	83,412.00	32,431.00	115,843.00	116,490.00	0.00	116,490.00	0.6%
10) TOTAL, EXPENDITURES			142,596,459.65	105,794,560.27	248,391,019.92	137,404,992.00	99,533,210.00	236,938,202.00	-4.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			45,275,780.75	(50,514,564.15)	(5,238,783.40)	55,633,432.00	(56,197,372.00)	(563,940.00)	-89.2%
D. OTHER FINANCING SOURCES/USES									
1) Interfund Transfers									
a) Transfers In		8900-8929	500,000.00	5,400,000.00	5,900,000.00	0.00	920,313.00	920,313.00	-84.4%
b) Transfers Out		7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
2) Other Sources/Uses									
a) Sources		8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
3) Contributions		8980-8999	(43,959,412.98)	43,959,412.98	0.00	(52,108,873.00)	52,108,873.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(43,459,412.98)	49,359,412.98	5,900,000.00	(52,108,873.00)	53,029,186.00	920,313.00	-84.4%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,816,367.77	(1,155,151.17)	661,216.60	3,524,559.00	(3,168,186.00)	356,373.00	-46.1%
F. FUND BALANCE, RESERVES									
1) Beginning Fund Balance									
a) As of July 1 - Unaudited		9791	(1,110,744.60)	15,114,991.24	14,004,246.64	2,591,485.17	13,959,840.07	16,551,325.24	18.2%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals			2026-27 Budget			% Diff Column C & F
			Unrestricted (A)	Restricted (B)	Total Fund col. A + B (C)	Unrestricted (D)	Restricted (E)	Total Fund col. D + E (F)	
b) Audit Adjustments		9793	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			(1,110,744.60)	15,114,991.24	14,004,246.64	2,591,485.17	13,959,840.07	16,551,325.24	18.2%
d) Other Restatements		9795	1,885,862.00	0.00	1,885,862.00	1,885,862.00	0.00	1,885,862.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			775,117.40	15,114,991.24	15,890,108.64	4,477,347.17	13,959,840.07	18,437,187.24	16.0%
2) Ending Balance, June 30 (E + F1e)			2,591,485.17	13,959,840.07	16,551,325.24	8,001,906.17	10,791,654.07	18,793,560.24	13.5%
Components of Ending Fund Balance									
a) Nonspendable									
Revolving Cash		9711	36,750.00	0.00	36,750.00	0.00	0.00	0.00	-100.0%
Stores		9712	346,726.86	0.00	346,726.86	0.00	0.00	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
b) Restricted		9740	0.00	13,959,840.07	13,959,840.07	0.00	10,791,655.43	10,791,655.43	-22.7%
c) Committed									
Stabilization Arrangements		9750	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
d) Assigned									
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.00	0.00	0.00	0.00	0.0%
e) Unassigned/Unappropriated									
Reserve for Economic Uncertainties		9789	2,208,008.31	0.00	2,208,008.31	7,108,146.06	0.00	7,108,146.06	221.9%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.00	893,760.11	(1.36)	893,758.75	New

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
6211	Literacy Coaches and Reading Specialists Grant Program	553,290.00	413,290.00
6300	Lottery: Instructional Materials	1,327,721.49	1,778,225.49
6331	CA Community Schools Partnership Act - Planning Grant	6,612.37	6,612.37
6332	CA Community Schools Partnership Act - Implementation Grant	735,285.00	0.00
6383	Golden State Pathways Program	648,096.73	503,342.73
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	3,529,561.87	3,529,561.87
7028	Child Nutrition: Kitchen Infrastructure Upgrade Funds	5,316.38	0.00
7029	Child Nutrition: Food Service Staff Training Funds	19,606.59	0.00
7032	Child Nutrition: Kitchen Infrastructure and Training Funds - 2022 KIT Funds	835,711.00	0.00
7339	Dual Enrollment Opportunities	403,245.67	0.00
7399	LCFF Equity Multiplier	334,504.00	0.00
7810	Other Restricted State	81,974.22	81,974.22
8150	Ongoing & Major Maintenance Account (RMA: Education Code Section 17070.75)	933,473.13	1,466,748.13
9010	Other Restricted Local	4,545,441.62	3,011,900.62
Total, Restricted Balance		13,959,840.07	10,791,655.43

2026-27 Adopted Budget

Current Expense Formula/Minimum Classroom Comp.

Form CEA

2025-26 Estimated Actuals (SACS Financial Reporting Software)

2026-27 Adopted Budget (SCOE Provided Workbook)

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	EDP No.	Reductions (See Note 1) (2)	EDP No.	Current Expense of Education (Col 1 - Col 2) (3)	EDP No.	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	EDP No.	Current Expense-Part II (Col 3 - Col 4) (5)	EDP No.
1000 - Certificated Salaries	92,582,423.90	301	3,000.00	303	92,579,423.90	305	31,739.00	60,740.69	307	92,518,683.21	309
2000 - Classified Salaries	32,811,026.63	311	90,943.00	313	32,720,083.63	315	0.00	1,069,838.88	317	31,650,244.75	319
3000 - Employee Benefits	57,038,432.81	321	(1,141,496.88)	323	58,179,929.69	325	2,013.00	474,296.69	327	57,705,633.00	329
4000 - Books, Supplies Equip Replace. (6500)	4,828,921.91	331	275,045.43	333	4,553,876.48	335	375,466.04	1,218,981.53	337	3,334,894.95	339
5000 - Services. . . & 7300 - Indirect Costs	60,481,266.22	341	321,275.58	343	60,159,990.64	345	43,415,013.70	52,018,652.23	347	8,141,338.41	349
			TOTAL		248,193,304.34	365		TOTAL		193,350,794.32	369

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).

Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.

* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object		EDP No.
1. Teacher Salaries as Per EC 41011	1100	72,089,256.03	375
2. Salaries of Instructional Aides Per EC 41011	2100	3,520,213.71	380
3. STRS	3101 & 3102	20,042,344.70	382
4. PERS	3201 & 3202	1,424,233.04	383
5. OASDI - Regular, Medicare and Alternative	3301 & 3302	1,491,127.45	384
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans)	3401 & 3402	8,817,786.69	385
7. Unemployment Insurance	3501 & 3502	37,583.83	390
8. Workers' Compensation Insurance	3601 & 3602	1,270,822.84	392
9. OPEB, Active Employees (EC 41372)	3751 & 3752	1,112,243.09	
10. Other Benefits (EC 22310)	3901 & 3902	0.00	393
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10)		109,805,611.38	395
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2		0.00	
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted)		0.00	396
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*		32,837.66	396
14. TOTAL SALARIES AND BENEFITS		109,772,773.72	397
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372		56.77%	
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')			

PART III: DEFICIENCY AMOUNT		
A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.		
1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%	
2. Percentage spent by this district (Part II, Line 15)	56.77%	
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%	
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	193,350,794.32	
5. Deficiency Amount (Part III, Line 3 times Line 4)	0.00	

PART IV: Explanation for adjustments entered in Part I, Column 4b (required)
Resources 1400, 6019, & 7435
Locally Defined Resources: 9018, 9026, 9029, 9035, 9037, 9050, 9055, 9090, 9101, 9102, 9105, 9106, 9107, 9108, 9109, 9111, 9112, 9121, 9161, 9162, 9228, 9230, 9231, 9232, 9233, 9234, 9240, 9250, 9251, 9252, 9253, 9254, 9260, 9355, 9422, 9850, 9900.
SCOE special education students that otherwise would have SRCS teachers.

Santa Rosa City Schools

Current Expense Formula/Minimum Classroom Comp. - Estimated Actuals
(2026-27 Adopted Budget)
Form CEA

PART I - CURRENT EXPENSE FORMULA	Total Expense for Year (1)	Reductions (See Note 1) (2)	Current Expense of Education (Col 1 - Col 2) (3)	Reductions (Extracted) (See Note 2) (4a)	Reductions (Overrides)* (See Note 2) (4b)	Current Expense- Part II (Col 3 - Col 4) (5)
1000 - Certificated Salaries	85,001,815	-	85,001,815	9,109	17,640	84,984,175
2000 - Classified Salaries	32,750,896	96,807	32,654,089	-	856,923	31,797,166
3000 - Employee Benefits	55,066,629	(1,072,827)	56,139,456	2,013	358,685	55,780,771
4000 - Books, Supplies Equip Replace. (6500)	4,965,615	401,003	4,564,612	-	469,120	4,095,492
5000 - Services. . . & 7300 - Indirect Costs	58,525,588	500,250	58,025,338	39,160,680	43,955,478	14,069,860
		Total	236,385,310		Total	190,727,464

Note 1 - In Column 2, report expenditures for the following programs: Nonagency (Goals 7100-7199), Community Services (Goal 8100), Food Services (Function 3700), Fringe Benefits for Retired Persons (Objects 3701-3702), and Facilities Acquisition & Construction (Function 8500).
Note 2 - In Column 4, report expenditures for: Transportation (Function 3600), Lottery Expenditures (Resource 1100), Special Education Students in Nonpublic Schools (Function 1180), and other federal or state categorical aid in which funds were granted for expenditures in a program not incurring any teacher salary expenditures or requiring disbursement of the funds without regard to the requirements of EC Section 41372.
* If an amount (even zero) is entered in any row of Column 4b or in Line 13b, the form uses only the values in Column 4b and Line 13b rather than the values in Column 4a and Line 13a.

PART II: MINIMUM CLASSROOM COMPENSATION (Instruction, Functions 1000-1999)	Object	
1. Teacher Salaries as Per EC 41011.	1100	72,073,261
2. Salaries of Instructional Aides Per EC 41011.	2100	3,492,524
3. STRS.	3101 & 3102	20,067,445
4. PERS.	3201 & 3202	1,414,685
5. OASDI - Regular, Medicare and Alternative.	3301 & 3302	1,497,625
6. Health & Welfare Benefits (EC 41372) (Include Health, Dental, Vision, Pharmaceutical, and Annuity Plans).	3401 & 3402	8,804,617
7. Unemployment Insurance.	3501 & 3502	37,588
8. Workers' Compensation Insurance.	3601 & 3602	1,261,146
9. OPEB, Active Employees (EC 41372).	3751 & 3752	1,111,122
10. Other Benefits (EC 22310).	3901 & 3902	-
11. SUBTOTAL Salaries and Benefits (Sum Lines 1 - 10).		109,760,014
12. Less: Teacher and Instructional Aide Salaries and Benefits deducted in Column 2.		-
13a. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4a (Extracted).		
b. Less: Teacher and Instructional Aide Salaries and Benefits (other than Lottery) deducted in Column 4b (Overrides)*.		194,060
14. TOTAL SALARIES AND BENEFITS.		109,565,954
15. Percent of Current Cost of Education Expended for Classroom Compensation (EDP 397 divided by EDP 369) Line 15 must equal or exceed 60% for elementary, 55% for unified and 50% for high school districts to avoid penalty under provisions of EC 41372.		57.45%
16. District is exempt from EC 41372 because it meets the provisions of EC 41374. (If exempt, enter 'X')		

PART III: DEFICIENCY AMOUNT

A deficiency amount (Line 5) is only applicable to districts not meeting the minimum classroom compensation percentage required under EC 41372 and not exempt under the provisions of EC 41374.

1. Minimum percentage required (60% elementary, 55% unified, 50% high)	55.00%
2. Percentage spent by this district (Part II, Line 15)	57.45%
3. Percentage below the minimum (Part III, Line 1 minus Line 2)	0.00%
4. District's Current Expense of Education after reductions in columns 4a or 4b (Part I, EDP 369).	190,727,464
5. Deficiency Amount (Part III, Line 3 times Line 4)	-

2026-27 Adopted Budget MYP

FCMAT/CSIS Software Projection Pro

Santa Rosa City Schools

Multiyear Projection (MYP)

Santa Rosa City Schools
49-40253-0000000

Multiyear Projection
2026-27 Adopted Budget
Combined

Fund 01
Projection# 31608

Description	Object Codes	2026-27 Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	180,754,616.00	1.13%	182,803,692.00	-0.62%	181,662,124.00
2. Federal Revenues	8100-8299	9,455,469.00	0.00%	9,455,469.00	0.00%	9,455,469.00
3. Other State Revenues	8300-8599	25,467,711.00	1.10%	25,748,410.18	0.84%	25,965,403.22
4. Other Local Revenues	8600-8799	20,696,466.00	-2.77%	20,122,720.09	0.00%	20,122,720.09
5. Other Financing Sources						
a. Transfers In	8900-8929	920,313.00	0.00%	920,313.00	-100.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6.Total(Sum lines A1 thru A5)		**237,294,575.00**	**0.74%**	**239,050,604.27**	**-0.77%**	**237,205,716.31**
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries		85,001,815.00	- - -	85,001,815.00	- - -	85,195,359.34
b. Step & Column Adjustment		- - -	- - -	1,138,332.44	- - -	1,137,231.38
c. Cost-of-Living Adjustment		- - -	- - -	0.00	- - -	0.00
d. Other Adjustment		- - -	- - -	(944,788.10)	- - -	(928,324.54)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	85,001,815.00	0.23%	85,195,359.34	0.25%	85,404,266.18
2. Classified Salaries (for charter schools Noncertificated Salaries)						
a. Base Salaries		32,750,896.00	- - -	32,750,896.00	- - -	32,180,097.18
b. Step & Column Adjustment		- - -	- - -	432,817.94	- - -	434,431.30
c. Cost-of-Living Adjustment		- - -	- - -	0.00	- - -	0.00
d. Other Adjustment		- - -	- - -	(1,003,616.76)	- - -	(282.04)
e. Total Classified/Noncertificated Salaries (Sum lines B2a thru B2d)	2000-2999	32,750,896.00	-1.74%	32,180,097.18	1.35%	32,614,246.44
3. Employee Benefits	3000-3999	55,066,629.00	-0.12%	54,998,879.93	-0.16%	54,910,571.87
4. Books and Supplies	4000-4999	4,965,615.00	-11.15%	4,412,050.10	1.30%	4,469,395.94
5. Services and Other Operating Expenditures	5000-5999	60,843,703.00	1.95%	62,030,613.90	2.73%	63,724,942.41
6. Capital Outlay	6000-6999	511,169.00	-56.74%	221,130.00	0.00%	221,130.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	116,490.00	0.00%	116,490.00	0.00%	116,490.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(2,318,115.00)	1.16%	(2,345,092.00)	0.00%	(2,345,092.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments		- - -	- - -	0.00	- - -	0.00
11. Total (Sum lines B1-B10)		**236,938,202.00**	**-0.05%**	**236,809,528.45**	**0.97%**	**239,115,950.84**
C. NET INCREASE (DECREASE) IN FUND BALANCE (line A6 minus line B11)		**356,373.00**	**- - -**	**2,241,075.82**	**- - -**	**(1,910,234.53)**

Santa Rosa City Schools
49-40253-0000000

Multiyear Projection
2026-27 Adopted Budget
Combined

Fund 01
Projection# 31608

Description	Object Codes	2026-27 Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Beginning Fund Balance	9791-9795	18,437,187.24	1.93%	18,793,560.24	11.92%	21,034,636.06
2. Ending Fund Balance		18,793,560.24	- - -	21,034,636.06	- - -	19,124,401.53
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00	0.00%	0.00	0.00%	0.00
b. Restricted	9740	10,791,654.07	-5.58%	10,189,621.36	-7.97%	9,377,236.00
c. Committed						
1. Stabilization Arrangements	9750	0.00	0.00%	0.00	0.00%	0.00
2. Other Commitments	9760	0.00	0.00%	0.00	0.00%	0.00
d. Assigned						
1. Other Assignments	9780	0.00	0.00%	0.00	0.00%	0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	7,108,146.06	-0.05%	7,104,285.85	0.97%	7,173,478.53
2. Unassigned/Unappropriated	9790	893,760.11	318.54%	3,740,728.85	-31.20%	2,573,687.00
E. AVAILABLE RESERVES						
1. From Components of Ending Fund Balance						
a. Stabilization Arrangements	9750	0.00	- - -	0.00	- - -	0.00
b. Reserve for Economic Uncertainty	9789	7,108,146.06	- - -	7,104,285.85	- - -	7,173,478.53
c. Unassigned/Unappropriated	9790	893,760.11	- - -	3,740,728.85	- - -	2,573,687.00
d. Negative Restricted Ending Balances (negative resources 2000-9999)	979Z	(1.36)	- - -	(11.36)	- - -	(16.36)
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00	- - -	0.00	- - -	0.00
b. Reserve for Economic Uncertainty	9789	0.00	- - -	0.00	- - -	0.00
c. Unassigned/Unappropriated	9790	0.00	- - -	0.00	- - -	0.00
3. Total Available Reserves - by Amount		8,001,904.81	- - -	10,845,003.34	- - -	9,747,149.17
4. Total Available Reserves - by Percent		3.38%	- - -	4.58%	- - -	4.08%
F. RECOMMENDED RESERVES						
1. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		236,938,202.00	- - -	236,809,528.45	- - -	239,115,950.84
b. Plus: Special Education Pass-through Funds		0.00	- - -	0.00	- - -	0.00
c. Total Expendiutres and Other Financing Uses (Line F1a plus line F1b)		236,938,202.00	- - -	236,809,528.45	- - -	239,115,950.84

Santa Rosa City Schools
49-40253-0000000

Multiyear Projection
2026-27 Adopted Budget
Combined

Fund 01
Projection# 31608

Description	Object Codes	2026-27 Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
d. Reserve Standard Percentage Level		3.00%	- - -	3.00%	- - -	3.00%
e. Reserve Standard - By Percent (Line F1c times F1d)		7,108,146.06	- - -	7,104,285.85	- - -	7,173,478.53
f. Reserve Standard - By Amount		0.00	- - -	0.00	- - -	0.00
g. Reserve Standard (Greater of F1e or F1f)		7,108,146.06	- - -	7,104,285.85	- - -	7,173,478.53
h. Available Reserves (Line E3) Meet Reserve Standard (Line F1g)		MET	- - -	MET	- - -	MET

Santa Rosa City Schools
49-40253-0000000

Multiyear Projection
2026-27 Adopted Budget
Unrestricted

Fund 01
Projection# 31608

Description	Object Codes	2026-27 Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	177,181,215.00	1.16%	179,230,291.00	-0.64%	178,088,723.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	7,797,464.00	1.58%	7,920,683.96	0.94%	7,995,092.19
4. Other Local Revenues	8600-8799	8,059,745.00	-0.32%	8,033,744.09	0.00%	8,033,744.09
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(52,108,873.00)	2.53%	(53,426,555.90)	3.86%	(55,486,612.23)
6.Total(Sum lines A1 thru A5)		**140,929,551.00**	**0.59%**	**141,758,163.15**	**-2.21%**	**138,630,947.05**
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries		59,596,164.00	- - -	59,596,164.00	- - -	59,710,625.13
b. Step & Column Adjustment		- - -	- - -	795,356.13	- - -	793,187.43
c. Cost-of-Living Adjustment		- - -	- - -	0.00	- - -	0.00
d. Other Adjustment		- - -	- - -	(680,895.00)	- - -	(956,000.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	59,596,164.00	0.19%	59,710,625.13	-0.27%	59,547,812.56
2. Classified Salaries (for charter schools Noncertificated Salaries)						
a. Base Salaries		20,667,952.00	- - -	20,667,952.00	- - -	20,946,969.35
b. Step & Column Adjustment		- - -	- - -	279,017.35	- - -	282,784.09
c. Cost-of-Living Adjustment		- - -	- - -	0.00	- - -	0.00
d. Other Adjustment		- - -	- - -	0.00	- - -	0.00
e. Total Classified/Noncertificated Salaries (Sum lines B2a thru B2d)	2000-2999	20,667,952.00	1.35%	20,946,969.35	1.35%	21,229,753.44
3. Employee Benefits	3000-3999	31,188,968.00	0.66%	31,395,029.05	-0.39%	31,273,403.35
4. Books and Supplies	4000-4999	1,508,430.00	3.18%	1,556,398.07	2.76%	1,599,354.66
5. Services and Other Operating Expenditures	5000-5999	27,124,372.00	3.18%	27,986,927.02	2.76%	28,759,366.21
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	116,490.00	0.00%	116,490.00	0.00%	116,490.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(2,797,384.00)	0.00%	(2,797,384.00)	0.00%	(2,797,384.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments		- - -	- - -	0.00	- - -	0.00
11. Total (Sum lines B1-B10)		**137,404,992.00**	**1.10%**	**138,915,054.62**	**0.59%**	**139,728,796.22**
C. NET INCREASE (DECREASE) IN FUND BALANCE (line A6 minus line B11)		**3,524,559.00**	**- - -**	**2,843,108.53**	**- - -**	**(1,097,849.17)**

Santa Rosa City Schools
49-40253-0000000

Multiyear Projection
2026-27 Adopted Budget
Unrestricted

Fund 01
Projection# 31608

Description	Object Codes	2026-27 Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Beginning Fund Balance	9791-9795	4,477,347.17	78.72%	8,001,906.17	35.53%	10,845,014.70
2. Ending Fund Balance		8,001,906.17	- - -	10,845,014.70	- - -	9,747,165.53
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00	0.00%	0.00	0.00%	0.00
b. Restricted	9740	0.00	0.00%	0.00	0.00%	0.00
c. Committed						
1. Stabilization Arrangements	9750	0.00	0.00%	0.00	0.00%	0.00
2. Other Commitments	9760	0.00	0.00%	0.00	0.00%	0.00
d. Assigned						
1. Other Assignments	9780	0.00	0.00%	0.00	0.00%	0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	7,108,146.06	-0.05%	7,104,285.85	0.97%	7,173,478.53
2. Unassigned/Unappropriated	9790	893,760.11	318.54%	3,740,728.85	-31.20%	2,573,687.00
E. AVAILABLE RESERVES						
1. From Components of Ending Fund Balance						
a. Stabilization Arrangements	9750	0.00	- - -	0.00	- - -	0.00
b. Reserve for Economic Uncertainty	9789	7,108,146.06	- - -	7,104,285.85	- - -	7,173,478.53
c. Unassigned/Unappropriated	9790	893,760.11	- - -	3,740,728.85	- - -	2,573,687.00
d. Negative Restricted Ending Balances (negative resources 2000-9999)	979Z	(1.36)	- - -	(11.36)	- - -	(16.36)
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00	- - -	0.00	- - -	0.00
b. Reserve for Economic Uncertainty	9789	0.00	- - -	0.00	- - -	0.00
c. Unassigned/Unappropriated	9790	0.00	- - -	0.00	- - -	0.00
3. Total Available Reserves - by Amount		8,001,904.81	- - -	10,845,003.34	- - -	9,747,149.17

Santa Rosa City Schools
49-40253-0000000

Multiyear Projection
2026-27 Adopted Budget
Restricted

Fund 01
Projection# 31608

Description	Object Codes	2026-27 Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF/Revenue Limit Sources	8010-8099	3,573,401.00	0.00%	3,573,401.00	0.00%	3,573,401.00
2. Federal Revenues	8100-8299	9,455,469.00	0.00%	9,455,469.00	0.00%	9,455,469.00
3. Other State Revenues	8300-8599	17,670,247.00	0.89%	17,827,726.22	0.80%	17,970,311.03
4. Other Local Revenues	8600-8799	12,636,721.00	-4.33%	12,088,976.00	0.00%	12,088,976.00
5. Other Financing Sources						
a. Transfers In	8900-8929	920,313.00	0.00%	920,313.00	-100.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	52,108,873.00	2.53%	53,426,555.90	3.86%	55,486,612.23
6.Total(Sum lines A1 thru A5)		**96,365,024.00**	**0.96%**	**97,292,441.12**	**1.32%**	**98,574,769.26**
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries		25,405,651.00	- - -	25,405,651.00	- - -	25,484,734.21
b. Step & Column Adjustment		- - -	- - -	342,976.31	- - -	344,043.95
c. Cost-of-Living Adjustment		- - -	- - -	0.00	- - -	0.00
d. Other Adjustment		- - -	- - -	(263,893.10)	- - -	27,675.46
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	25,405,651.00	0.31%	25,484,734.21	1.46%	25,856,453.62
2. Classified Salaries (for charter schools Noncertificated Salaries)						
a. Base Salaries		12,082,944.00	- - -	12,082,944.00	- - -	11,233,127.83
b. Step & Column Adjustment		- - -	- - -	153,800.59	- - -	151,647.21
c. Cost-of-Living Adjustment		- - -	- - -	0.00	- - -	0.00
d. Other Adjustment		- - -	- - -	(1,003,616.76)	- - -	(282.04)
e. Total Classified/Noncertificated Salaries (Sum lines B2a thru B2d)	2000-2999	12,082,944.00	-7.03%	11,233,127.83	1.35%	11,384,493.00
3. Employee Benefits	3000-3999	23,877,661.00	-1.15%	23,603,850.88	0.14%	23,637,168.52
4. Books and Supplies	4000-4999	3,457,185.00	-17.40%	2,855,652.03	0.50%	2,870,041.28
5. Services and Other Operating Expenditures	5000-5999	33,719,331.00	0.96%	34,043,686.88	2.71%	34,965,576.20
6. Capital Outlay	6000-6999	511,169.00	-56.74%	221,130.00	0.00%	221,130.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	479,269.00	-5.63%	452,292.00	0.00%	452,292.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments		- - -	- - -	0.00	- - -	0.00
11. Total (Sum lines B1-B10)		**99,533,210.00**	**-1.65%**	**97,894,473.83**	**1.52%**	**99,387,154.62**
C. NET INCREASE (DECREASE) IN FUND BALANCE (line A6 minus line B11)		**(3,168,186.00)**	**- - -**	**(602,032.71)**	**- - -**	**(812,385.36)**

Santa Rosa City Schools
49-40253-0000000

Multiyear Projection
2026-27 Adopted Budget
Restricted

Fund 01
Projection# 31608

Description	Object Codes	2026-27 Projected Year Totals (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Beginning Fund Balance	9791-9795	13,959,840.07	-22.70%	10,791,654.07	-5.58%	10,189,621.36
2. Ending Fund Balance		10,791,654.07	- - -	10,189,621.36	- - -	9,377,236.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00	0.00%	0.00	0.00%	0.00
b. Restricted	9740	10,791,654.07	-5.58%	10,189,621.36	-7.97%	9,377,236.00
c. Committed						
1. Stabilization Arrangements	9750	0.00	0.00%	0.00	0.00%	0.00
2. Other Commitments	9760	0.00	0.00%	0.00	0.00%	0.00
d. Assigned						
1. Other Assignments	9780	0.00	0.00%	0.00	0.00%	0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	0.00	0.00%	0.00	0.00%	0.00
2. Unassigned/Unappropriated	9790	0.00	0.00%	0.00	0.00%	0.00
E. AVAILABLE RESERVES						
1. From Components of Ending Fund Balance		- - -	- - -	- - -	- - -	- - -
a. Stabilization Arrangements	9750	- - -	- - -	- - -	- - -	- - -
b. Reserve for Economic Uncertainty	9789	- - -	- - -	- - -	- - -	- - -
c. Unassigned/Unappropriated	9790	- - -	- - -	- - -	- - -	- - -
d. Negative Restricted Ending Balances (negative resources 2000-9999)	979Z	- - -	- - -	- - -	- - -	- - -
2. Special Reserve Fund - Noncapital Outlay (Fund 17)		- - -	- - -	- - -	- - -	- - -
a. Stabilization Arrangements	9750	- - -	- - -	- - -	- - -	- - -
b. Reserve for Economic Uncertainty	9789	- - -	- - -	- - -	- - -	- - -
c. Unassigned/Unappropriated	9790	- - -	- - -	- - -	- - -	- - -
3. Total Available Reserves - by Amount		- - -	- - -	- - -	- - -	- - -
4. Total Available Reserves - by Percent		- - -	- - -	- - -	- - -	- - -

Santa Rosa City Schools
49-40253-0000000

Multiyear Projection
2026-27 Adopted Budget
Assumptions

Fund 01
Projection# 31608

Description	2026-27 Base Year	2027-28 Year 2	2028-29 Year 3
State Rates			
State Categorical COLA	2.8700%	3.3000%	3.0900%
Special Education COLA	2.8700%	3.3000%	3.0900%
Mandate Block Grant	2.8700%	3.3000%	3.0900%
California CPI	3.7600%	3.1800%	2.7600%
California Lottery - Base	$190.00	$190.00	$190.00
Applied Change Rate		0.0000%	0.0000%
California Lottery - Instructional Materials	$82.00	$82.00	$82.00
Applied Change Rate		0.0000%	0.0000%
Interest Rate Trend for 10-Year Treasuries	4.6000%	4.3000%	4.3000%
Applied Change Rate		-6.5217%	0.0000%
STRS Rate Change	19.1000%	19.1000%	19.1000%
Applied Change Rate		0.0000%	0.0000%
PERS Rate Change	26.4000%	26.8000%	25.9000%
Applied Change Rate		1.5152%	-3.3582%
Federal COLA	0.0000%	0.0000%	0.0000%
ESSA: Title I, Part A, Basic Grants Low-Income and Neglected	0.0000%	0.0000%	0.0000%

Description	2026-27 Base Year	2027-28 Year 2	2028-29 Year 3
Local Rates			
LCFF Sources - State Aid, Current Year	$0.00	$61,458,975.00	$58,862,860.00
LCFF Sources - Education Protection Account, Current Year	$0.00	$2,232,514.00	$2,162,836.00
LCFF Sources - Local Revenue	0.0000%	0.0000%	0.0000%
LCFF Sources - Local Revenue, ERAF Adjustments	$0.00	$0.00	$0.00
LCFF Sources - Charter In-Lieu of Property Tax Transfer	$0.00	$(15,833,726.00)	$(16,559,501.00)
Certificated Staff Step & Column	0.0000%	1.3500%	1.3500%
Classified Staff Step	0.0000%	1.3500%	1.3500%
Certificated COLA	0.0000%	0.0000%	0.0000%
Certificated COLA - One-time Off Schedule Bonus %	0.0000%	0.0000%	0.0000%
Certificated Management COLA	0.0000%	0.0000%	0.0000%
Certificated Management COLA - One-time Off Schedule Bonus %	0.0000%	0.0000%	0.0000%
Classified COLA	0.0000%	0.0000%	0.0000%
Classified COLA - One-time Off Schedule Bonus %	0.0000%	0.0000%	0.0000%
Classified Management COLA	0.0000%	0.0000%	0.0000%
Classified Management COLA - One-time Off Schedule Bonus %	0.0000%	0.0000%	0.0000%
Certificated Health & Welfare Percent Change	0.0000%	0.0000%	0.0000%
Classified Health & Welfare Percent Change	0.0000%	0.0000%	0.0000%
OASDI/Medicare/Alternative Rate Change	0.0000%	0.0000%	0.0000%
Applied Change Rate		0.0000%	0.0000%

Description	2026-27 Base Year	2027-28 Year 2	2028-29 Year 3
Local Rates			
Certificated OASDI/Medicare/Alternative Rate Change	0.0000%	0.0000%	0.0000%
Applied Change Rate		0.0000%	0.0000%
Classified OASDI/Classified Medicare/Alternative Rate Change	0.0000%	0.0000%	0.0000%
Applied Change Rate		0.0000%	0.0000%
State Unemployment Insurance Rate Change	0.0000%	0.0000%	0.0000%
Applied Change Rate		0.0000%	0.0000%
Workers Compensation Insurance Rate Change	0.0000%	0.0000%	0.0000%
Applied Change Rate		0.0000%	0.0000%
OPEB, Allocated Rate Change	0.0000%	0.0000%	0.0000%
Applied Change Rate		0.0000%	0.0000%
OPEB, Active Employees Rate Change	0.0000%	0.0000%	0.0000%
Applied Change Rate		0.0000%	0.0000%
Average Cash Balance	$0.00	$0.00	$0.00
Applied Change Rate		0.0000%	0.0000%
Community Redevelopment Funds, % Adjustment	0.0000%	0.0000%	0.0000%
Community Redevelopment Funds, $ Adjustment	$0.00	$0.00	$0.00

Description	2026-27 Base Year	2027-28 Year 2	2028-29 Year 3
User-defined Rates and Values			

Description	2026-27 Base Year	2027-28 Year 2	2028-29 Year 3
Other Adjustments			
Other Adjustments - Unrestricted - Expenditures	$0.00	$0.00	$0.00
Other Adjustments - Unrestricted - Other Financing Uses	$0.00	$0.00	$0.00
Other Adjustments - Restricted - Expenditures	$0.00	$0.00	$0.00
Other Adjustments - Restricted - Other Financing Uses	$0.00	$0.00	$0.00

2026-27 Adopted Budget

Santa Rosa City Schools

General Fund
Multiyear Projections

Form MYP

California Dept of Education

SACS Financial Reporting Software

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	177,181,215.00	1.16%	179,230,291.00	-0.64%	178,088,723.00
2. Federal Revenues	8100-8299	0.00	0.00%	0.00	0.00%	0.00
3. Other State Revenues	8300-8599	7,797,464.00	1.58%	7,920,683.96	0.94%	7,995,092.19
4. Other Local Revenues	8600-8799	8,059,745.00	-0.32%	8,033,744.09	0.00%	8,033,744.09
5. Other Financing Sources						
a. Transfers In	8900-8929	0.00	0.00%	0.00	0.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	(52,108,873.00)	2.53%	(53,426,555.90)	3.86%	(55,486,612.23)
6. Total (Sum lines A1 thru A5c)		140,929,551.00	0.59%	141,758,163.15	-2.21%	138,630,947.05
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				59,596,164.00		59,710,625.13
b. Step & Column Adjustment				795,356.13		793,187.43
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(680,895.00)		(956,000.00)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	59,596,164.00	0.19%	59,710,625.13	-0.27%	59,547,812.56
2. Classified Salaries						
a. Base Salaries				20,667,952.00		20,946,969.35
b. Step & Column Adjustment				279,017.35		282,784.09
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				0.00		0.00
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	20,667,952.00	1.35%	20,946,969.35	1.35%	21,229,753.44
3. Employee Benefits	3000-3999	31,188,968.00	0.66%	31,395,029.05	-0.39%	31,273,403.35
4. Books and Supplies	4000-4999	1,508,430.00	3.18%	1,556,398.07	2.76%	1,599,354.66
5. Services and Other Operating Expenditures	5000-5999	27,124,372.00	3.18%	27,986,927.02	2.76%	28,759,366.21
6. Capital Outlay	6000-6999	0.00	0.00%	0.00	0.00%	0.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	116,490.00	0.00%	116,490.00	0.00%	116,490.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(2,797,384.00)	0.00%	(2,797,384.00)	0.00%	(2,797,384.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		137,404,992.00	1.10%	138,915,054.62	0.59%	139,728,796.22

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		3,524,559.00		2,843,108.53		(1,097,849.17)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		4,477,347.17		8,001,906.17		10,845,014.70
2. Ending Fund Balance (Sum lines C and D1)		8,001,906.17		10,845,014.70		9,747,165.53
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740					
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	7,108,146.06		7,104,285.85		7,173,478.53
2. Unassigned/Unappropriated	9790	893,760.11		3,740,728.85		2,573,687.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		8,001,906.17		10,845,014.70		9,747,165.53
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	7,108,146.06		7,104,285.85		7,173,478.53
c. Unassigned/Unappropriated	9790	893,760.11		3,740,728.85		2,573,687.00
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750			0.00		0.00
b. Reserve for Economic Uncertainties	9789	644,800.50		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves (Sum lines E1a thru E2c)		8,646,706.67		10,845,014.70		9,747,165.53

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

See Attached

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	3,573,401.00	0.00%	3,573,401.00	0.00%	3,573,401.00
2. Federal Revenues	8100-8299	9,455,469.00	0.00%	9,455,469.00	0.00%	9,455,469.00
3. Other State Revenues	8300-8599	17,670,247.00	0.89%	17,827,726.22	0.80%	17,970,311.03
4. Other Local Revenues	8600-8799	12,636,721.00	-4.33%	12,088,976.00	0.00%	12,088,976.00
5. Other Financing Sources						
a. Transfers In	8900-8929	920,313.00	0.00%	920,313.00	-100.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	52,108,873.00	2.53%	53,426,555.90	3.86%	55,486,612.23
6. Total (Sum lines A1 thru A5c)		96,365,024.00	0.96%	97,292,441.12	1.32%	98,574,769.26
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				25,405,651.00		25,484,734.21
b. Step & Column Adjustment				342,976.31		344,043.95
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(263,893.10)		27,675.46
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	25,405,651.00	0.31%	25,484,734.21	1.46%	25,856,453.62
2. Classified Salaries						
a. Base Salaries				12,082,944.00		11,233,127.83
b. Step & Column Adjustment				153,800.59		151,647.21
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,003,616.76)		(282.04)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	12,082,944.00	-7.03%	11,233,127.83	1.35%	11,384,493.00
3. Employee Benefits	3000-3999	23,877,661.00	-1.15%	23,603,850.88	0.14%	23,637,168.52
4. Books and Supplies	4000-4999	3,457,185.00	-17.40%	2,855,652.03	0.50%	2,870,041.28
5. Services and Other Operating Expenditures	5000-5999	33,719,331.00	0.96%	34,043,686.88	2.71%	34,965,576.20
6. Capital Outlay	6000-6999	511,169.00	-56.74%	221,130.00	0.00%	221,130.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	0.00	0.00%	0.00	0.00%	0.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	479,269.00	-5.63%	452,292.00	0.00%	452,292.00
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments (Explain in Section F below)				0.00		0.00
11. Total (Sum lines B1 thru B10)		99,533,210.00	-1.65%	97,894,473.83	1.52%	99,387,154.62
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		(3,168,186.00)		(602,032.71)		(812,385.36)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		13,959,840.07		10,791,654.07		10,189,621.36
2. Ending Fund Balance (Sum lines C and D1)		10,791,654.07		10,189,621.36		9,377,236.00
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	10,791,655.43		10,189,621.36		9,377,236.00
c. Committed						
1. Stabilization Arrangements	9750					
2. Other Commitments	9760					
d. Assigned	9780					
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789					
2. Unassigned/Unappropriated	9790	(1.36)		0.00		0.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		10,791,654.07		10,189,621.36		9,377,236.00
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
(Enter reserve projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted.)						
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750					
b. Reserve for Economic Uncertainties	9789					
c. Unassigned/Unappropriated	9790					
3. Total Available Reserves (Sum lines E1a thru E2c)						

F. ASSUMPTIONS

Please provide below or on a separate attachment, the assumptions used to determine the projections for the first and second subsequent fiscal years. Further, please include an explanation for any significant expenditure adjustments projected in lines B1d, B2d, and B10. For additional information, please refer to the Budget Assumptions section of the SACS Financial Reporting Software User Guide.

See Attached

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
(Enter projections for subsequent years 1 and 2 in Columns C and E; current year - Column A - is extracted)						
A. REVENUES AND OTHER FINANCING SOURCES						
1. LCFF Sources	8010-8099	180,754,616.00	1.13%	182,803,692.00	-0.62%	181,662,124.00
2. Federal Revenues	8100-8299	9,455,469.00	0.00%	9,455,469.00	0.00%	9,455,469.00
3. Other State Revenues	8300-8599	25,467,711.00	1.10%	25,748,410.18	0.84%	25,965,403.22
4. Other Local Revenues	8600-8799	20,696,466.00	-2.77%	20,122,720.09	0.00%	20,122,720.09
5. Other Financing Sources						
a. Transfers In	8900-8929	920,313.00	0.00%	920,313.00	-100.00%	0.00
b. Other Sources	8930-8979	0.00	0.00%	0.00	0.00%	0.00
c. Contributions	8980-8999	0.00	0.00%	0.00	0.00%	0.00
6. Total (Sum lines A1 thru A5c)		237,294,575.00	0.74%	239,050,604.27	-0.77%	237,205,716.31
B. EXPENDITURES AND OTHER FINANCING USES						
1. Certificated Salaries						
a. Base Salaries				85,001,815.00		85,195,359.34
b. Step & Column Adjustment				1,138,332.44		1,137,231.38
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(944,788.10)		(928,324.54)
e. Total Certificated Salaries (Sum lines B1a thru B1d)	1000-1999	85,001,815.00	0.23%	85,195,359.34	0.25%	85,404,266.18
2. Classified Salaries						
a. Base Salaries				32,750,896.00		32,180,097.18
b. Step & Column Adjustment				432,817.94		434,431.30
c. Cost-of-Living Adjustment				0.00		0.00
d. Other Adjustments				(1,003,616.76)		(282.04)
e. Total Classified Salaries (Sum lines B2a thru B2d)	2000-2999	32,750,896.00	-1.74%	32,180,097.18	1.35%	32,614,246.44
3. Employee Benefits	3000-3999	55,066,629.00	-0.12%	54,998,879.93	-0.16%	54,910,571.87
4. Books and Supplies	4000-4999	4,965,615.00	-11.15%	4,412,050.10	1.30%	4,469,395.94
5. Services and Other Operating Expenditures	5000-5999	60,843,703.00	1.95%	62,030,613.90	2.73%	63,724,942.41
6. Capital Outlay	6000-6999	511,169.00	-56.74%	221,130.00	0.00%	221,130.00
7. Other Outgo (excluding Transfers of Indirect Costs)	7100-7299, 7400-7499	116,490.00	0.00%	116,490.00	0.00%	116,490.00
8. Other Outgo - Transfers of Indirect Costs	7300-7399	(2,318,115.00)	1.16%	(2,345,092.00)	0.00%	(2,345,092.00)
9. Other Financing Uses						
a. Transfers Out	7600-7629	0.00	0.00%	0.00	0.00%	0.00
b. Other Uses	7630-7699	0.00	0.00%	0.00	0.00%	0.00
10. Other Adjustments				0.00		0.00
11. Total (Sum lines B1 thru B10)		236,938,202.00	-0.05%	236,809,528.45	0.97%	239,115,950.84
C. NET INCREASE (DECREASE) IN FUND BALANCE (Line A6 minus line B11)		356,373.00		2,241,075.82		(1,910,234.53)

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
D. FUND BALANCE						
1. Net Beginning Fund Balance (Form 01, line F1e)		18,437,187.24		18,793,560.24		21,034,636.06
2. Ending Fund Balance (Sum lines C and D1)		18,793,560.24		21,034,636.06		19,124,401.53
3. Components of Ending Fund Balance						
a. Nonspendable	9710-9719	0.00		0.00		0.00
b. Restricted	9740	10,791,655.43		10,189,621.36		9,377,236.00
c. Committed						
1. Stabilization Arrangements	9750	0.00		0.00		0.00
2. Other Commitments	9760	0.00		0.00		0.00
d. Assigned	9780	0.00		0.00		0.00
e. Unassigned/Unappropriated						
1. Reserve for Economic Uncertainties	9789	7,108,146.06		7,104,285.85		7,173,478.53
2. Unassigned/Unappropriated	9790	893,758.75		3,740,728.85		2,573,687.00
f. Total Components of Ending Fund Balance (Line D3f must agree with line D2)		18,793,560.24		21,034,636.06		19,124,401.53
E. AVAILABLE RESERVES						
1. General Fund						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	7,108,146.06		7,104,285.85		7,173,478.53
c. Unassigned/Unappropriated	9790	893,760.11		3,740,728.85		2,573,687.00
d. Negative Restricted Ending Balances (Negative resources 2000-9999)	979Z	(1.36)		0.00		0.00
2. Special Reserve Fund - Noncapital Outlay (Fund 17)						
a. Stabilization Arrangements	9750	0.00		0.00		0.00
b. Reserve for Economic Uncertainties	9789	644,800.50		0.00		0.00
c. Unassigned/Unappropriated	9790	0.00		0.00		0.00
3. Total Available Reserves - by Amount (Sum lines E1a thru E2c)		8,646,705.31		10,845,014.70		9,747,165.53
4. Total Available Reserves - by Percent (Line E3 divided by Line F3c)		3.65%		4.58%		4.08%
F. RECOMMENDED RESERVES						
1. Special Education Pass-through Exclusions						
For districts that serve as the administrative unit (AU) of a special education local plan area (SELPA):						
a. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members?	YES					

Description	Object Codes	2026-27 Budget (Form 01) (A)	% Change (Cols. C-A/A) (B)	2027-28 Projection (C)	% Change (Cols. E-C/C) (D)	2028-29 Projection (E)
b. If you are the SELPA AU and are excluding special education pass-through funds: 1. Enter the name(s) of the SELPA(s):						
2. Special education pass-through funds (Column A: Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223; enter projections for subsequent years 1 and 2 in Columns C and E)		0.00				
2. District ADA Used to determine the reserve standard percentage level on line F3d (Col. A: Form A, Estimated P-2 ADA column, Lines A4 and C4; enter projections)		10,709.54		10,308.02		9,928.17
3. Calculating the Reserves						
a. Expenditures and Other Financing Uses (Line B11)		236,938,202.00		236,809,528.45		239,115,950.84
b. Plus: Special Education Pass-through Funds (Line F1b2, if Line F1a is No)		0.00		0.00		0.00
c. Total Expenditures and Other Financing Uses (Line F3a plus line F3b)		236,938,202.00		236,809,528.45		239,115,950.84
d. Reserve Standard Percentage Level (Refer to Form 01CS, Criterion 10 for calculation details)		3.00%		3.00%		3.00%
e. Reserve Standard - By Percent (Line F3c times F3d)		7,108,146.06		7,104,285.85		7,173,478.53
f. Reserve Standard - By Amount (Refer to Form 01CS, Criterion 10 for calculation details)		0.00		0.00		0.00
g. Reserve Standard (Greater of Line F3e or F3f)		7,108,146.06		7,104,285.85		7,173,478.53
h. Available Reserves (Line E3) Meet Reserve Standard (Line F3g)		YES		YES		YES

2026-27 Adopted Budget

FCMAT/CSIS Software Projection Pro

Santa Rosa City Schools

Cashflow Report

Santa Rosa City Schools
49-40253-0000000

Cashflow Report
2026-27 Adopted Budget
Base Year: 2026-27

Fund 01
Projection# 31608

	Object Range	Budget/Beg. Balance	2026 July	August	September	October	November	December	2027 January	Feburary
A. BEGINNING CASH		**8,740,928.42**	**8,740,928.42**	**6,253,886.21**	**(3,555,798.48)**	**(18,528,026.46)**	**(27,967,360.51)**	**(42,182,382.54)**	**17,350,073.23**	**9,912,877.53**
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019	63,326,984.00	3,051,334.60	3,051,334.60	5,492,402.28	5,492,402.28	5,492,402.28	6,067,475.28	5,492,402.28	5,492,402.28
Property Taxes	8020-8079	129,122,528.00	—	—	—	—	—	64,561,264.00	—	—
Miscellaneous Funds & LCFF Transfers	8080-8099	(11,694,896.00)	—	(916,097.82)	(1,832,195.64)	(1,221,463.76)	(1,221,463.76)	(1,221,463.76)	(1,221,463.76)	(1,221,463.76)
Federal Revenue	8100-8299	9,455,469.00	(134,372.75)	(4,772,403.41)	415,863.30	1,364,193.63	161,591.17	6,360,891.11	—	—
Other State Revenue	8300-8599	25,467,711.00	2,602,115.65	(1,028,810.43)	1,064,685.21	2,568,201.07	758,106.65	2,278,256.91	1,723,867.32	1,554,611.12
Other Local Revenue	8600-8799	20,696,466.00	365,320.84	699,924.07	1,249,863.18	1,792,130.01	1,957,882.17	2,334,230.48	2,722,873.02	343,455.94
Interfund Transfers in	8910-8929	920,313.00	—	—	—	306,771.00	—	—	306,771.00	—
All Other Financing Sources	8930-8999	0.00	—	—	—	—	—	—	—	—
TOTAL RECEIPTS		**237,294,575.00**	**5,884,398.34**	**(2,966,052.99)**	**6,390,618.33**	**10,302,234.23**	**7,148,518.51**	**80,380,654.02**	**9,024,449.86**	**6,169,005.58**
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	85,001,815.00	662,898.54	7,340,919.75	7,323,314.25	7,549,477.54	7,658,907.15	7,880,915.55	7,428,382.34	7,429,378.58
Classified Salaries	2000-2999	32,750,896.00	1,194,313.37	2,641,830.41	2,789,981.11	2,924,350.86	3,015,960.45	3,064,388.75	2,856,902.19	2,920,849.49
Employee Benefits	3000-3999	55,066,629.00	944,555.02	3,923,402.12	4,238,474.82	4,324,264.55	4,355,619.40	4,382,579.61	4,305,844.81	4,358,325.77
Books and Supplies	4000-4999	4,965,615.00	44,917.66	319,807.49	578,822.48	292,491.16	87,184.64	142,038.50	155,411.02	160,324.70
Services	5000-5999	60,843,703.00	630,952.90	2,870,058.09	5,248,192.85	4,058,989.39	4,948,024.80	5,344,026.82	2,439,211.02	2,059,220.32
Capital Outlay	6000-6999	511,169.00	30,172.22	14,906.80	11,884.76	135,084.52	37,845.69	34,249.02	43,495.86	6,007.98
Other Outgo	7000-7499	(2,201,625.00)	—	—	—	(733,875.00)	—	—	(733,875.00)	—
Interfund Transfers Out	7600-7629	0.00	—	—	—	—	—	—	—	—
All Other Financing Uses	7630-7699	0.00	—	—	—	—	—	—	—	—
TOTAL DISBURSEMENTS		**236,938,202.00**	**3,507,809.71**	**17,110,924.66**	**20,190,670.27**	**18,550,783.02**	**20,103,542.13**	**20,848,198.25**	**16,495,372.23**	**16,934,106.85**
E. NET INCREASE/DECREASE (B - C + D)		**(6,578,335.16)**	**(2,487,042.21)**	**(9,809,684.69)**	**(14,972,227.98)**	**(9,439,334.05)**	**(14,215,022.03)**	**59,532,455.77**	**(7,437,195.70)**	**(10,756,324.32)**
F. ENDING CASH (A + E)			**6,253,886.21**	**(3,555,798.48)**	**(18,528,026.46)**	**(27,967,360.51)**	**(42,182,382.54)**	**17,350,073.23**	**9,912,877.53**	**(843,446.79)**
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Santa Rosa City Schools
49-40253-0000000

Cashflow Report
2026-27 Adopted Budget
Base Year: 2026-27

Fund 01
Projection# 31608

	Object Range	Budget/Beg. Balance	2027 March	April	May	June	Accruals	Adjustments	TOTAL	Variance
A. BEGINNING CASH		**8,740,928.42**	**(843,446.79)**	**(12,945,645.26)**	**38,175,194.87**	**23,897,432.98**	**—**	**—**	**—**	**—**
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019	63,326,984.00	6,067,475.28	5,492,402.28	5,492,402.28	6,642,548.28	—	—	63,326,984.00	—
Property Taxes	8020-8079	129,122,528.00	—	64,561,264.00	—	—	—	—	129,122,528.00	—
Miscellaneous Funds & LCFF Transfers	8080-8099	(11,694,896.00)	(2,137,561.37)	(1,068,780.36)	(1,068,780.36)	(1,068,781.00)	2,504,619.35	—	(11,694,896.00)	0.00
Federal Revenue	8100-8299	9,455,469.00	152,709.71	661,264.17	236,433.13	642,672.08	4,366,626.86	—	9,455,469.00	—
Other State Revenue	8300-8599	25,467,711.00	2,466,537.13	1,730,167.33	(11,411.08)	(51,699.63)	772,532.76	9,040,550.99	25,467,711.00	0.00
Other Local Revenue	8600-8799	20,696,466.00	1,248,410.03	2,489,707.46	1,239,071.07	2,498,266.64	1,755,331.09	—	20,696,466.00	0.00
Interfund Transfers in	8910-8929	920,313.00	—	—	306,771.00	—	—	—	920,313.00	—
All Other Financing Sources	8930-8999	0.00	—	—	—	—	—	—	—	—
TOTAL RECEIPTS		**237,294,575.00**	**7,797,570.78**	**73,866,024.88**	**6,194,486.04**	**8,663,006.37**	**9,399,110.06**	**9,040,550.99**	**237,294,574.99**	**0.01**
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	85,001,815.00	7,506,998.73	7,467,386.94	8,376,617.32	8,376,618.31	—	—	85,001,815.00	—
Classified Salaries	2000-2999	32,750,896.00	3,175,272.10	2,848,313.54	2,891,848.38	2,426,885.35	—	—	32,750,896.00	0.00
Employee Benefits	3000-3999	55,066,629.00	4,382,669.24	4,340,144.50	4,179,699.89	2,290,498.28	—	9,040,550.99	55,066,629.00	—
Books and Supplies	4000-4999	4,965,615.00	114,606.05	174,505.98	773,425.97	1,475,838.15	646,241.20	—	4,965,615.00	(0.00)
Services	5000-5999	60,843,703.00	4,740,086.62	7,903,223.76	5,690,722.87	5,129,084.05	9,781,909.51	—	60,843,703.00	—
Capital Outlay	6000-6999	511,169.00	4,744.16	11,610.02	46,629.25	134,538.73	—	—	511,169.00	(0.00)
Other Outgo	7000-7499	(2,201,625.00)	—	—	(733,875.00)	—	—	—	(2,201,625.00)	—
Interfund Transfers Out	7600-7629	0.00	—	—	—	—	—	—	—	—
All Other Financing Uses	7630-7699	0.00	—	—	—	—	—	—	—	—
TOTAL DISBURSEMENTS		**236,938,202.00**	**19,924,376.90**	**22,745,184.74**	**21,225,068.68**	**19,833,462.87**	**10,428,150.71**	**9,040,550.99**	**236,938,202.00**	**(0.00)**
E. NET INCREASE/DECREASE (B - C + D)		**(6,578,335.16)**	**(12,102,198.48)**	**51,120,840.14**	**(14,277,761.89)**	**(11,170,456.50)**	**(1,029,040.65)**	**—**	**2,957,007.41**	
F. ENDING CASH (A + E)			**(12,945,645.26)**	**38,175,194.87**	**23,897,432.98**	**12,726,976.48**	**—**	**—**	**—**	
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									**11,697,935.83**	

Santa Rosa City Schools
49-40253-0000000

Cashflow Report
2026-27 Adopted Budget
Base Year: 2026-27

Fund 01
Projection# 31608

	Object Range	Budget/Beg. Balance	2026 July	August	September	October	November	December	2027 January	Feburary
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not in Treasury	9111-9199	(14,470.00)	—	—	—	—	—	—	—	—
Accounts Receivable	9200-9299	(14,338,455.80)	1,820,607.34	11,530,688.76	91,219.76	72,610.54	3,397.39	—	33,726.67	8,776.95
Due From Other Funds	9310	0.00	—	—	—	—	—	—	—	—
Stores	9320	(356,525.74)	—	—	—	—	—	—	—	—
Prepaid Expenditures	9330	0.00	—	—	—	—	—	—	—	—
Other Current Assets	9340	0.00	—	—	—	—	—	—	—	—
Deferred Outflows of Resources	9490	0.00	—	—	—	—	—	—	—	—
SUBTOTAL		**(14,709,451.54)**	**1,820,607.34**	**11,530,688.76**	**91,219.76**	**72,610.54**	**3,397.39**	**—**	**33,726.67**	**8,776.95**
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	(7,774,743.38)	2,721,160.18	1,263,395.80	1,263,395.80	1,263,395.80	1,263,395.80	—	—	—
Due To Other Funds	9610	0.00	3,963,078.00	—	—	—	—	—	—	—
Current Loans	9640	0.00	—	—	—	—	—	—	—	—
Unearned Revenues	9650	0.00	—	—	—	—	—	—	—	—
Deferred Inflows of Resources	9690	0.00	—	—	—	—	—	—	—	—
SUBTOTAL		**(7,774,743.38)**	**6,684,238.18**	**1,263,395.80**	**1,263,395.80**	**1,263,395.80**	**1,263,395.80**	**—**	**—**	**—**
Nonoperating										
Suspense Clearing	9910	0.00	—	—	—	—	—	—	—	—
TOTAL BALANCE SHEET ITEMS		**(6,934,708.16)**	**(4,863,630.84)**	**10,267,292.96**	**(1,172,176.04)**	**(1,190,785.26)**	**(1,259,998.41)**	**—**	**33,726.67**	**8,776.95**
E. NET INCREASE/DECREASE (B - C + D)		**(6,578,335.16)**	**(2,487,042.21)**	**(9,809,684.69)**	**(14,972,227.98)**	**(9,439,334.05)**	**(14,215,022.03)**	**59,532,455.77**	**(7,437,195.70)**	**(10,756,324.32)**
F. ENDING CASH (A + E)			**6,253,886.21**	**(3,555,798.48)**	**(18,528,026.46)**	**(27,967,360.51)**	**(42,182,382.54)**	**17,350,073.23**	**9,912,877.53**	**(843,446.79)**
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Santa Rosa City Schools
49-40253-0000000

Cashflow Report
2026-27 Adopted Budget
Base Year: 2026-27

Fund 01
Projection# 31608

	Object Range	Budget/Beg. Balance	2027 March	April	May	June	Accruals	Adjustments	TOTAL	Variance
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not in Treasury	9111-9199	(14,470.00)	—	—	—	—	—	—	—	
Accounts Receivable	9200-9299	(14,338,455.80)	24,607.64	—	752,820.75	—	—	—	14,338,455.80	
Due From Other Funds	9310	0.00	—	—	—	—	—	—	—	
Stores	9320	(356,525.74)	—	—	—	—	—	—	—	
Prepaid Expenditures	9330	0.00	—	—	—	—	—	—	—	
Other Current Assets	9340	0.00	—	—	—	—	—	—	—	
Deferred Outflows of Resources	9490	0.00	—	—	—	—	—	—	—	
SUBTOTAL		**(14,709,451.54)**	**24,607.64**	**—**	**752,820.75**	**—**	**—**	**—**	**14,338,455.80**	
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	(7,774,743.38)	—	—	—	—	—	—	7,774,743.38	
Due To Other Funds	9610	0.00	—	—	—	—	—	—	3,963,078.00	
Current Loans	9640	0.00	—	—	—	—	—	—	—	
Unearned Revenues	9650	0.00	—	—	—	—	—	—	—	
Deferred Inflows of Resources	9690	0.00	—	—	—	—	—	—	—	
SUBTOTAL		**(7,774,743.38)**	**—**	**—**	**—**	**—**	**—**	**—**	**11,737,821.38**	
Nonoperating										
Suspense Clearing	9910	0.00	—	—	—	—	—	—	—	
TOTAL BALANCE SHEET ITEMS		**(6,934,708.16)**	**24,607.64**	**—**	**752,820.75**	**—**	**—**	**—**	**2,600,634.42**	
E. NET INCREASE/DECREASE (B - C + D)		**(6,578,335.16)**	**(12,102,198.48)**	**51,120,840.14**	**(14,277,761.89)**	**(11,170,456.50)**	**(1,029,040.65)**	**—**	**2,957,007.41**	
F. ENDING CASH (A + E)			**(12,945,645.26)**	**38,175,194.87**	**23,897,432.98**	**12,726,976.48**	**—**	**—**	**—**	
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									**11,697,935.83**	

Santa Rosa City Schools
49-40253-0000000

Cashflow Report

For 26-27 Budget Cash Flow Beginning Balance 2025-26 Estimated Actuals

Base Year: 2025-26 ; Actuals Through the Month of May

Fund 01
Projection# 31676

	Object Range	Budget/Beg. Balance	2025 July	August	September	October	November	December	2026 January	Feburary
A. BEGINNING CASH		**16,853,337.20**	**16,853,337.20**	**11,699,048.74**	**(7,233,074.05)**	**(20,046,356.73)**	**(25,340,674.51)**	**(38,709,992.19)**	**31,388,212.71**	**23,018,148.43**
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019	56,634,817.00	3,660,860.00	1,466,339.00	5,785,742.00	5,179,836.00	5,179,836.00	5,785,741.00	5,179,836.00	3,889,594.00
Property Taxes	8020-8079	129,347,398.00	—	248,868.50	184,114.83	201,601.33	284,159.71	72,537,205.29	727,366.71	109,686.70
Miscellaneous Funds & LCFF Transfers	8080-8099	(10,232,532.00)	(992,980.00)	835,266.00	(1,571,778.00)	(1,047,852.00)	(1,047,852.00)	(1,047,852.00)	(1,047,852.00)	(1,674,641.00)
Federal Revenue	8100-8299	9,438,720.18	(133,762.28)	(4,750,722.04)	413,974.00	1,357,996.00	160,857.05	6,331,993.12	—	—
Other State Revenue	8300-8599	33,191,579.27	4,429,918.12	(2,644,721.28)	1,434,328.09	4,363,837.61	836,978.34	3,798,899.00	2,718,704.48	2,388,919.02
Other Local Revenue	8600-8799	24,772,254.07	424,461.45	813,232.53	1,452,199.51	2,082,252.17	2,274,837.42	2,712,111.54	3,163,670.17	399,056.92
Interfund Transfers in	8910-8929	5,900,000.00	—	—	—	—	—	695,246.33	—	—
All Other Financing Sources	8930-8999	0.00	—	—	—	—	—	—	—	—
TOTAL RECEIPTS		**249,052,236.52**	**7,388,497.29**	**(4,031,737.29)**	**7,698,580.43**	**12,137,671.11**	**7,688,816.52**	**90,813,344.28**	**10,741,725.36**	**5,112,615.64**
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	92,582,423.90	722,298.85	7,998,717.09	7,979,534.01	8,225,963.10	8,345,198.36	8,587,100.25	8,094,016.93	8,095,102.44
Classified Salaries	2000-2999	32,811,026.63	1,196,929.11	2,647,616.45	2,796,091.63	2,930,755.67	3,022,565.90	3,071,100.26	2,863,159.27	2,927,246.63
Employee Benefits	3000-3999	57,038,432.71	984,991.46	4,091,363.12	4,419,924.09	4,509,386.48	4,542,083.64	4,570,198.01	4,490,178.19	4,544,905.87
Books and Supplies	4000-4999	4,828,921.90	65,948.51	469,544.25	849,832.39	429,438.17	128,005.27	208,542.21	228,175.87	235,390.17
Services	5000-5999	61,947,646.22	646,692.47	2,941,653.73	5,379,112.75	4,160,243.77	5,071,456.80	5,477,337.37	2,500,058.87	2,110,589.04
Capital Outlay	6000-6999	533,105.45	34,244.70	16,918.84	13,488.90	153,317.47	42,953.89	38,871.76	49,366.68	6,818.90
Other Outgo	7000-7499	(1,350,537.00)	26,086.00	(205,859.31)	15,317.67	96,165.38	14,296.00	153,759.69	(16,504.00)	2,908.00
Interfund Transfers Out	7600-7629	0.00	—	—	—	—	—	—	—	—
All Other Financing Uses	7630-7699	0.00	—	—	—	—	—	—	—	—
TOTAL DISBURSEMENTS		**248,391,019.81**	**3,677,191.10**	**17,959,954.17**	**21,453,301.44**	**20,505,270.04**	**21,166,559.86**	**22,106,909.55**	**18,208,451.81**	**17,922,961.05**
E. NET INCREASE/DECREASE (B - C + D)		**3,510,307.27**	**(5,154,288.46)**	**(18,932,122.79)**	**(12,813,282.68)**	**(5,294,317.78)**	**(13,369,317.68)**	**70,098,204.90**	**(8,370,064.28)**	**(12,040,695.41)**
F. ENDING CASH (A + E)			**11,699,048.74**	**(7,233,074.05)**	**(20,046,356.73)**	**(25,340,674.51)**	**(38,709,992.19)**	**31,388,212.71**	**23,018,148.43**	**10,977,453.02**
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Santa Rosa City Schools
49-40253-0000000

Cashflow Report

For 26-27 Budget Cash Flow Beginning Balance 2025-26 Estimated Actuals

Base Year: 2025-26 ; Actuals Through the Month of May

Fund 01
Projection# 31676

	Object Range	Budget/Beg. Balance	2026 March	April	May	June	Accruals	Adjustments	TOTAL	Variance
A. BEGINNING CASH		**16,853,337.20**	**10,977,453.02**	**392,046.56**	**37,741,642.62**	**30,938,543.77**	—	—	—	—
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019	56,634,817.00	4,438,578.00	3,889,594.00	11,474,635.00	(4,055,623.62)	4,759,849.62	—	56,634,817.00	—
Property Taxes	8020-8079	129,347,398.00	138,047.83	49,899,727.85	3,219,065.98	1,797,553.27	—	—	129,347,398.00	—
Miscellaneous Funds & LCFF Transfers	8080-8099	(10,232,532.00)	(306,387.50)	(803,020.00)	(1,046,545.00)	(2,782,064.91)	2,301,026.41	—	(10,232,532.00)	0.00
Federal Revenue	8100-8299	9,438,720.18	152,015.94	658,260.00	268,571.73	606,539.64	4,372,997.02	—	9,438,720.18	—
Other State Revenue	8300-8599	33,191,579.27	3,845,678.34	2,410,906.40	1,410,590.00	(1,708,096.59)	865,086.75	9,040,550.99	33,191,579.27	—
Other Local Revenue	8600-8799	24,772,254.07	1,450,511.11	2,892,758.19	1,931,091.19	3,136,575.87	2,039,496.00	—	24,772,254.07	—
Interfund Transfers in	8910-8929	5,900,000.00	—	—	—	5,204,753.67	—	—	5,900,000.00	—
All Other Financing Sources	8930-8999	0.00	—	—	—	—	—	—	—	—
TOTAL RECEIPTS		**249,052,236.52**	**9,718,443.72**	**58,948,226.44**	**17,257,408.90**	**2,199,637.33**	**14,338,455.80**	**9,040,550.99**	**249,052,236.52**	**0.00**
C. DISBURSEMENTS										
Certificated Salaries	1000-1999	92,582,423.90	8,179,677.89	8,136,516.61	8,512,048.93	9,706,249.44	—	—	92,582,423.90	—
Classified Salaries	2000-2999	32,811,026.63	3,182,226.47	2,854,551.81	2,893,881.25	2,424,902.18	—	—	32,811,026.63	—
Employee Benefits	3000-3999	57,038,432.71	4,570,291.48	4,525,946.26	4,590,638.86	2,157,974.26	—	9,040,550.99	57,038,432.71	—
Books and Supplies	4000-4999	4,828,921.90	168,265.64	256,211.26	255,915.86	584,835.13	948,817.17	—	4,828,921.90	—
Services	5000-5999	61,947,646.22	4,858,331.45	8,100,375.30	3,124,138.60	10,751,729.86	6,825,926.21	—	61,947,646.22	—
Capital Outlay	6000-6999	533,105.45	5,384.50	13,177.07	25,266.88	133,295.86	—	—	533,105.45	—
Other Outgo	7000-7499	(1,350,537.00)	125,103.07	(284,243.83)	84,168.38	(1,361,734.05)	—	—	(1,350,537.00)	—
Interfund Transfers Out	7600-7629	0.00	—	—	—	—	—	—	—	—
All Other Financing Uses	7630-7699	0.00	—	—	—	—	—	—	—	—
TOTAL DISBURSEMENTS		**248,391,019.81**	**21,089,280.50**	**23,602,534.48**	**19,486,058.76**	**24,397,252.68**	**7,774,743.38**	**9,040,550.99**	**248,391,019.81**	—
E. NET INCREASE/DECREASE (B - C + D)		**3,510,307.27**	**(10,585,406.46)**	**37,349,596.06**	**(6,803,098.85)**	**(22,197,615.35)**	**6,563,712.42**	—	**(1,548,696.36)**	
F. ENDING CASH (A + E)			**392,046.56**	**37,741,642.62**	**30,938,543.77**	**8,740,928.42**	—	—	—	
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									**15,304,640.84**	

Santa Rosa City Schools
49-40253-0000000

Cashflow Report

For 26-27 Budget Cash Flow Beginning Balance 2025-26 Estimated Actuals

Base Year: 2025-26 ; Actuals Through the Month of May

Fund 01
Projection# 31676

	Object Range	Budget/Beg. Balance	2025 July	August	September	October	November	December	2026 January	Feburary
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not in Treasury	9111-9199	(14,470.00)	—	—	—	—	—	—	—	—
Accounts Receivable	9200-9299	(16,436,178.05)	1,993,433.66	12,625,272.14	99,879.05	79,503.30	3,719.90	(11,838.53)	36,928.27	9,610.13
Due From Other Funds	9310	(4,061,891.69)	—	—	467,080.96	3,313,470.95	281,339.78	—	—	—
Stores	9320	(356,525.74)	8,978.60	22,617.36	228.26	(14,641.76)	7,531.90	8,477.66	(6,201.22)	(17,891.15)
Prepaid Expenditures	9330	(983.00)	1,877.00	—	—	—	—	—	—	—
Other Current Assets	9340	0.00	—	—	—	—	—	—	—	—
Deferred Outflows of Resources	9490	0.00	—	—	—	—	—	—	—	—
SUBTOTAL		**(20,870,048.48)**	**2,004,289.26**	**12,647,889.50**	**567,188.27**	**3,378,332.49**	**292,591.58**	**(3,360.87)**	**30,727.05**	**(8,281.02)**
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	(20,062,217.13)	10,552,298.02	7,928,935.90	(720,915.14)	796,267.62	(1,640,336.37)	(1,395,131.04)	934,064.88	(777,931.02)
Due To Other Funds	9610	(3,285,349.55)	48,751.25	1,441,425.30	461,886.99	(491,216.28)	1,824,502.29	—	—	—
Current Loans	9640	0.00	—	—	—	—	—	—	—	—
Unearned Revenues	9650	(371,572.36)	268,834.64	217,959.63	(115,221.91)	—	—	—	—	—
Deferred Inflows of Resources	9690	0.00	—	—	—	—	—	—	—	—
SUBTOTAL		**(23,719,139.04)**	**10,869,883.91**	**9,588,320.83**	**(374,250.06)**	**305,051.34**	**184,165.92**	**(1,395,131.04)**	**934,064.88**	**(777,931.02)**
Nonoperating										
Suspense Clearing	9910	0.00	—	—	—	—	—	—	—	—
TOTAL BALANCE SHEET ITEMS		**2,849,090.56**	**(8,865,594.65)**	**3,059,568.67**	**941,438.33**	**3,073,281.15**	**108,425.66**	**1,391,770.17**	**(903,337.83)**	**769,650.00**
E. NET INCREASE/DECREASE (B - C + D)		**3,510,307.27**	**(5,154,288.46)**	**(18,932,122.79)**	**(12,813,282.68)**	**(5,294,317.78)**	**(13,369,317.68)**	**70,098,204.90**	**(8,370,064.28)**	**(12,040,695.41)**
F. ENDING CASH (A + E)			**11,699,048.74**	**(7,233,074.05)**	**(20,046,356.73)**	**(25,340,674.51)**	**(38,709,992.19)**	**31,388,212.71**	**23,018,148.43**	**10,977,453.02**
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Santa Rosa City Schools
49-40253-0000000

Cashflow Report

For 26-27 Budget Cash Flow Beginning Balance 2025-26 Estimated Actuals

Base Year: 2025-26 ; Actuals Through the Month of May

Fund 01
Projection# 31676

	Object Range	Budget/Beg. Balance	2026 March	April	May	June	Accruals	Adjustments	TOTAL	Variance
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not in Treasury	9111-9199	(14,470.00)	—	—	—	—	—	—	—	
Accounts Receivable	9200-9299	(16,436,178.05)	26,943.59	(401.52)	844,777.59	—	—	—	15,707,827.58	
Due From Other Funds	9310	(4,061,891.69)	—	—	—	—	—	—	4,061,891.69	
Stores	9320	(356,525.74)	9,187.52	7,848.49	22,297.54	—	—	—	48,433.20	
Prepaid Expenditures	9330	(983.00)	—	—	—	—	—	—	1,877.00	
Other Current Assets	9340	0.00	—	—	—	—	—	—	—	
Deferred Outflows of Resources	9490	0.00	—	—	—	—	—	—	—	
SUBTOTAL		**(20,870,048.48)**	**36,131.11**	**7,446.97**	**867,075.13**	**—**	**—**	**—**	**19,820,029.47**	
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	(20,062,217.13)	(749,299.21)	(1,996,457.13)	5,441,524.12	—	—	—	18,373,020.63	
Due To Other Funds	9610	(3,285,349.55)	—	—	—	—	—	—	3,285,349.55	
Current Loans	9640	0.00	—	—	—	—	—	—	—	
Unearned Revenues	9650	(371,572.36)	—	—	—	—	—	—	371,572.36	
Deferred Inflows of Resources	9690	0.00	—	—	—	—	—	—	—	
SUBTOTAL		**(23,719,139.04)**	**(749,299.21)**	**(1,996,457.13)**	**5,441,524.12**	**—**	**—**	**—**	**22,029,942.54**	
Nonoperating										
Suspense Clearing	9910	0.00	—	—	—	—	—	—	—	
TOTAL BALANCE SHEET ITEMS		**2,849,090.56**	**785,430.32**	**2,003,904.10**	**(4,574,448.99)**	**—**	**—**	**—**	**(2,209,913.07)**	
E. NET INCREASE/DECREASE (B - C + D)		**3,510,307.27**	**(10,585,406.46)**	**37,349,596.06**	**(6,803,098.85)**	**(22,197,615.35)**	**6,563,712.42**	**—**	**(1,548,696.36)**	
F. ENDING CASH (A + E)			**392,046.56**	**37,741,642.62**	**30,938,543.77**	**8,740,928.42**	**—**	**—**	**—**	
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS									**15,304,640.84**	

2026-27 Adopted Budget

Santa Rosa City Schools

General Fund
2026-27 Budget Form CASH

Cashflow Worksheet

California Dept of Education

SACS Financial Reporting Software

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
ESTIMATES THROUGH THE MONTH OF:	JUNE									
A. BEGINNING CASH			8,740,928.42	6,253,886.21	(3,555,798.48)	(18,528,026.46)	(27,967,360.51)	(42,182,382.54)	17,350,073.23	9,912,877.52
B. RECEIPTS										
LCFF Sources										
Principal Apportionment	8010-8019		3,051,334.60	3,051,334.60	5,492,402.28	5,492,402.28	5,492,402.28	6,067,475.28	5,492,402.28	5,492,402.28
Property Taxes	8020-8079		0.00	0.00	0.00	0.00	0.00	64,561,264.00	0.00	0.00
Miscellaneous Funds	8080-8099		0.00	(916,097.82)	(1,832,195.64)	(1,221,463.76)	(1,221,463.76)	(1,221,463.76)	(1,221,463.76)	(1,221,463.76)
Federal Revenue	8100-8299		(134,372.75)	(4,772,403.41)	415,863.30	1,364,193.63	161,591.17	6,360,891.11	0.00	0.00
Other State Revenue	8300-8599		2,602,115.65	(1,028,810.43)	1,064,685.21	2,568,201.07	758,106.65	2,278,256.91	1,723,867.32	1,554,611.12
Other Local Revenue	8600-8799		365,320.84	699,924.07	1,249,863.18	1,792,130.01	1,957,882.17	2,334,230.48	2,722,873.02	343,455.94
Interfund Transfers In	8900-8929		0.00	0.00	0.00	306,771.00	0.00	0.00	306,771.00	0.00
All Other Financing Sources	8930-8979		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS			5,884,398.34	(2,966,052.99)	6,390,618.33	10,302,234.23	7,148,518.51	80,380,654.02	9,024,449.86	6,169,005.58
C. DISBURSEMENTS										
Certificated Salaries	1000-1999		662,898.54	7,340,919.75	7,323,314.25	7,549,477.54	7,658,907.15	7,880,915.55	7,428,382.34	7,429,378.58
Classified Salaries	2000-2999		1,194,313.37	2,641,830.41	2,789,981.11	2,924,350.86	3,015,960.45	3,064,388.75	2,856,902.19	2,920,849.49
Employee Benefits	3000-3999		944,555.02	3,923,402.12	4,238,474.82	4,324,264.55	4,355,619.40	4,382,579.61	4,305,844.81	4,358,325.77
Books and Supplies	4000-4999		44,917.66	319,807.49	578,822.48	292,491.16	87,184.64	142,038.50	155,411.02	160,324.70
Services	5000-5999		630,952.90	2,870,058.09	5,248,192.85	4,058,989.39	4,948,024.80	5,344,026.82	2,439,211.02	2,059,220.32
Capital Outlay	6000-6999		30,172.22	14,906.80	11,884.76	135,084.52	37,845.69	34,249.02	43,495.86	6,007.98
Other Outgo	7000-7499		0.00	0.00	0.00	(733,875.00)	0.00	0.00	(733,875.00)	0.00
Interfund Transfers Out	7600-7629		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	Beginning Balances (Ref. Only)	July	August	September	October	November	December	January	February
All Other Financing Uses	7630-7699		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL DISBURSEMENTS			3,507,809.71	17,110,924.66	20,190,670.27	18,550,783.02	20,103,542.13	20,848,198.25	16,495,372.24	16,934,106.84
D. BALANCE SHEET ITEMS										
Assets and Deferred Outflows										
Cash Not In Treasury	9111-9199	(14,470.00)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Accounts Receivable	9200-9299	(14,338,455.80)	1,820,607.34	11,530,688.76	91,219.76	72,610.54	3,397.39	0.00	33,726.67	8,776.95
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Stores	9320	(356,525.74)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Lease Receivable	9380									
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		(14,709,451.54)	1,820,607.34	11,530,688.76	91,219.76	72,610.54	3,397.39	0.00	33,726.67	8,776.95
Liabilities and Deferred Inflows										
Accounts Payable	9500-9599	(7,774,743.38)	2,721,160.18	1,263,395.80	1,263,395.80	1,263,395.80	1,263,395.80	0.00	0.00	0.00
Due To Other Funds	9610	0.00	3,963,078.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
SUBTOTAL		(7,774,743.38)	6,684,238.18	1,263,395.80	1,263,395.80	1,263,395.80	1,263,395.80	0.00	0.00	0.00
Nonoperating										
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL BALANCE SHEET ITEMS		(6,934,708.16)	(4,863,630.84)	10,267,292.96	(1,172,176.04)	(1,190,785.26)	(1,259,998.41)	0.00	33,726.67	8,776.95
E. NET INCREASE/DECREASE (B - C + D)			(2,487,042.21)	(9,809,684.69)	(14,972,227.98)	(9,439,334.05)	(14,215,022.03)	59,532,455.77	(7,437,195.71)	(10,756,324.31)
F. ENDING CASH (A + E)			6,253,886.21	(3,555,798.48)	(18,528,026.46)	(27,967,360.51)	(42,182,382.54)	17,350,073.23	9,912,877.52	(843,446.79)
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS										

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
ESTIMATES THROUGH THE MONTH OF:	JUNE								
A. BEGINNING CASH		(843,446.79)	(12,945,645.27)	38,175,194.87	23,897,432.98				
B. RECEIPTS									
LCFF Sources									
Principal Apportionment	8010-8019	6,067,475.28	5,492,402.28	5,492,402.28	6,642,548.28	0.00	0.00	63,326,984.00	63,326,984.00
Property Taxes	8020-8079	0.00	64,561,264.00	0.00	0.00	0.00	0.00	129,122,528.00	129,122,528.00
Miscellaneous Funds	8080-8099	(2,137,561.37)	(1,068,780.36)	(1,068,780.36)	(1,068,781.00)	2,504,619.35	0.00	(11,694,896.00)	(11,694,896.00)
Federal Revenue	8100-8299	152,709.71	661,264.17	236,433.13	642,672.08	4,366,626.86	0.00	9,455,469.00	9,455,469.00
Other State Revenue	8300-8599	2,466,537.13	1,730,167.33	(11,411.08)	(51,699.63)	772,532.76	9,040,550.99	25,467,711.00	25,467,711.00
Other Local Revenue	8600-8799	1,248,410.03	2,489,707.46	1,239,071.07	2,498,266.64	1,755,331.09	0.00	20,696,466.00	20,696,466.00
Interfund Transfers In	8900-8929	0.00	0.00	306,771.00	0.00	0.00	0.00	920,313.00	920,313.00
All Other Financing Sources	8930-8979	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
TOTAL RECEIPTS		7,797,570.78	73,866,024.88	6,194,486.04	8,663,006.37	9,399,110.06	9,040,550.99	237,294,575.00	237,294,575.00
C. DISBURSEMENTS									
Certificated Salaries	1000-1999	7,506,998.73	7,467,386.94	8,376,617.32	8,376,618.31	0.00	0.00	85,001,815.00	85,001,815.00
Classified Salaries	2000-2999	3,175,272.10	2,848,313.54	2,891,848.38	2,426,885.35	0.00	0.00	32,750,896.00	32,750,896.00
Employee Benefits	3000-3999	4,382,669.24	4,340,144.50	4,179,699.89	2,290,498.28	0.00	9,040,550.99	55,066,629.00	55,066,629.00
Books and Supplies	4000-4999	114,606.05	174,505.98	773,425.97	1,475,838.15	646,241.20	0.00	4,965,615.00	4,965,615.00
Services	5000-5999	4,740,086.62	7,903,223.76	5,690,722.87	5,129,084.05	9,781,909.51	0.00	60,843,703.00	60,843,703.00
Capital Outlay	6000-6999	4,744.16	11,610.02	46,629.25	134,538.73	0.00	0.00	511,169.01	511,169.00
Other Outgo	7000-7499	0.00	0.00	(733,875.00)	0.00	0.00	0.00	(2,201,625.00)	(2,201,625.00)
Interfund Transfers Out	7600-7629	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
All Other Financing Uses	7630-7699	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Description	Object	March	April	May	June	Accruals	Adjustments	TOTAL	BUDGET
TOTAL DISBURSEMENTS		19,924,376.90	22,745,184.74	21,225,068.68	19,833,462.87	10,428,150.71	9,040,550.99	236,938,202.01	236,938,202.00
D. BALANCE SHEET ITEMS									
Assets and Deferred Outflows									
Cash Not In Treasury	9111-9199	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Accounts Receivable	9200-9299	24,607.64	0.00	752,820.75	0.00	0.00	0.00	14,338,455.80	
Due From Other Funds	9310	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Stores	9320	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Prepaid Expenditures	9330	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Other Current Assets	9340	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Lease Receivable	9380							0.00	
Deferred Outflows of Resources	9490	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		24,607.64	0.00	752,820.75	0.00	0.00	0.00	14,338,455.80	
Liabilities and Deferred Inflows									
Accounts Payable	9500-9599	0.00	0.00	0.00	0.00	0.00	0.00	7,774,743.38	
Due To Other Funds	9610	0.00	0.00	0.00	0.00	0.00	0.00	3,963,078.00	
Current Loans	9640	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Unearned Revenues	9650	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
Deferred Inflows of Resources	9690	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
SUBTOTAL		0.00	0.00	0.00	0.00	0.00	0.00	11,737,821.38	
Nonoperating									
Suspense Clearing	9910	0.00	0.00	0.00	0.00	0.00	0.00	0.00	
TOTAL BALANCE SHEET ITEMS		24,607.64	0.00	752,820.75	0.00	0.00	0.00	2,600,634.42	
E. NET INCREASE/DECREASE (B - C + D)		(12,102,198.48)	51,120,840.14	(14,277,761.89)	(11,170,456.50)	(1,029,040.65)	0.00	2,957,007.41	356,373.00
F. ENDING CASH (A + E)		(12,945,645.27)	38,175,194.87	23,897,432.98	12,726,976.48				
G. ENDING CASH, PLUS CASH ACCRUALS AND ADJUSTMENTS								11,697,935.83	

2026-27 Adopted Budget

2026-27 Budget Attachment

Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

District: Santa Rosa City Schools
CDS #: 70912 & 70920

Adopted Budget
2026-27 Budget Attachment
Balances in Excess of Minimum Reserve Requirements

Reasons for Assigned and Unassigned Ending Fund Balances in Excess of Minimum Recommended Reserves

Education Code Section 42127(a)(2)(B) requires a statement of the reasons that substantiates the need for assigned and unassigned ending fund balances in excess of the minimum reserve standard for economic uncertainties for each fiscal year identified in the budget.

Combined Assigned and Unassigned/unappropriated Fund Balances			
Form	Fund	**2026-27 Budget**	**Objects 9780/9789/9790** ***(Exclude all non-spendable, restricted & committed funds)***
01	General Fund	$8,001,906.17	Form 01
17	Special Reserve Fund for Other Than Capital Outlay Projects	$644,800.50	Form 17
	Total Assigned and Unassigned Ending Fund Balances	$8,646,706.67	
	District Standard Reserve Level	3%	Form 01CS Line 10B-4
	Less District Minimum Reserve for Economic Uncertainties	$7,108,146.06	Form 01CS Line 10B-7
	Remaining Balance to Substantiate Need	$1,538,560.61	

Reasons for Fund Balances in Excess of Minimum Reserve for Economic Uncertainties			
Form	**Fund**	**2026-27 Budget**	**Description of Need**
01	General Fund	$893,760.11	Textbook/Curriculum Adoption, Technology Replacements, Special Education Cost Volatility, Rising Statutory Benefits, LCFF Volatility & Deferrals.
17	Special Reserve Fund for Other Than Capital Outlay Projects	$644,800.50	Textbook/Curriculum Adoption, Technology Replacements, Special Education Cost Volatility, Rising Statutory Benefits, LCFF Volatility & Deferrals.
	Insert Lines above as needed		
	Total of Substantiated Needs	$1,538,560.61	

Remaining Unsubstantiated Balance **$0.00**

Education Code Section 42127 (d)(1) requires a county superintendent to either conditionally approve or disapprove a school district budget if the district does not provide for EC 42127 (a)(2)(B) public review and discussion at its public budget hearing.

2026-27 Adopted Budget

Santa Rosa City Schools

Charter Schools Special Revenue Fund

Form 09

California Dept of Education

SACS Financial Reporting Software

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	22,576,991.00	26,441,134.00	17.1%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	2,729,727.17	1,956,840.00	-28.3%
4) Other Local Revenue		8600-8799	260,544.63	145,366.00	-44.2%
5) TOTAL, REVENUES			25,567,262.80	28,543,340.00	11.6%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	11,566,275.65	12,553,601.00	8.5%
2) Classified Salaries		2000-2999	2,519,823.94	2,645,846.00	5.0%
3) Employee Benefits		3000-3999	5,321,614.28	5,640,319.00	6.0%
4) Books and Supplies		4000-4999	271,568.26	209,963.00	-22.7%
5) Services and Other Operating Expenditures		5000-5999	3,232,006.52	3,877,884.00	20.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	1,095,914.00	1,973,649.00	80.1%
9) TOTAL, EXPENDITURES			24,007,202.65	26,901,262.00	12.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			1,560,060.15	1,642,078.00	5.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,560,060.15	1,642,078.00	5.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,178,394.86	4,738,455.01	49.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,178,394.86	4,738,455.01	49.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,178,394.86	4,738,455.01	49.1%
2) Ending Balance, June 30 (E + F1e)			4,738,455.01	6,380,533.01	34.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	1,500.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,079,661.86	2,107,164.86	1.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	2,657,293.15	4,273,368.15	60.8%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	5,947,453.66		
1) Fair Value Adjustment to Cash in County Treasury		9111	(7,002.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	1,500.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			5,941,951.66		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	459.84		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	(0.01)		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			459.83		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			5,941,491.83		
LCFF SOURCES					
Principal Apportionment					
State Aid - Current Year		8011	9,277,060.00	11,634,319.00	25.4%
Education Protection Account State Aid - Current Year		8012	343,690.00	384,124.00	11.8%
State Aid - Prior Years		8019	0.00	0.00	0.0%
LCFF Transfers					
Unrestricted LCFF Transfers - Current Year	0000	8091	0.00	0.00	0.0%
All Other LCFF Transfers - Current Year	All Other	8091	0.00	0.00	0.0%
Transfers to Charter Schools in Lieu of Property Taxes		8096	12,956,241.00	14,422,691.00	11.3%
Property Taxes Transfers		8097	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			22,576,991.00	26,441,134.00	17.1%
FEDERAL REVENUE					
Maintenance and Operations		8110	0.00	0.00	0.0%
Special Education Entitlement		8181	0.00	0.00	0.0%
Special Education Discretionary Grants		8182	0.00	0.00	0.0%
Child Nutrition Programs		8220	0.00	0.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
Title I, Part D, Local Delinquent Programs	3025	8290	0.00	0.00	0.0%
Title II, Part A, Supporting Effective Instruction	4035	8290	0.00	0.00	0.0%
Title III, Immigrant Student Program	4201	8290	0.00	0.00	0.0%
Title III, English Learner Program	4203	8290	0.00	0.00	0.0%
Public Charter Schools Grant Program (PCSGP)	4610	8290	0.00	0.00	0.0%
Other Every Student Succeeds Act	3040, 3060, 3061, 3150, 3155, 3182, 4037, 4124, 4126, 4127, 5630	8290	0.00	0.00	0.0%
Career and Technical Education	3500-3599	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Other State Apportionments					
Special Education Master Plan					
Current Year	6500	8311	0.00	0.00	0.0%
Prior Years	6500	8319	0.00	0.00	0.0%
All Other State Apportionments - Current Year	All Other	8311	0.00	0.00	0.0%
All Other State Apportionments - Prior Years	All Other	8319	0.00	0.00	0.0%
Child Nutrition Programs		8520	0.00	0.00	0.0%
Mandated Costs Reimbursements		8550	34,882.00	34,882.00	0.0%
Lottery - Unrestricted and Instructional Materials		8560	343,024.13	343,024.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	1,311,753.00	1,301,644.00	-0.8%
After School Education and Safety (ASES)	6010	8590	0.00	0.00	0.0%
Charter School Facility Grant	6030	8590	0.00	0.00	0.0%
Drug/Alcohol/Tobacco Funds	6690, 6695	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	291,618.00	277,290.00	-4.9%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
Career Technical Education Incentive Grant Program	6387	8590	0.00	0.00	0.0%
Specialized Secondary	7370	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	748,450.04	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			2,729,727.17	1,956,840.00	-28.3%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Sale of Publications		8632	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	145,365.82	145,366.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Transportation Fees From Individuals		8675	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	115,178.81	0.00	-100.0%
Tuition		8710	0.00	0.00	0.0%
All Other Transfers In		8781-8783	0.00	0.00	0.0%
Transfers of Apportionments					
Special Education SELPA Transfers					
From Districts or Charter Schools	6500	8791	0.00	0.00	0.0%
From County Offices	6500	8792	0.00	0.00	0.0%
From JPAs	6500	8793	0.00	0.00	0.0%
Other Transfers of Apportionments					
From Districts or Charter Schools	All Other	8791	0.00	0.00	0.0%
From County Offices	All Other	8792	0.00	0.00	0.0%
From JPAs	All Other	8793	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			260,544.63	145,366.00	-44.2%
TOTAL, REVENUES			25,567,262.80	28,543,340.00	11.6%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	10,053,654.14	11,018,309.00	9.6%
Certificated Pupil Support Salaries		1200	720,005.16	730,806.00	1.5%
Certificated Supervisors' and Administrators' Salaries		1300	567,711.25	576,207.00	1.5%
Other Certificated Salaries		1900	224,905.10	228,279.00	1.5%
TOTAL, CERTIFICATED SALARIES			11,566,275.65	12,553,601.00	8.5%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	456,593.95	541,567.00	18.6%
Classified Support Salaries		2200	412,984.73	419,141.00	1.5%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Supervisors' and Administrators' Salaries		2300	370,969.01	376,534.00	1.5%
Clerical, Technical and Office Salaries		2400	762,497.58	773,706.00	1.5%
Other Classified Salaries		2900	516,778.67	534,898.00	3.5%
TOTAL, CLASSIFIED SALARIES			2,519,823.94	2,645,846.00	5.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	1,903,955.02	2,000,279.00	5.1%
PERS		3201-3202	664,734.75	677,181.00	1.9%
OASDI/Medicare/Alternative		3301-3302	463,279.01	494,623.00	6.8%
Health and Welfare Benefits		3401-3402	1,833,391.65	1,976,386.00	7.8%
Unemployment Insurance		3501-3502	6,953.23	7,471.00	7.4%
Workers' Compensation		3601-3602	234,935.30	252,194.00	7.3%
OPEB, Allocated		3701-3702	1,301.51	2,603.00	100.0%
OPEB, Active Employees		3751-3752	213,063.81	229,582.00	7.8%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			5,321,614.28	5,640,319.00	6.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	15,620.27	3,204.00	-79.5%
Books and Other Reference Materials		4200	3,355.78	1,136.00	-66.1%
Materials and Supplies		4300	217,548.23	185,561.00	-14.7%
Noncapitalized Equipment		4400	35,043.98	20,062.00	-42.8%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			271,568.26	209,963.00	-22.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	938,184.40	1,035,110.00	10.3%
Travel and Conferences		5200	9,100.82	9,507.00	4.5%
Dues and Memberships		5300	2,000.00	2,075.00	3.8%
Insurance		5400-5499	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	341,368.00	392,590.00	15.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,451,965.60	1,915,825.00	31.9%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800-5899	487,519.03	520,837.00	6.8%
Communications		5900	1,868.67	1,940.00	3.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,232,006.52	3,877,884.00	20.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Tuition					
Tuition for Instruction Under Interdistrict Attendance Agreements		7110	0.00	0.00	0.0%
Tuition, Excess Costs, and/or Deficit Payments					
Payments to Districts or Charter Schools		7141	0.00	0.00	0.0%
Payments to County Offices		7142	0.00	0.00	0.0%
Payments to JPAs		7143	0.00	0.00	0.0%
Other Transfers Out					
All Other Transfers		7281-7283	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs		7310	0.00	0.00	0.0%
Transfers of Indirect Costs - Interfund		7350	1,095,914.00	1,973,649.00	80.1%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			1,095,914.00	1,973,649.00	80.1%
TOTAL, EXPENDITURES			24,007,202.65	26,901,262.00	12.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	22,576,991.00	26,441,134.00	17.1%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	2,729,727.17	1,956,840.00	-28.3%
4) Other Local Revenue		8600-8799	260,544.63	145,366.00	-44.2%
5) TOTAL, REVENUES			25,567,262.80	28,543,340.00	11.6%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		15,786,735.29	17,213,399.00	9.0%
2) Instruction - Related Services	2000-2999		2,981,361.50	3,014,305.00	1.1%
3) Pupil Services	3000-3999		1,302,620.59	1,327,250.00	1.9%
4) Ancillary Services	4000-4999		105,851.99	107,370.00	1.4%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		2,542,090.00	3,884,489.00	52.8%
8) Plant Services	8000-8999		1,288,543.28	1,354,449.00	5.1%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			24,007,202.65	26,901,262.00	12.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			1,560,060.15	1,642,078.00	5.3%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			1,560,060.15	1,642,078.00	5.3%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,178,394.86	4,738,455.01	49.1%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,178,394.86	4,738,455.01	49.1%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			3,178,394.86	4,738,455.01	49.1%
2) Ending Balance, June 30 (E + F1e)			4,738,455.01	6,380,533.01	34.7%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	1,500.00	0.00	-100.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	2,079,661.86	2,107,164.86	1.3%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	2,657,293.15	4,273,368.15	60.8%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	1,164,380.50	1,177,739.50
6300	Lottery: Instructional Materials	257,493.77	265,994.77
6770	Arts and Music in Schools (AMS)-Funding Guarantee and Accountability Act (Prop 28)	548,568.67	554,211.67
7810	Other Restricted State	29,192.00	29,192.00
9010	Other Restricted Local	80,026.92	80,026.92
Total, Restricted Balance		2,079,661.86	2,107,164.86

French American Charter

2026-27 Adopted Budget

Multi Year Projection (MYP)

Santa Rosa French-American Charter (SRFACS) Multi-Year Projection									
Budget Assumptions:		**2025-26 Estimated Actuals**			**2026-27 Budget Yr 1**			**2027-28 Budget Yr 2**	**2028-29 Budget Yr 3**
Enrollment				**544**			**627**	**627**	**627**
ADA				**521.15**			**600.66**	**600.66**	**600.66**
Funded ADA				**521.15**			**600.66**	**600.66**	**600.66**
COLA			**2.30%**			**2.87%**		**3.30%**	**3.09%**
California CPI			**3.25%**			**3.76%**		**3.18%**	**2.76%**
Interest Rate			**4.30%**			**4.60%**		**4.30%**	**4.30%**
		FY 2025/26 Estimated Actuals			**FY 2026/27 Budget**				
Description	**Object Code**	**Unrestricted**	**Restricted**	**Totals for 2025/26**	**Unrestricted**	**Restricted**	**Totals for 2026/27**	**Totals for 2027/28**	**Totals for 2028/29**
A. Revenue Detail									
LCFF Revenue Sources:									
Revenue Limit St Aid-curr Year	8011	$ 2,446,931		$ 2,446,931	$ 3,200,700		$ 3,200,700	$ 3,318,406	$ 3,352,893
Education Protection Account	8012	$ 104,230		$ 104,230	$ 120,134		$ 120,134	$ 120,134	$ 120,134
Charter School In-lieu	8096	$ 3,825,304		$ 3,825,304	$ 4,387,786		$ 4,387,786	$ 4,545,414	$ 4,757,174
Total LCFF Revenue Sources		**$ 6,376,465**	**$ -**	**$ 6,376,465**	**$ 7,708,620**	**$ -**	**$ 7,708,620**	**$ 7,983,954**	**$ 8,230,201**
Other State Revenues:									
Mandated Cost Reimbursements	8550	$ 10,218		$ 10,218	$ 10,218		$ 10,218	$ 10,555	$ 10,881
State Lottery Revenue	8560	$ 78,153	$ 16,547	$ 94,700	$ 78,153	$ 16,547	$ 94,700	$ 97,825	$ 100,848
All Other State Revenues	8590		$ 527,121	$ 527,121		$ 283,757	$ 283,757	$ 293,121	$ 302,178
Total Other State Revenues		**$ 88,371**	**$ 543,668**	**$ 632,039**	**$ 88,371**	**$ 300,304**	**$ 388,675**	**$ 401,501**	**$ 413,908**
Other Local Revenue:									
Interest	8660	$ 56,959		$ 56,959	$ 56,959		$ 56,959	$ 56,788	$ 56,805
All Other Local Revenues	8699	$ 1,352	$ 58,800	$ 60,151			$ -	$ -	$ -
Total Other Local Revenue		**$ 58,310**	**$ 58,800**	**$ 117,110**	**$ 56,959**	**$ -**	**$ 56,959**	**$ 56,788**	**$ 56,805**
A. Total Year To Date Revenues		**$ 6,523,146**	**$ 602,468**	**$ 7,125,614**	**$ 7,853,950**	**$ 300,304**	**$ 8,154,254**	**$ 8,442,243**	**$ 8,700,914**
B. Expenditure Detail									
Certificated Salaries:									
Teacher - Regular	1111	$ 2,660,586	$ 286,341	$ 2,946,928	$ 3,210,882	$ 184,266	$ 3,395,148	$ 3,463,051	$ 3,532,312
Teacher Extra Day/year (hrly)	1112	$ 13,899	$ 75,943	$ 89,842	$ 13,919	$ 73,522	$ 87,441	$ 89,190	$ 90,974
Teacher Extra Duty (stipend)	1113	$ 7,996		$ 7,996	$ 7,996		$ 7,996	$ 8,156	$ 8,319
Teacher - Hourly Rate	1116		$ 8,745	$ 8,745		$ 8,876	$ 8,876	$ 9,054	$ 9,235
Teacher - Over Class Size	1118	$ 4,442		$ 4,442	$ 4,442		$ 4,442	$ 4,531	$ 4,621
Teacher Sub - Illness	1121	$ 15,855		$ 15,855	$ 15,855		$ 15,855	$ 16,172	$ 16,496
Teacher Sub Release Time	1122	$ 14,800	$ 13,181	$ 27,981	$ 15,160	$ 203	$ 15,363	$ 15,670	$ 15,984
Sub Teacher/Recruitment	1125	$ 1,200			$ 1,380				
Teacher Sub - Other Absence	1129	$ 4,680		$ 4,680	$ 4,680		$ 4,680	$ 4,774	$ 4,869
Cert Pupil Support Salaries	1200	$ 113,374		$ 113,374	$ 115,075		$ 115,075	$ 117,377	$ 119,724
Cert Support Extra Day/Yr	1210		$ 26,282	$ 26,282		$ 26,676	$ 26,676	$ 27,210	$ 27,754
Nurses Regular	1211	13,891.46			$ 14,100				
Certif. Administrators/Subs	1313	$ 1,322		$ 1,322	$ 1,322		$ 1,322	$ 1,348	$ 1,375
Resource Teachers/Not In Clrm	1911	$ 112,963		$ 112,963	$ 114,658		$ 114,658	$ 116,951	$ 119,290
Total Certificated Salaries		**$ 2,965,008**	**$ 410,492**	**$ 3,375,500**	**$ 3,519,469**	**$ 293,543**	**$ 3,813,012**	**$ 3,873,483**	**$ 3,950,952**
Classified Salaries:									
Instructional Aides Regular	2111	$ 18,480	$ 12,612	$ 31,092	$ 66,354		$ 66,354	$ 67,681	$ 69,035
IA - Hourly	2112		$ 3,372		$ 135	$ 3,422			
Instr Aides Subs & Overtime	2113	$ 135	$ 408	$ 543			$ -	$ -	$ -
Classified Support Salaries	2200	$ 92,663		$ 92,663	$ 94,053		$ 94,053	$ 95,934	$ 97,853
Class Support OT	2213	$ 2,534		$ 2,534	$ 2,534		$ 2,534	$ 2,585	$ 2,636
Admin Personnel Regular Pay	2310	$ 146,043			$ 148,234				
Classified Supervisors	2315	$ 56,345		$ 56,345	$ 57,191		$ 57,191	$ 58,335	$ 59,502

Clerical & Office Salaries	2400	$ 68,156		$ 68,156	$ 69,178		$ 69,178	$ 70,562	$ 71,973	
Clerical Extra Duty/Overtime	2413	$ 2,693	$ 2,904	$ 5,596	$ 2,693	$ 2,947	$ 5,640	$ 5,753	$ 5,868	
Clerical Subs	2423	$ 12,477			$ 12,477					
Resource Center Assistant	2430	$ 48,264		$ 48,264	$ 48,987		$ 48,987	$ 49,967	$ 50,966	
Class Ext Duty/OT Pay	2913	$ 2,709	$ 11,622	$ 14,331	$ 2,709	$ 11,796	$ 14,505	$ 14,795	$ 15,091	
Noon Supervisors	2920	$ 76,308		$ 76,308	$ 87,754		$ 87,754	$ 89,509	$ 91,299	
Total Classified Salaries		**$ 526,806**	**$ 30,918**	**$ 557,724**	**$ 592,299**	**$ 18,165**	**$ 610,464**	**$ 455,120**	**$ 464,222**	
Employee Benefits:										
STRS Certificated	3101	$ 282,142	$ 89,295	$ 371,437	$ 332,437	$ 49,076	$ 381,513	$ 389,143	$ 396,926	
PERS Certificated	3201	$ 100			$ 100					
PERS Classified	3202	$ 142,193	$ 4,805	$ 146,999	$ 145,964	$ 4,788	$ 150,752	$ 153,767	$ 156,842	
SSI Certificated	3311	$ 95,997	$ 2,624	$ 98,621	$ 109,358	$ 2,214	$ 111,572	$ 113,803	$ 116,080	
SSI Classified	3312	$ 35,364	$ 1,135	$ 36,499	$ 36,548	$ 1,126	$ 37,674	$ 38,427	$ 39,196	
Medicare Certificated	3331	$ 43,203	$ 4,029	$ 47,233	$ 49,121	$ 4,225	$ 53,346	$ 54,413	$ 55,501	
Medicare Classified	3332	$ 8,271	$ 265	$ 8,537	$ 8,547	$ 264	$ 8,811	$ 8,987	$ 9,167	
Certificated Health - CalPers	3411	$ 397,098	$ 13,691	$ 410,789	$ 451,280	$ 13,896	$ 465,176	$ 474,480	$ 483,969	
Classified Health - CVT	3412	$ 47,110		$ 47,110	$ 49,027		$ 49,027	$ 50,008	$ 51,008	
Certificated - Dental	3441	$ 39,330	$ 2,052	$ 41,382	$ 44,789	$ 2,490	$ 47,279	$ 48,225	$ 49,189	
Classified - Dental	3442	$ 6,201		$ 6,201	$ 6,508		$ 6,508	$ 6,638	$ 6,771	
Classified - Vision	3452	$ 587		$ 587	$ 622		$ 622	$ 634	$ 647	
Certificated - Life	3461	$ 1,639	$ 85	$ 1,724	$ 1,867	$ 104	$ 1,971	$ 2,010	$ 2,051	
Classified - Life	3462	$ 301		$ 301	$ 315		$ 315	$ 321	$ 328	
Unemploymnt Insur Certificated	3501	$ 1,510	$ 139	$ 1,649	$ 1,719	$ 145	$ 1,864	$ 1,901	$ 1,939	
Unemploymnt Insur Classified	3502	$ 285	$ 9	$ 294	$ 295	$ 9	$ 304	$ 310	$ 316	
Workers Comp Certificated	3601	$ 51,313	$ 4,631	$ 55,944	$ 58,333	$ 4,859	$ 63,192	$ 64,456	$ 65,745	
Workers Comp Classified	3602	$ 9,617	$ 304	$ 9,921	$ 9,938	$ 302	$ 10,240	$ 10,445	$ 10,654	
Current Retiree Benefits-Cert	3751	$ 49,159	$ 2,966	$ 52,124	$ 56,009	$ 3,417	$ 59,426	$ 60,615	$ 61,827	
Opeb, Active Employees-Class	3752	$ 9,084		$ 9,084	$ 9,394		$ 9,394	$ 9,582	$ 9,774	
Total Employee Benefits		**$ 1,220,504**	**$ 126,031**	**$ 1,346,535**	**$ 1,372,171**	**$ 86,915**	**$ 1,459,086**	**$ 1,488,166**	**$ 1,517,929**	
Books and Supplies:										
Textbooks	4100		$ 2,816	$ 2,816			$ -	$ -	$ -	
Materials & Supplies	4300	$ (9,480)	$ 45,319	$ 35,839	$ 12,155	$ 15,430	$ 27,585	$ 28,462	$ 29,248	
Instructional Supply Classroom	4311		$ 44,256	$ 44,256		$ 15,000	$ 15,000	$ 15,477	$ 15,904	
Technology-under $500	4312	$ 300	$ 12,916	$ 13,216	$ 311		$ 311	$ 321	$ 330	
Food - In-District Meetings	4316	$ 490		$ 490	$ 506		$ 506	$ 522	$ 537	
Keys And Locks	4336	$ 51		$ 51	$ 53		$ 53	$ 55	$ 56	
Equip (non-cap) < $5000 Ea	4400	$ 713		$ 713	$ 740		$ 740	$ 764	$ 785	
Total Books and Supplies		**$ (7,927)**	**$ 105,307**	**$ 97,380**	**$ 13,765**	**$ 30,430**	**$ 44,195**	**$ 45,600**	**$ 46,859**	
Services and Other Operating Expenditures:										
Sub-agreements	5100	$ (39,588)	$ 45,588	$ 6,000		$ 6,226	$ 6,226	$ 6,424	$ 6,601	
District Mileage	5213	$ 5			$ 5					
Travel & Conference	5215	$ 10		$ 10	$ 10		$ 10	$ 10	$ 11	
Utilities - Gas	5510	$ 15,654		$ 15,654	$ 16,243		$ 16,243	$ 16,760	$ 17,222	
Utilities- Gas/Electric	5511	$ 56,646		$ 56,646	$ 58,776		$ 58,776	$ 60,645	$ 62,319	
Water/Sewer	5512	$ 31,439		$ 31,439	$ 32,621		$ 32,621	$ 33,658	$ 34,587	
Rentals, Leases & Repairs	5600	$ 668,208		$ 668,208	$ 688,254		$ 688,254	$ 710,140	$ 729,740	
Other Svcs & Oper Expenditures	5800	$ 16,774	$ 87,953	$ 104,727	$ 17,405	$ 75,892	$ 93,297	$ 96,264	$ 98,921	
Legal	5810		$ 16,460							
On-line Comput Sv/Software Li	5817	$ 6,280	$ 13,224	$ 19,504	$ 6,517		$ 6,517	$ 6,724	$ 6,910	
Field Trip Transportation	5832		$ 9,796	$ 9,796			$ -	$ -	$ -	
Crossing Guards	5892	$ 24,103		$ 24,103	$ 25,009		$ 25,009	$ 25,804	$ 26,516	

Postage	5901	$ 200		$ 200	$ 208		$ 208	$ 215	$ 221
Total Services and Other Operating Expenditures		**$ 779,732**	**$ 173,020**	**$ 952,752**	**$ 845,048**	**$ 82,118**	**$ 927,166**	**$ 956,645**	**$ 983,048**
Capital Outlay:									
Equipment > $5,000/ea	6400	$ -	$ -	$ -			$ -		
Total Capital Outlay		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Transfers of Indirect/direct support costs:									
Indirect Cost Between Funds	7350	$ 460,388	$ 242	$ 460,630	$ 608,264		$ 608,264	$ 627,607	$ 644,929
Total Transfers of Indirect/direct support costs		**$ 460,388**	**$ 242**	**$ 460,630**	**$ 608,264**	**$ -**	**$ 608,264**	**$ 627,607**	**$ 644,929**
B. Total Year To Date Expenditures		**$ 5,944,511**	**$ 846,010**	**$ 6,790,521**	**$ 6,951,016**	**$ 511,171**	**$ 7,462,187**	**$ 7,446,620**	**$ 7,607,939**
C. Other Financing Sources and Uses									
Contribution To Spec Ed	8982	$ (218,364)	$ 218,364	$ -	$ (221,640)	$ 221,640	$ -	$ -	$ -
Other Auth Intrfnd Trnsfrs Out	7619	$ -		$ -			$ -	$ -	$ -
C. Total Year To Date Other Financing Sources and Uses		**$ (218,364)**	**$ 218,364**	**$ -**	**$ (221,640)**	**$ 221,640**	**$ -**	**$ -**	**$ -**
Revenues, Expenditures, and Changes in Fund Balance									
A. Revenues		**$ 6,523,146**	**$ 602,468**	**$ 7,125,614**	**$ 7,853,950**	**$ 300,304**	**$ 8,154,254**	**$ 8,442,243**	**$ 8,700,914**
B. Expenditures		**$ 5,944,511**	**$ 846,010**	**$ 6,790,521**	**$ 6,951,016**	**$ 511,171**	**$ 7,462,187**	**$ 7,446,620**	**$ 7,607,939**
Subtotal (Revenue LESS Expense)		**$ 578,635**	**$ (243,542)**	**$ 335,093**	**$ 902,934**	**$ (210,867)**	**$ 692,067**	**$ 995,623**	**$ 1,092,974**
C. Other Financing Sources and Uses		**$ (218,364)**	**$ 218,364**	**$ -**	**$ (221,640)**	**$ 221,640**	**$ -**	**$ -**	**$ -**
Net Change in Fund Balance		**$ 360,271**	**$ (25,178)**	**$ 335,093**	**$ 681,294**	**$ 10,773**	**$ 692,067**	**$ 995,623**	**$ 1,092,974**
Beginning Balance		**$ 653,121**	**$ 533,563**	**$ 1,186,685**	**$ 1,013,392**	**$ 508,385**	**$ 1,521,778**	**$ 2,213,845**	**$ 3,209,468**
Ending Balance		**$ 1,013,392**	**$ 508,385**	**$ 1,521,778**	**$ 1,694,686**	**$ 519,158**	**$ 2,213,845**	**$ 3,209,468**	**$ 4,302,442**
Unrestricted Ending Balance Percentage		**14.92%**			**22.71%**				

Cesar Chavez Language Academy

2026-27 Adopted Budget

Multi Year Projection (MYP)

Cesar Chavez Language Academy Multi-Year Projection									
Budget Assumptions:		**2025-26 Estimated Actuals**			**2026-27 Budget Yr 1**			**2027-28 Budget Yr 2**	**2028-29 Budget Yr 3**
Enrollment				**763**			**852**	**852**	**852**
ADA				**723.11**			**807.46**	**807.46**	**807.46**
Funded ADA				**723.11**			**807.46**	**807.46**	**807.46**
COLA			**2.30%**			**2.87%**		**3.30%**	**3.09%**
California CPI			**3.25%**			**3.76%**		**3.18%**	**2.76%**
Interest Rate			**4.30%**			**4.60%**		**4.30%**	**4.30%**
		FY 2025/26 Estimated Actuals			**FY 2026/27 Budget**				
Description	**Object Code**	**Unrestricted**	**Restricted**	**Totals for 2025/26**	**Unrestricted**	**Restricted**	**Totals for 2026/27**	**Totals for 2027/28**	**Totals for 2028/29**
A. Revenue Detail									
LCFF Revenue Sources:									
Revenue Limit St Aid-curr Year	8011	$ 5,109,939		$ 5,109,939	$ 6,334,927		$ 6,334,927	$ 6,579,811	$ 6,692,797
Education Protection Account	8012	$ 144,622		$ 144,622	$ 161,492		$ 161,492	$ 161,492	$ 161,492
Charter School In-lieu	8096	$ 5,307,714		$ 5,307,714	$ 5,898,350		$ 5,898,350	$ 6,110,244	$ 6,394,906
Total LCFF Revenue Sources		**$ 10,562,275**	**$ -**	**$ 10,562,275**	**$ 12,394,769**	**$ -**	**$ 12,394,769**	**$ 12,851,547**	**$ 13,249,195**
Other State Revenues:									
Mandated Cost Reimbursements	8550	$ 14,885		$ 14,885	$ 14,885		$ 14,885	$ 15,376	$ 15,851
State Lottery Revenue	8560	$ 137,086	$ 15,211	$ 152,297	$ 137,086	$ 15,211	$ 152,297	$ 157,323	$ 162,184
All Other State Revenues	8590		$ 1,314,845	$ 1,314,845		$ 976,681	$ 976,681	$ 1,008,911	$ 1,040,087
Total Other State Revenues		**$ 151,971**	**$ 1,330,056**	**$ 1,482,027**	**$ 151,971**	**$ 991,892**	**$ 1,143,863**	**$ 1,181,610**	**$ 1,218,122**
Other Local Revenue:									
Interest	8660	$ 54,800		$ 54,800	$ 54,800		$ 54,800	$ 54,636	$ 54,652
All Other Local Revenues	8699	$ 463	$ 13,342	$ 13,806	$ -	$ -	$ -	$ -	$ -
Total Other Local Revenue		**$ 55,263**	**$ 13,342**	**$ 68,606**	**$ 54,800**	**$ -**	**$ 54,800**	**$ 54,636**	**$ 54,652**
A. Total Year To Date Revenues		**$ 10,769,509**	**$ 1,343,398**	**$ 12,112,907**	**$ 12,601,540**	**$ 991,892**	**$ 13,593,432**	**$ 14,087,793**	**$ 14,521,969**
B. Expenditure Detail									
Certificated Salaries:									
Teacher - Regular	1111	$ 3,276,202	$ 447,168	$ 3,723,370	$ 3,876,029	$ 310,699	$ 4,186,728	$ 4,270,463	$ 4,355,872
Teacher Extra Day/year (hrly)	1112	$ 23,016	$ 1,354	$ 24,370	$ 24,477	$ 1,374	$ 25,851	$ 26,368	$ 26,895
Teacher Extra Duty (stipend)	1113	$ 52,561		$ 52,561	$ 53,852		$ 53,852	$ 54,929	$ 56,028
Teacher - Hourly Rate	1116	$ 10,596	$ 6,255	$ 16,851	$ 10,755	$ 6,349	$ 17,104	$ 17,446	$ 17,795
Teacher - Over Class Size	1118	$ 26,165		$ 26,165	$ 29,435		$ 29,435	$ 30,024	$ 30,624
Teacher Sub - Illness	1121	$ 72,900		$ 72,900	$ 82,013		$ 82,013	$ 83,653	$ 85,326
Teacher Sub Release Time	1122	$ 24,283	$ 400	$ 24,683	$ 27,230	$ 406	$ 27,636	$ 28,189	$ 28,752
Teacher Sub - Other Absence	1129	$ 3,848		$ 3,848	$ 4,197		$ 4,197	$ 4,281	$ 4,367
Cert Pupil Support Salaries	1200	$ 250,724		$ 250,724	$ 254,484		$ 254,484	$ 259,574	$ 264,765
Cert Support Extra Day/Yr	1210		$ 140,114	$ 140,114		$ 142,216	$ 142,216	$ 145,060	$ 147,962
Psychologists	1212	$ 729		$ 729	$ 740		$ 740	$ 755	$ 770
Cert Administrators/Directors	1300	$ 279,825		$ 279,825	$ 284,023		$ 284,023	$ 289,703	$ 295,498
Cert. Admin Extra Day/Yr	1312		$ -	$ -		$ -	$ -	$ -	$ -
Certif. Administrators/Subs	1313	$ 62,901		$ 62,901	$ 63,844		$ 63,844	$ 65,121	$ 66,423
Resource Teachers/Not In Clrm	1911	$ 111,669		$ 111,669	$ 113,344		$ 113,344	$ 115,611	$ 117,923
Cert Other Ext Day/Yr	1912	$ 273		$ 273	$ 277		$ 277	$ 283	$ 288
Total Certificated Salaries		**$ 4,195,691**	**$ 595,291**	**$ 4,790,981**	**$ 4,824,700**	**$ 461,044**	**$ 5,285,744**	**$ 5,391,459**	**$ 5,499,288**
Classified Salaries:									
Instructional Aides Regular	2111	$ 198,855	$ 72,228	$ 271,083	$ 254,076	$ 64,814	$ 318,890	$ 325,268	$ 331,773
Instr Aides Subs & Overtime	2113	$ 36		$ 36	$ 41		$ 41	$ 42	$ 43
Phys Ed Assts - Walk On Coach	2130	$ 28,784		$ 28,784	$ 29,216		$ 29,216	$ 29,800	$ 30,396
Classified Support Salaries	2200	$ 204,019		$ 204,019	$ 207,079		$ 207,079	$ 211,221	$ 215,445
Class Support OT	2213	$ 473		$ 473	$ 480		$ 480	$ 490	$ 499

Class Support Sub	2222			$ -			$ -	$ -	$ -
Occupational Therapist	2235		$ 50,446	$ 50,446		$ 51,202	$ 51,202	$ 52,226	
Classified Supervisors	2315	$ 84,435		$ 84,435	$ 85,701		$ 85,701	$ 87,415	$ 89,163
Clerical & Office Salaries	2400	$ 393,553		$ 393,553	$ 399,456		$ 399,456	$ 407,445	$ 415,594
Clerical Extra Duty/Overtime	2413	$ 1,513		$ 1,513	$ 1,535		$ 1,535	$ 1,566	$ 1,597
Resource Center Assistant	2430	$ 30,730		$ 30,730	$ 31,191		$ 31,191	$ 31,815	$ 32,451
Campus Supervisors	2910	$ 102,066		$ 102,066	$ 103,597		$ 103,597	$ 105,669	$ 107,782
Class Ext Duty/OT Pay	2913	$ 3,598		$ 3,598	$ 3,759		$ 3,759	$ 3,834	$ 3,911
Noon Supervisors	2920	$ 101,950		$ 101,950	$ 103,479		$ 103,479	$ 105,549	$ 107,660
Student Advisors	2925	$ 103,759		$ 103,759	$ 105,316		$ 105,316	$ 107,422	$ 109,571
Student/Family Support	2926	$ 50,848		$ 50,848	$ 51,611		$ 51,611	$ 52,643	$ 53,696
Total Classified Salaries		**$ 1,304,621**	**$ 122,673**	**$ 1,427,294**	**$ 1,376,537**	**$ 116,016**	**$ 1,492,553**	**$ 1,522,404**	**$ 1,499,582**
Employee Benefits:									
STRS Certificated	3101	$ 782,008	$ 116,283	$ 898,291	$ 893,275	$ 80,976	$ 974,251	$ 993,736	$ 1,013,611
PERS Classified	3202	$ 345,885	$ 30,644	$ 376,529	$ 352,003	$ 31,103	$ 383,106	$ 390,768	$ 398,583
SSI Certificated	3311	$ 2,800	$ 15	$ 2,815	$ 3,146	$ 15	$ 3,161	$ 3,224	$ 3,289
SSI Classified	3312	$ 82,169	$ 7,033	$ 89,203	$ 83,620	$ 7,139	$ 90,759	$ 92,574	$ 94,426
Medicare Certificated	3331	$ 63,105	$ 5,731	$ 68,836	$ 69,361	$ 6,605	$ 75,966	$ 77,485	$ 79,035
Medicare Classified	3332	$ 19,218	$ 1,645	$ 20,863	$ 19,557	$ 1,670	$ 21,227	$ 21,652	$ 22,085
Certificated Health - CalPers	3411	$ 498,000	$ 24,555	$ 522,555	$ 548,622	$ 34,602	$ 583,224	$ 594,888	$ 606,786
Classified Health - CVT	3412	$ 281,931	$ -	$ 281,931	$ 287,313	$ -	$ 287,313	$ 293,059	$ 298,920
Certificated - Dental	3441	$ 55,875	$ 4,378	$ 60,252	$ 61,682	$ 5,411	$ 67,093	$ 68,435	$ 69,804
Classified - Dental	3442	$ 28,497	$ 410	$ 28,908	$ 29,037	$ 417	$ 29,454	$ 30,043	$ 30,644
Certificated - Vision	3451	$ 111		$ 111	$ 125		$ 125	$ 128	$ 130
Classified - Vision	3452	$ 3,348	$ 50	$ 3,398	$ 3,401	$ 51	$ 3,452	$ 3,521	$ 3,591
Certificated - Life	3461	$ 2,385	$ 182	$ 2,567	$ 2,635	$ 226	$ 2,861	$ 2,918	$ 2,977
Classified - Life	3462	$ 1,199	$ 17	$ 1,216	$ 1,223	$ 17	$ 1,240	$ 1,265	$ 1,290
Unemploymnt Insur Certificated	3501	$ 2,174	$ 198	$ 2,372	$ 2,392	$ 228	$ 2,620	$ 2,672	$ 2,726
Unemploymnt Insur Classified	3502	$ 661	$ 57	$ 718	$ 674	$ 57	$ 731	$ 745	$ 760
Workers Comp Certificated	3601	$ 72,839	$ 6,652	$ 79,492	$ 80,058	$ 7,654	$ 87,712	$ 89,466	$ 91,256
Workers Comp Classified	3602	$ 22,435	$ 1,898	$ 24,332	$ 22,833	$ 1,926	$ 24,759	$ 25,254	$ 25,759
Current Retiree Benefits-Cert	3751	$ 64,036	$ 6,151	$ 70,187	$ 70,612	$ 7,128	$ 77,740	$ 79,295	$ 80,881
Opeb, Active Employees-Class	3752	$ 21,131	$ 1,854	$ 22,986	$ 21,503	$ 1,882	$ 23,385	$ 23,853	$ 24,330
Total Employee Benefits		**$ 2,349,808**	**$ 207,753**	**$ 2,557,560**	**$ 2,553,072**	**$ 187,107**	**$ 2,740,179**	**$ 2,794,982**	**$ 2,850,882**
Books and Supplies:									
Textbooks	4100	$ 1,106	$ 5,375	$ 6,481	$ 1,244	$ 1,000	$ 2,244	$ 2,315	$ 2,379
Books Other Than Textbooks	4200	$ 529	$ 288	$ 816	$ 595	$ -	$ 595	$ 614	$ 631
Materials & Supplies	4300	$ 10,232	$ 38,916	$ 49,148	$ 64,975	$ 8,599	$ 73,574	$ 75,914	$ 78,009
Instructional Supply Classroom	4311	$ 1,956	$ 15,016	$ 16,972	$ 2,201	$ 2,500	$ 4,701	$ 4,850	$ 4,984
Technology-under $500	4312	$ 791	$ 63	$ 854	$ 836	$ 60	$ 896	$ 924	$ 950
Instructional-Uniforms	4314	$ 22,300	$ 7,824	$ 30,124	$ 23,138	$ -	$ 23,138	$ 23,874	$ 24,533
Food - In-District Meetings	4316	$ 1,212		$ 1,212	$ 1,342		$ 1,342	$ 1,385	$ 1,423
Musical Instruments <$500	4318		$ 1,403	$ 1,403		$ 1,332	$ 1,332	$ 1,374	$ 1,412
Keys And Locks	4336	$ 561		$ 561	$ 582		$ 582	$ 601	$ 617
Equip (non-cap) < $5000 Ea	4400	$ 1,326	$ 637	$ 1,963	$ 1,376	$ -	$ 1,376	$ 1,420	$ 1,459
Technology - Hardware < $5,000	4412	$ 420	$ 15,869	$ 16,289	$ 436	$ 15,075	$ 15,511	$ 16,004	$ 16,446
Musical Insturments < $5000 Ea	4418		$ 2,564	$ 2,564		$ 2,435	$ 2,435	$ 2,512	$ 2,582
Total Books and Supplies		**$ 40,433**	**$ 87,953**	**$ 128,387**	**$ 96,725**	**$ 31,001**	**$ 127,726**	**$ 131,788**	**$ 135,425**
Services and Other Operating Expenditures:									
Sub-agreements	5100	$ 122,140	$ 636,804	$ 758,944	$ 133,374	$ 790,830	$ 924,204	$ 953,594	$ 979,913
Contract Mileage-certificated	5211	$ 197		$ 197	$ 200		$ 200	$ 206	$ 212

Travel & Conference	5215	$ 910		$ 910	$ 1,024		$ 1,024	$ 1,057	$ 1,086
Dues & Memberships	5300	$ 512		$ 512	$ 531		$ 531	$ 548	$ 563
Utilities - Gas	5510	$ 34,262		$ 34,262	$ 46,254		$ 46,254	$ 47,725	$ 49,042
Utilities- Gas/Electric	5511	$ 66,936		$ 66,936	$ 90,364		$ 90,364	$ 93,238	$ 95,811
Water/Sewer	5512	$ 21,674		$ 21,674	$ 29,260		$ 29,260	$ 30,190	$ 31,024
Rentals, Leases & Repairs	5600	$ 534,144		$ 534,144	$ 969,282		$ 969,282	$ 1,000,105	$ 1,027,708
Equip Maint/repair-incl Labor	5612	$ 4,397		$ 4,397	$ 4,562		$ 4,562	$ 4,707	$ 4,837
Other Rents/leases/repairs	5639	$ 408		$ 408	$ 423		$ 423	$ 436	$ 448
Other Svcs & Oper Expenditures	5800	$ 99,201	$ 30,000	$ 129,201	$ 108,308	$ 40,500	$ 148,808	$ 153,540	$ 157,778
Game Officials	5814	$ 745		$ 745	$ 773		$ 773	$ 798	$ 820
On-line Comput Sv/Software Li	5817	$ 13,458	$ 34,501	$ 47,959	$ 15,257	$ 10,000	$ 25,257	$ 26,060	$ 26,779
Field Trip Transportation	5832	$ 5,406	$ 4,537	$ 9,943	$ 6,081	$ -	$ 6,081	$ 6,274	$ 6,448
Sports Transportation	5833		$ 100	$ 100		$ -	$ -	$ -	$ -
Crossing Guards	5892	$ 33,031		$ 33,031	$ 34,273		$ 34,273	$ 35,363	$ 36,339
Telephones	5900	$ 1,224		$ 1,224	$ 1,270		$ 1,270	$ 1,310	$ 1,347
Postage	5901	$ 306		$ 306	$ 318		$ 318	$ 328	$ 337
Total Services and Other Operating Expenditures		**$ 938,951**	**$ 705,942**	**$ 1,644,894**	**$ 1,441,554**	**$ 841,330**	**$ 2,282,884**	**$ 2,355,480**	**$ 2,420,491**
Capital Outlay:									
Equipment > $5,000/ea	6400	$ -	$ -	$ -	$ -	$ -	$ -		
Total Capital Outlay		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Transfers of Indirect/direct support costs:									
Indirect Cost Between Funds	7350	$ 490,000	$ 90	$ 490,090	$ 1,194,405	$ -	$ 1,194,405	$ 1,232,387	$ 1,266,401
Total Transfers of Indirect/direct support costs		**$ 490,000**	**$ 90**	**$ 490,090**	**$ 1,194,405**	**$ -**	**$ 1,194,405**	**$ 1,232,387**	**$ 1,266,401**
B. Total Year To Date Expenditures		**$ 9,319,504**	**$ 1,719,702**	**$ 11,039,206**	**$ 11,486,993**	**$ 1,636,498**	**$ 13,123,491**	**$ 13,428,500**	**$ 13,672,069**
C. Other Financing Sources and Uses									
Contribution To Spec Ed	8982	$ (646,397)	$ 646,397	$ -	$ (656,093)	$ 656,093	$ -	$ -	$ -
Other Auth Intrfnd Trnsfrs Out	7619	$ -		$ -	$ -		$ -	$ -	$ -
C. Total Year To Date Other Financing Sources and Uses		**$ (646,397)**	**$ 646,397**	**$ -**	**$ (656,093)**	**$ 656,093**	**$ -**	**$ -**	**$ -**
Revenues, Expenditures, and Changes in Fund Balance									
A. Revenues		**$ 10,769,509**	**$ 1,343,398**	**$ 12,112,907**	**$ 12,601,540**	**$ 991,892**	**$ 13,593,432**	**$ 14,087,793**	**$ 14,521,969**
B. Expenditures		**$ 9,319,504**	**$ 1,719,702**	**$ 11,039,206**	**$ 11,486,993**	**$ 1,636,498**	**$ 13,123,491**	**$ 13,428,500**	**$ 13,672,069**
Subtotal (Revenue LESS Expense)		**$ 1,450,006**	**$ (376,304)**	**$ 1,073,701**	**$ 1,114,547**	**$ (644,606)**	**$ 469,941**	**$ 659,293**	**$ 849,901**
C. Other Financing Sources and Uses		**$ (646,397)**	**$ 646,397**	**$ -**	**$ (656,093)**	**$ 656,093**	**$ -**	**$ -**	**$ -**
Net Change in Fund Balance		**$ 803,608**	**$ 270,093**	**$ 1,073,701**	**$ 458,454**	**$ 11,487**	**$ 469,941**	**$ 659,293**	**$ 849,901**
Beginning Balance		**$ 335,045**	**$ 762,510**	**$ 1,097,556**	**$ 1,138,653**	**$ 1,032,603**	**$ 2,171,257**	**$ 2,641,198**	**$ 3,300,491**
Ending Balance		**$ 1,138,653**	**$ 1,032,603**	**$ 2,171,257**	**$ 1,597,107**	**$ 1,044,091**	**$ 2,641,198**	**$ 3,300,491**	**$ 4,150,392**
Unrestricted Ending Balance Percentage		**10.31%**			**12.17%**				

Charter School for the Arts

2026-27 Adopted Budget

Multi Year Projection (MYP)

Santa Rosa Charter School for the Arts Multi-Year Projection									
Budget Assumptions:		**2025-26 Estimated Actuals**			**2026-27 Budget Yr 1**			**2027-28 Budget Yr 2**	**2028-29 Budget Yr 3**
Enrollment				**375**			**416**	**416**	**416**
ADA				**350.29**			**388.59**	**388.59**	**388.59**
Funded ADA				**350.29**			**388.59**	**388.59**	**388.59**
COLA			**2.30%**			**2.87%**		**3.30%**	**3.09%**
California CPI			**3.25%**			**3.76%**		**3.18%**	**2.76%**
Interest Rate			**4.30%**			**4.60%**		**4.30%**	**4.30%**
		FY 2025/26 Estimated Actuals			**FY 2026/27 Budget**				
Description	**Object Code**	**Unrestricted**	**Restricted**	**Totals for 2025/26**	**Unrestricted**	**Restricted**	**Totals for 2026/27**	**Totals for 2027/28**	**Totals for 2028/29**
A. Revenue Detail									
LCFF Revenue Sources:									
Revenue Limit St Aid-curr Year	8011	$ 1,637,602		$ 1,637,602	$ 2,010,365		$ 2,010,365	$ 2,088,406	$ 2,109,368
Education Protection Account	8012	$ 70,058		$ 70,058	$ 77,718		$ 77,718	$ 77,718	$ 77,718
Charter School In-lieu	8096	$ 2,571,171		$ 2,571,171	$ 2,838,580		$ 2,838,580	$ 2,940,554	$ 3,077,547
Total LCFF Revenue Sources		**$ 4,278,831**	**$ -**	**$ 4,278,831**	**$ 4,926,663**	**$ -**	**$ 4,926,663**	**$ 5,106,678**	**$ 5,264,633**
Other State Revenues:									
Mandated Cost Reimbursements	8550	$ 7,243		$ 7,243	$ 7,243		$ 7,243	$ 7,482	$ 7,713
State Lottery Revenue	8560	$ 61,152	$ 9,567	$ 70,719	$ 61,152	$ 9,567	$ 70,719	$ 73,053	$ 75,310
All Other State Revenues	8590		$ 361,039	$ 361,039		$ 211,568	$ 211,568	$ 218,550	$ 225,303
Total Other State Revenues		**$ 68,395**	**$ 370,606**	**$ 439,001**	**$ 68,395**	**$ 221,135**	**$ 289,530**	**$ 299,084**	**$ 308,326**
Other Local Revenue:									
Interest	8660	$ 12,555		$ 12,555	$ 12,555		$ 12,555	$ 12,517	$ 12,521
All Other Local Revenues	8699	$ 35,926		$ 35,926			$ -	$ -	$ -
Total Other Local Revenue		**$ 48,481**	**$ -**	**$ 48,481**	**$ 12,555**	**$ -**	**$ 12,555**	**$ 12,517**	**$ 12,521**
A. Total Year To Date Revenues		**$ 4,395,707**	**$ 370,606**	**$ 4,766,313**	**$ 5,007,613**	**$ 221,135**	**$ 5,228,748**	**$ 5,418,280**	**$ 5,585,480**
B. Expenditure Detail									
Certificated Salaries:									
Teacher - Regular	1111	$ 1,872,859	$ 375,588	$ 2,248,447	$ 2,062,392	$ 219,783	$ 2,282,175	$ 2,327,819	$ 2,374,375
Teacher Extra Day/year (hrly)	1112	$ 13,458	$ 8,810	$ 22,268	$ 13,659	$ 8,279	$ 21,938	$ 22,377	$ 22,824
Teacher Extra Duty (stipend)	1113	$ 17,514		$ 17,514	$ 17,777		$ 17,777	$ 18,133	$ 18,495
Teacher - Over Class Size	1118	$ 11,227		$ 11,227	$ 11,396		$ 11,396	$ 11,624	$ 11,856
Teacher Sub - Illness	1121	$ 65,866		$ 65,866	$ 66,854		$ 66,854	$ 68,191	$ 69,555
Teacher Sub Release Time	1122	$ 11,200		$ 11,200	$ 11,368		$ 11,368	$ 11,595	$ 11,827
Cert for Class Sub	1123	$ 173			$ 175				
Teacher Sub - Other Absence	1129	$ 1,662		$ 1,662	$ 1,687		$ 1,687	$ 1,721	$ 1,755
Cert Pupil Support Salaries	1200	$ 127,398		$ 127,398	$ 129,309		$ 129,309	$ 131,895	$ 134,533
Nurses Regular	1211	$ 14,508			$ 14,726				
Cert Administrators/Directors	1300	$ 154,491		$ 154,491	$ 156,808		$ 156,808	$ 159,944	$ 163,143
Cert Program Manager-Instructi	1320	$ 66,834			$ 67,837				
Total Certificated Salaries		**$ 2,357,191**	**$ 384,398**	**$ 2,741,589**	**$ 2,553,988**	**$ 228,062**	**$ 2,782,050**	**$ 2,753,298**	**$ 2,808,364**
Classified Salaries:									
Instructional Aides Regular	2111	$ 38,363	$ 67,814	$ 106,177	$ 38,938	$ 68,832	$ 107,770	$ 109,925	$ 112,124
Classified Support Salaries	2200	$ 56,649		$ 56,649	$ 57,499		$ 57,499	$ 58,649	$ 59,822
Class Support OT	2213	$ 5,998		$ 5,998	$ 6,088		$ 6,088	$ 6,210	$ 6,334
Classified Supervisors	2315	$ 84,146		$ 84,146	$ 85,408		$ 85,408	$ 87,116	$ 88,858
Clerical & Office Salaries	2400	$ 99,361		$ 99,361	$ 100,852		$ 100,852	$ 102,869	$ 104,926
Resource Center Assistant	2430	$ 32,226		$ 32,226	$ 32,709		$ 32,709	$ 33,363	$ 34,030
Class Ext Duty/OT Pay	2913	$ 9,888		$ 9,888	$ 10,037		$ 10,037	$ 10,238	$ 10,442
Noon Supervisors	2920	$ 47,109		$ 47,109	$ 47,816		$ 47,816	$ 48,772	$ 49,748
Total Classified Salaries		**$ 373,741**	**$ 67,814**	**$ 441,556**	**$ 379,347**	**$ 68,832**	**$ 448,179**	**$ 457,143**	**$ 466,285**

Employee Benefits:										
STRS Certificated	3101	$ 471,911	$ 43,041	$ 514,952	$ 478,991	$ 43,559	$ 522,550	$ 533,001	$ 543,661
PERS Classified	3202	$ 99,289	$ 18,181	$ 117,470	$ 100,777	$ 18,454	$ 119,231	$ 121,616	$ 124,048
SSI Certificated	3311	$ 855		$ 855	$ 869		$ 869	$ 886	$ 904
SSI Classified	3312	$ 23,170	$ 4,204	$ 27,375	$ 23,520	$ 4,267	$ 27,787	$ 28,343	$ 28,910
Medicare Certificated	3331	$ 35,798	$ 3,061	$ 38,859	$ 36,337	$ 3,098	$ 39,435	$ 40,224	$ 41,028
Medicare Classified	3332	$ 5,419	$ 983	$ 6,402	$ 5,500	$ 998	$ 6,498	$ 6,628	$ 6,761
Certificated Health - CalPers	3411	$ 216,538	$ 29,922	$ 246,461	$ 219,786	$ 30,371	$ 250,157	$ 255,160	$ 260,263
Classified Health - CVT	3412	$ 55,520		$ 55,520	$ 56,354		$ 56,354	$ 57,481	$ 58,631
Certificated - Dental	3441	$ 26,257	$ 2,462	$ 28,720	$ 26,653	$ 2,499	$ 29,152	$ 29,735	$ 30,330
Classified - Dental	3442	$ 6,327		$ 6,327	$ 6,423		$ 6,423	$ 6,551	$ 6,682
Classified - Vision	3452	$ 769		$ 769	$ 780		$ 780	$ 796	$ 812
Certificated - Life	3461	$ 1,170	$ 117	$ 1,287	$ 1,187	$ 118	$ 1,305	$ 1,331	$ 1,358
Classified - Life	3462	$ 283		$ 283	$ 287		$ 287	$ 293	$ 299
Unemploymnt Insur Certificated	3501	$ 1,234	$ 106	$ 1,340	$ 1,253	$ 107	$ 1,360	$ 1,387	$ 1,415
Unemploymnt Insur Classified	3502	$ 186	$ 34	$ 220	$ 187	$ 35	$ 222	$ 226	$ 231
Workers Comp Certificated	3601	$ 41,777	$ 3,741	$ 45,517	$ 42,402	$ 3,785	$ 46,187	$ 47,111	$ 48,053
Workers Comp Classified	3602	$ 6,188	$ 1,126	$ 7,314	$ 6,281	$ 1,143	$ 7,424	$ 7,572	$ 7,724
Current Retiree Benefits-Cert	3751	$ 38,889	$ 1,781	$ 40,670	$ 39,472	$ 1,807	$ 41,279	$ 42,105	$ 42,947
Opeb, Active Employees-Class	3752	$ 5,818	$ 1,089	$ 6,907	$ 5,905	$ 1,106	$ 7,011	$ 7,151	$ 7,294
Total Employee Benefits		**$ 1,037,400**	**$ 109,848**	**$ 1,147,248**	**$ 1,052,964**	**$ 111,347**	**$ 1,164,311**	**$ 1,187,597**	**$ 1,211,349**
Books and Supplies:									
Textbooks	4100		$ 4,512	$ 4,512		$ 750	$ 750	$ 774	$ 795
Books Other Than Textbooks	4200	$ 39	$ 2,500	$ 2,539	$ 41	$ 500	$ 541	$ 558	$ 574
Materials & Supplies	4300	$ 15,839	$ 3,008	$ 18,847	$ 16,434		$ 16,434	$ 16,957	$ 17,425
Instructional Supply Classroom	4311		$ 11,500	$ 11,500		$ 5,000	$ 5,000	$ 5,159	$ 5,301
Technology-under $500	4312		$ 329	$ 329		$ 8,687	$ 8,687	$ 8,963	$ 9,211
Food - In-District Meetings	4316	$ 134		$ 134	$ 139		$ 139	$ 143	$ 147
Equip (non-cap) < $5000 Ea	4400		$ 600	$ 600			$ -	$ -	$ -
Total Books and Supplies		**$ 16,012**	**$ 22,450**	**$ 38,462**	**$ 16,614**	**$ 14,937**	**$ 31,551**	**$ 32,554**	**$ 33,453**
Services and Other Operating Expenditures:									
Sub-agreements	5100		$ 173,240	$ 173,240		$ 104,680	$ 104,680	$ 108,009	$ 110,990
Contract Mileage-certificated	5211	$ 429		$ 429	$ 435		$ 435	$ 449	$ 461
Dues & Memberships	5300	$ 1,488		$ 1,488	$ 1,544		$ 1,544	$ 1,593	$ 1,637
Utilities - Gas	5510	$ 13,702		$ 13,702	$ 14,217		$ 14,217	$ 14,669	$ 15,074
Utilities- Gas/Electric	5511	$ 74,620		$ 74,620	$ 77,426		$ 77,426	$ 79,888	$ 82,093
Water/Sewer	5512	$ 26,435		$ 26,435	$ 27,429		$ 27,429	$ 28,301	$ 29,082
Rentals, Leases & Repairs	5600	$ 113,593		$ 113,593	$ 117,864		$ 117,864	$ 413,828	$ 425,250
Maint & Oper Repair	5610		$ 985						
Other Svcs & Oper Expenditures	5800	$ 467	$ 27,500	$ 27,967	$ 484	$ 50,000	$ 50,484	$ 52,089	$ 53,527
On-line Comput Sv/Software Li	5817	$ 4,817	$ 2,000	$ 6,817	$ 4,997	$ 250	$ 5,247	$ 5,414	$ 5,563
Crossing Guards	5892	$ 24,103		$ 24,103	$ 25,009		$ 25,009	$ 25,804	$ 26,516
Postage	5901	$ 139		$ 139	$ 144		$ 144	$ 149	$ 153
Total Services and Other Operating Expenditures		**$ 259,793**	**$ 203,725**	**$ 463,518**	**$ 269,549**	**$ 154,930**	**$ 424,479**	**$ 730,194**	**$ 750,347**
Capital Outlay:									
Equipment > $5,000/ea	6400	$ -	$ -	$ -	$ -	$ -	$ -		
Total Capital Outlay		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**
Transfers of Indirect/direct support costs:									
Indirect Cost Between Funds	7350		$ 194	$ 194			$ -	$ 507,792	$ 521,807
Total Transfers of Indirect/direct support costs		**$ -**	**$ 194**	**$ 194**	**$ -**	**$ -**	**$ -**	**$ 507,792**	**$ 521,807**
B. Total Year To Date Expenditures		**$ 4,044,137**	**$ 788,428**	**$ 4,832,566**	**$ 4,272,462**	**$ 578,108**	**$ 4,850,570**	**$ 5,668,578**	**$ 5,791,606**

C. Other Financing Sources and Uses										
Contribution To Spec Ed	8982	$ (354,719)	$ 354,719	$ -	$ (360,040)	$ 360,040	$ -	$ -	$ -	
Other Auth Intrfnd Trnsfrs Out	7619	$ -		$ -	$ -		$ -	$ -	$ -	
C. Total Year To Date Other Financing Sources and Uses		**$ (354,719)**	**$ 354,719**	**$ -**	**$ (360,040)**	**$ 360,040**	**$ -**	**$ -**	**$ -**	
Revenues, Expenditures, and Changes in Fund Balance										
A. Revenues		**$ 4,395,707**	**$ 370,606**	**$ 4,766,313**	**$ 5,007,613**	**$ 221,135**	**$ 5,228,748**	**$ 5,418,280**	**$ 5,585,480**	
B. Expenditures		**$ 4,044,137**	**$ 788,428**	**$ 4,832,566**	**$ 4,272,462**	**$ 578,108**	**$ 4,850,570**	**$ 5,668,578**	**$ 5,791,606**	
Subtotal (Revenue LESS Expense)		**$ 351,570**	**$ (417,822)**	**$ (66,252)**	**$ 735,151**	**$ (356,973)**	**$ 378,178**	**$ (250,298)**	**$ (206,125)**	
C. Other Financing Sources and Uses		**$ (354,719)**	**$ 354,719**	**$ -**	**$ (360,040)**	**$ 360,040**	**$ -**	**$ -**	**$ -**	
Net Change in Fund Balance		**$ (3,149)**	**$ (63,103)**	**$ (66,252)**	**$ 375,111**	**$ 3,067**	**$ 378,178**	**$ (250,298)**	**$ (206,125)**	
Beginning Balance		**$ 3,149**	**$ 420,173**	**$ 423,322**	**$ (0)**	**$ 357,069**	**$ 357,069**	**$ 735,247**	**$ 484,949**	
Ending Balance		**$ (0)**	**$ 357,069**	**$ 357,069**	**$ 375,111**	**$ 360,136**	**$ 735,247**	**$ 484,949**	**$ 278,824**	
Unrestricted Ending Balance Percentage		**0.00%**			**7.73%**					

Accelerated Charter

2026-27 Adopted Budget

Multi Year Projection (MYP)

Santa Rosa Accelerated Charter Multi-Year Projection									
Budget Assumptions:		**2025-26 Estimated Actuals**			**2026-27 Budget Yr 1**			**2027-28 Budget Yr 2**	**2028-29 Budget Yr 3**
Enrollment				**128**			**128**	**128**	**128**
ADA				**123.90**			**123.90**	**123.90**	**123.90**
Funded ADA				**123.90**			**123.90**	**123.90**	**123.90**
COLA			**2.30%**			**2.87%**		**3.30%**	**3.09%**
California CPI			**3.25%**			**3.76%**		**3.18%**	**2.76%**
Interest Rate			**4.30%**			**4.60%**		**4.30%**	**4.30%**
		FY 2025/26 Estimated Actuals			**FY 2026/27 Budget**				
Description	**Object Code**	**Unrestricted**	**Restricted**	**Totals for 2025/26**	**Unrestricted**	**Restricted**	**Totals for 2026/27**	**Totals for 2027/28**	**Totals for 2028/29**
A. Revenue Detail									
LCFF Revenue Sources:									
Revenue Limit St Aid-curr Year	8011	$ 82,588		$ 82,588	$ 88,327		$ 88,327	$ 79,803	$ 69,409
Education Protection Account	8012	$ 24,780		$ 24,780	$ 24,780		$ 24,780	$ 24,780	$ 24,780
Charter School In-lieu	8096	$ 1,252,052		$ 1,252,052	$ 1,297,975		$ 1,297,975	$ 1,361,530	$ 1,416,549
Total LCFF Revenue Sources		**$ 1,359,420**	**$ -**	**$ 1,359,420**	**$ 1,411,082**	**$ -**	**$ 1,411,082**	**$ 1,466,113**	**$ 1,510,738**
Other State Revenues:									
Mandated Cost Reimbursements	8550	$ 2,536		$ 2,536	$ 2,536		$ 2,536	$ 2,620	$ 2,701
State Lottery Revenue	8560	$ 20,672	$ 4,636	$ 25,308	$ 20,672	$ 4,636	$ 25,308	$ 26,143	$ 26,951
All Other State Revenues	8590		$ 148,816	$ 148,816		$ 106,928	$ 106,928	$ 110,457	$ 113,870
Total Other State Revenues		**$ 23,208**	**$ 153,452**	**$ 176,660**	**$ 23,208**	**$ 111,564**	**$ 134,772**	**$ 139,219**	**$ 143,521**
Other Local Revenue:									
Interest	8660	$ 21,052		$ 21,052	$ 21,052		$ 21,052	$ 20,989	$ 20,995
All Other Local Revenues	8699		$ 5,296	$ 5,296			$ -	$ -	$ -
Total Other Local Revenue		**$ 21,052**	**$ 5,296**	**$ 26,348**	**$ 21,052**	**$ -**	**$ 21,052**	**$ 20,989**	**$ 20,995**
A. Total Year To Date Revenues		**$ 1,403,680**	**$ 158,748**	**$ 1,562,429**	**$ 1,455,342**	**$ 111,564**	**$ 1,566,906**	**$ 1,626,321**	**$ 1,675,254**
B. Expenditure Detail									
Certificated Salaries:									
Teacher - Regular	1111	$ 480,138	$ 82,034	$ 562,172	$ 538,581	$ 36,740	$ 575,321	$ 586,827	$ 598,564
Teacher Extra Day/year (hrly)	1112	$ 41,545		$ 41,545	$ 42,168		$ 42,168	$ 43,011	$ 43,872
Teacher Extra Duty (stipend)	1113	$ 7,615		$ 7,615	$ 7,729		$ 7,729	$ 7,884	$ 8,041
Teacher - Over Class Size	1118	$ 5,250		$ 5,250	$ 5,329		$ 5,329	$ 5,436	$ 5,544
Teacher Sub - Illness	1121	$ 3,400		$ 3,400	$ 3,451		$ 3,451	$ 3,520	$ 3,590
Teacher Sub Release Time	1122	$ 1,800		$ 1,800	$ 1,827		$ 1,827	$ 1,864	$ 1,901
Sub Teacher/Recruitment	1125	$ 300			$ 305				
Teacher Sub - Other Absence	1129	$ 800		$ 800	$ 812		$ 812	$ 828	$ 845
Cert Pupil Support Salaries	1200	$ 18,477		$ 18,477	$ 18,754		$ 18,754	$ 19,129	$ 19,512
Nurses Regular	1211	14,508.12			14,726				
Certif. Administrators/Subs	1313	$ 2,338		$ 2,338	$ 2,373		$ 2,373	$ 2,420	$ 2,469
Total Certificated Salaries		**$ 576,171**	**$ 82,034**	**$ 658,205**	**$ 636,055**	**$ 36,740**	**$ 672,795**	**$ 670,919**	**$ 684,338**
Classified Salaries:									
Instructional Aides Regular	2111	$ 15,507		$ 15,507	$ 15,739		$ 15,739	$ 16,054	$ 16,375
Instr Aides Subs & Overtime	2113	$ 203		$ 203			$ -	$ -	$ -
Class Support OT	2213			$ -	$ 206		$ 206	$ 210	$ 214
Clerical & Office Salaries	2400	$ 70,622		$ 70,622	$ 71,681		$ 71,681	$ 73,115	$ 74,577
Noon Supervisors	2920	$ 6,920		$ 6,920	$ 7,024		$ 7,024	$ 7,164	$ 7,308
Total Classified Salaries		**$ 93,251**	**$ -**	**$ 93,251**	**$ 94,650**	**$ -**	**$ 94,650**	**$ 96,543**	**$ 98,474**
Employee Benefits:									
STRS Certificated	3101	$ 113,250	$ 6,026	$ 119,276	$ 114,948	$ 7,017	$ 121,965	$ 124,404	$ 126,892
PERS Certificated	3201	$ 19			$ 19				
PERS Classified	3202	$ 23,618		$ 23,618	$ 23,973		$ 23,973	$ 24,452	$ 24,942

SSI Certificated	3311	$ 965		$ 965	$ 980		$ 980	$ 1,000	$ 1,020	
SSI Classified	3312	$ 5,753		$ 5,753	$ 5,841		$ 5,841	$ 5,958	$ 6,077	
Medicare Certificated	3331	$ 8,666	$ 453	$ 9,119	$ 8,798	$ 533	$ 9,331	$ 9,518	$ 9,708	
Medicare Classified	3332	$ 1,346		$ 1,346	$ 1,366		$ 1,366	$ 1,393	$ 1,421	
Certificated Health - CalPers	3411	$ 62,253	$ (0)	$ 62,253	$ 63,186		$ 63,186	$ 64,450	$ 65,739	
Classified Health - CVT	3412	$ 13,962		$ 13,962	$ 14,172		$ 14,172	$ 14,455	$ 14,745	
Certificated - Dental	3441	$ 6,885	$ (0)	$ 6,885	$ 6,988		$ 6,988	$ 7,128	$ 7,270	
Classified - Dental	3442	$ 1,368		$ 1,368	$ 1,389		$ 1,389	$ 1,417	$ 1,445	
Classified - Vision	3452	$ 166		$ 166	$ 169		$ 169	$ 172	$ 176	
Certificated - Life	3461	$ 287	$ 14	$ 301	$ 292	$ 14	$ 306	$ 312	$ 318	
Classified - Life	3462	$ 57		$ 57	$ 58		$ 58	$ 59	$ 60	
Unemploymnt Insur Certificated	3501	$ 298	$ 16	$ 314	$ 303	$ 19	$ 322	$ 328	$ 335	
Unemploymnt Insur Classified	3502	$ 46		$ 46	$ 48		$ 48	$ 49	$ 50	
Workers Comp Certificated	3601	$ 10,344	$ 524	$ 10,867	$ 10,498	$ 610	$ 11,108	$ 11,330	$ 11,557	
Workers Comp Classified	3602	$ 1,548		$ 1,548	$ 1,572		$ 1,572	$ 1,603	$ 1,636	
Retiree Benefit Liab-cert	3701		$ 1,302			$ 2,603				
Current Retiree Benefits-Cert	3751	$ 9,085	$ 503	$ 9,588	$ 9,221	$ 587	$ 9,808	$ 10,004	$ 10,204	
Opeb, Active Employees-Class	3752	$ 1,517		$ 1,517	$ 1,539		$ 1,539	$ 1,570	$ 1,601	
Total Employee Benefits		**$ 261,434**	**$ 8,837**	**$ 270,271**	**$ 265,360**	**$ 11,383**	**$ 276,743**	**$ 279,603**	**$ 285,195**	
Books and Supplies:										
Textbooks	4100		$ 1,811	$ 1,811		$ 210	$ 210	$ 217	$ 223	
Materials & Supplies	4300	$ 4,644	$ 885	$ 5,529	$ 4,819	$ 1,462	$ 6,281	$ 6,481	$ 6,660	
Total Books and Supplies		**$ 4,644**	**$ 2,696**	**$ 7,340**	**$ 4,819**	**$ 1,672**	**$ 6,491**	**$ 6,697**	**$ 6,882**	
Services and Other Operating Expenditures:										
Travel & Conference	5215	$ 7,549		$ 7,549	$ 7,833		$ 7,833	$ 8,082	$ 8,305	
Rentals, Leases & Repairs	5600	$ 130,231		$ 130,231	$ 135,440		$ 135,440	$ 139,747	$ 143,604	
Other Svcs & Oper Expenditures	5800	$ 4,221	$ 19,317	$ 23,538	$ 4,380	$ 91,000	$ 95,380	$ 98,413	$ 101,129	
On-line Comput Sv/Software Li	5817	$ 2,364	$ 3,645	$ 6,009	$ 2,452	$ 2,250	$ 4,702	$ 4,852	$ 4,985	
Field Trip Transportation	5832		$ 3,516	$ 3,516			$ -	$ -	$ -	
Total Services and Other Operating Expenditures		**$ 144,364**	**$ 26,478**	**$ 170,843**	**$ 150,105**	**$ 93,250**	**$ 243,355**	**$ 251,094**	**$ 258,024**	
Capital Outlay:										
Equipment > $5,000/ea	6400	$ -	$ -	$ -	$ -	$ -	$ -			
Total Capital Outlay		**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	**$ -**	
Transfers of Indirect/direct support costs:										
Indirect Cost Between Funds	7350	$ 145,000		$ 145,000	$ 170,980		$ 170,980	$ 176,417	$ 181,286	
Total Transfers of Indirect/direct support costs		**$ 145,000**	**$ -**	**$ 145,000**	**$ 170,980**	**$ -**	**$ 170,980**	**$ 176,417**	**$ 181,286**	
B. Total Year To Date Expenditures		**$ 1,224,865**	**$ 120,046**	**$ 1,344,911**	**$ 1,321,969**	**$ 143,045**	**$ 1,465,014**	**$ 1,481,274**	**$ 1,514,199**	
C. Other Financing Sources and Uses										
Contribution To Spec Ed	8982	$ (33,155)	$ 33,155	$ -	$ (33,657)	$ 33,657	$ -	$ -	$ -	
Other Auth Intrfnd Trnsfrs Out	7619	$ -		$ -	$ -		$ -	$ -	$ -	
C. Total Year To Date Other Financing Sources and Uses		**$ (33,155)**	**$ 33,155**	**$ -**	**$ (33,657)**	**$ 33,657**	**$ -**	**$ -**	**$ -**	
Revenues, Expenditures, and Changes in Fund Balance										
A. Revenues		**$ 1,403,680**	**$ 158,748**	**$ 1,562,429**	**$ 1,455,342**	**$ 111,564**	**$ 1,566,906**	**$ 1,626,321**	**$ 1,675,254**	
B. Expenditures		**$ 1,224,865**	**$ 120,046**	**$ 1,344,911**	**$ 1,321,969**	**$ 143,045**	**$ 1,465,014**	**$ 1,481,274**	**$ 1,514,199**	
Subtotal (Revenue LESS Expense)		**$ 178,815**	**$ 38,703**	**$ 217,518**	**$ 133,373**	**$ (31,481)**	**$ 101,892**	**$ 145,047**	**$ 161,055**	
C. Other Financing Sources and Uses		**$ (33,155)**	**$ 33,155**	**$ -**	**$ (33,657)**	**$ 33,657**	**$ -**	**$ -**	**$ -**	
Net Change in Fund Balance		**$ 145,660**	**$ 71,857**	**$ 217,518**	**$ 99,716**	**$ 2,176**	**$ 101,892**	**$ 145,047**	**$ 161,055**	
Beginning Balance		**$ 361,086**	**$ 109,746**	**$ 470,832**	**$ 506,746**	**$ 181,604**	**$ 688,350**	**$ 790,242**	**$ 935,289**	
Ending Balance		**$ 506,746**	**$ 181,604**	**$ 688,350**	**$ 606,462**	**$ 183,780**	**$ 790,242**	**$ 935,289**	**$ 1,096,344**	
Unrestricted Ending Balance Percentage		**37.68%**			**41.40%**					

2026-27 Adopted Budget

Santa Rosa City Schools

Form A - Average Daily Attendance

California Dept of Education

SACS Financial Reporting Software

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
A. DISTRICT						
1. Total District Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (includes Necessary Small School ADA)	11,194.17	11,194.17	11,725.90	10,709.54	10,709.54	11,475.88
2. Total Basic Aid Choice/Court Ordered Voluntary Pupil Transfer Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
3. Total Basic Aid Open Enrollment Regular ADA Includes Opportunity Classes, Home & Hospital, Special Day Class, Continuation Education, Special Education NPS/LCI and Extended Year, and Community Day School (ADA not included in Line A1 above)						
4. Total, District Regular ADA (Sum of Lines A1 through A3)	11,194.17	11,194.17	11,725.90	10,709.54	10,709.54	11,475.88
5. District Funded County Program ADA						
a. County Community Schools	.44	.44	.44	.44	.44	.44
b. Special Education-Special Day Class	14.26	14.26	14.26	14.26	14.26	14.26
c. Special Education-NPS/LCI	6.22	6.22	6.22	6.22	6.22	6.22
d. Special Education Extended Year	3.55	3.55	3.55	3.55	3.55	3.55
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. County School Tuition Fund (Out of State Tuition) [EC 2000 and 46380]						
g. Total, District Funded County Program ADA (Sum of Lines A5a through A5f)	24.47	24.47	24.47	24.47	24.47	24.47
6. TOTAL DISTRICT ADA (Sum of Line A4 and Line A5g)	11,218.64	11,218.64	11,750.37	10,734.01	10,734.01	11,500.35
7. Adults in Correctional Facilities						
8. Charter School ADA (Enter Charter School ADA using Tab C. Charter School ADA)						

Description	2025-26 Estimated Actuals			2026-27 Budget		
	P-2 ADA	Annual ADA	Funded ADA	Estimated P-2 ADA	Estimated Annual ADA	Estimated Funded ADA
C. CHARTER SCHOOL ADA						
Authorizing LEAs reporting charter school SACS financial data in their Fund 01, 09, or 62 use this worksheet to report ADA for those charter schools.						
Charter schools reporting SACS financial data separately from their authorizing LEAs in Fund 01 or Fund 62 use this worksheet to report their ADA.						
FUND 01: Charter School ADA corresponding to SACS financial data reported in Fund 01.						
1. Total Charter School Regular ADA	0.00					
2. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C2a through C2c)	0.00	0.00	0.00	0.00	0.00	0.00
3. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C3a through C3e)	0.00	0.00	0.00	0.00	0.00	0.00
4. TOTAL CHARTER SCHOOL ADA (Sum of Lines C1, C2d, and C3f)	0.00	0.00	0.00	0.00	0.00	0.00
FUND 09 or 62: Charter School ADA corresponding to SACS financial data reported in Fund 09 or Fund 62.						
5. Total Charter School Regular ADA	1,718.45	1,718.45	1,718.45	1,920.61	1,920.61	1,920.61
6. Charter School County Program Alternative Education ADA						
a. County Group Home and Institution Pupils						
b. Juvenile Halls, Homes, and Camps						
c. Probation Referred, On Probation or Parole, Expelled per EC 48915(a) or (c) [EC 2574(c)(4)(A)]						
d. Total, Charter School County Program Alternative Education ADA (Sum of Lines C6a through C6c)	0.00	0.00	0.00	0.00	0.00	0.00
7. Charter School Funded County Program ADA						
a. County Community Schools						
b. Special Education-Special Day Class						
c. Special Education-NPS/LCI						
d. Special Education Extended Year						
e. Other County Operated Programs: Opportunity Schools and Full Day Opportunity Classes, Specialized Secondary Schools						
f. Total, Charter School Funded County Program ADA (Sum of Lines C7a through C7e)	0.00	0.00	0.00	0.00	0.00	0.00
8. TOTAL CHARTER SCHOOL ADA (Sum of Lines C5, C6d, and C7f)	1,718.45	1,718.45	1,718.45	1,920.61	1,920.61	1,920.61
9. TOTAL CHARTER SCHOOL ADA Reported in Fund 01, 09, or 62 (Sum of Lines C4 and C8)	1,718.45	1,718.45	1,718.45	1,920.61	1,920.61	1,920.61

2026-27 Adopted Budget

Santa Rosa City Schools

Student Activity Special Revenue Fund

Form 08

Revenues, Expenditures, and Changes in Fund Balance

California Dept of Education

SACS Financial Reporting Software

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,346,386.74	1,346,386.74	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,346,386.74	1,346,386.74	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,346,386.74	1,346,386.74	0.0%
2) Ending Balance, June 30 (E + F1e)			1,346,386.74	1,346,386.74	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,346,386.74	1,346,386.74	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
a) in County Treasury		9110	0.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	0.00		
b) in Banks		9120	1,346,386.74		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,346,386.74		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenues		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			1,346,386.74		
REVENUES					
Sale of Equipment and Supplies		8631	0.00	0.00	0.0%
All Other Sales		8639	0.00	0.00	0.0%
Interest		8660	0.00	0.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, REVENUES			0.00	0.00	0.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	0.00	0.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a- b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	0.00	0.0%
5) TOTAL, REVENUES			0.00	0.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	0.00	0.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	0.00	0.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,346,386.74	1,346,386.74	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,346,386.74	1,346,386.74	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,346,386.74	1,346,386.74	0.0%
2) Ending Balance, June 30 (E + F1e)			1,346,386.74	1,346,386.74	0.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,346,386.74	1,346,386.74	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
8210	Student Activity Funds	1,346,386.74	1,346,386.74
Total, Restricted Balance		1,346,386.74	1,346,386.74

2026-27 Adopted Budget

Santa Rosa City Schools

Child Development Fund

Form 12

Revenues, Expenditures, and Changes in Fund Balance

California Dept of Education

SACS Financial Reporting Software

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,175,047.00	7,237,755.00	73.4%
4) Other Local Revenue		8600-8799	75,516.96	0.00	-100.0%
5) TOTAL, REVENUES			4,250,563.96	7,237,755.00	70.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	290,573.45	290,573.00	0.0%
2) Classified Salaries		2000-2999	27,632.70	27,633.00	0.0%
3) Employee Benefits		3000-3999	90,688.56	90,688.00	0.0%
4) Books and Supplies		4000-4999	6,196.92	7,436.00	20.0%
5) Services and Other Operating Expenditures		5000-5999	3,948,221.41	4,548,302.00	15.2%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	62,105.00	62,105.00	0.0%
9) TOTAL, EXPENDITURES			4,425,418.04	5,026,737.00	13.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(174,854.08)	2,211,018.00	-1,364.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(174,854.08)	2,211,018.00	-1,364.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,986,796.64	1,926,080.56	-51.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,986,796.64	1,926,080.56	-51.7%
d) Other Restatements		9795	(1,885,862.00)	(1,885,862.00)	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,100,934.64	40,218.56	-98.1%
2) Ending Balance, June 30 (E + F1e)			1,926,080.56	2,251,236.56	16.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,689,483.07	2,014,639.07	19.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	236,597.49	236,597.49	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	2,848,486.45		
1) Fair Value Adjustment to Cash in County Treasury		9111	(4,428.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	1,180.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,845,238.45		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			2,845,238.45		
FEDERAL REVENUE					
Child Nutrition Programs		8220	0.00	0.00	0.0%
Interagency Contracts Between LEAs		8285	0.00	0.00	0.0%
Title I, Part A, Basic	3010	8290	0.00	0.00	0.0%
All Other Federal Revenue	All Other	8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	0.00	0.00	0.0%
Child Development Apportionments		8530	947,157.00	947,157.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
Expanded Learning Opportunities Program (ELO-P)	2600	8590	3,178,515.00	6,290,598.00	97.9%
State Preschool	6105	8590	0.00	0.00	0.0%
Arts and Music in Schools (Prop 28)	6770	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	49,375.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			4,175,047.00	7,237,755.00	73.4%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	0.00	0.00	0.0%
Interest		8660	75,516.96	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Child Development Parent Fees		8673	0.00	0.00	0.0%
Interagency Services		8677	0.00	0.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			75,516.96	0.00	-100.0%
TOTAL, REVENUES			4,250,563.96	7,237,755.00	70.3%
CERTIFICATED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Certificated Teachers' Salaries		1100	107,349.41	107,349.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	183,224.04	183,224.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			290,573.45	290,573.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	6,859.09	6,859.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	3,986.04	3,986.00	0.0%
Other Classified Salaries		2900	16,787.57	16,788.00	0.0%
TOTAL, CLASSIFIED SALARIES			27,632.70	27,633.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	55,383.58	55,383.00	0.0%
PERS		3201-3202	5,491.40	5,490.00	0.0%
OASDI/Medicare/Alternative		3301-3302	6,337.01	6,337.00	0.0%
Health and Welfare Benefits		3401-3402	15,206.63	15,207.00	0.0%
Unemployment Insurance		3501-3502	158.77	159.00	0.1%
Workers' Compensation		3601-3602	5,293.33	5,294.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	2,817.84	2,818.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			90,688.56	90,688.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	6,196.92	7,436.00	20.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			6,196.92	7,436.00	20.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	3,391,515.61	3,885,389.00	14.6%
Travel and Conferences		5200	694.96	700.00	0.7%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	556,010.84	662,213.00	19.1%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,948,221.41	4,548,302.00	15.2%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	62,105.00	62,105.00	0.0%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			62,105.00	62,105.00	0.0%
TOTAL, EXPENDITURES			4,425,418.04	5,026,737.00	13.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8911	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	4,175,047.00	7,237,755.00	73.4%
4) Other Local Revenue		8600-8799	75,516.96	0.00	-100.0%
5) TOTAL, REVENUES			4,250,563.96	7,237,755.00	70.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		4,085,643.26	4,686,628.00	14.7%
2) Instruction - Related Services	2000-2999		249,586.03	249,920.00	0.1%
3) Pupil Services	3000-3999		20,439.94	20,441.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		62,105.00	62,105.00	0.0%
8) Plant Services	8000-8999		7,643.81	7,643.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			4,425,418.04	5,026,737.00	13.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(174,854.08)	2,211,018.00	-1,364.5%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(174,854.08)	2,211,018.00	-1,364.5%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	3,986,796.64	1,926,080.56	-51.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			3,986,796.64	1,926,080.56	-51.7%
d) Other Restatements		9795	(1,885,862.00)	(1,885,862.00)	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			2,100,934.64	40,218.56	-98.1%
2) Ending Balance, June 30 (E + F1e)			1,926,080.56	2,251,236.56	16.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	1,689,483.07	2,014,639.07	19.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	236,597.49	236,597.49	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
2600	Expanded Learning Opportunities Program	1,586,115.82	1,911,271.82
5058	Early Education: Coronavirus Response and Relief Supplemental Appropriations (CRRSA) Act - One-time Stipend	1,076.25	1,076.25
7810	Other Restricted State	102,291.00	102,291.00
Total, Restricted Balance		1,689,483.07	2,014,639.07

2026-27 Adopted Budget

Santa Rosa City Schools

Cafeteria Special Revenue Fund

Form 13

Revenues, Expenditures, and Changes in Fund Balance

California Dept of Education

SACS Financial Reporting Software

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,974,763.22	4,974,764.00	0.0%
3) Other State Revenue		8300-8599	5,209,822.93	5,209,823.00	0.0%
4) Other Local Revenue		8600-8799	390,534.80	390,535.00	0.0%
5) TOTAL, REVENUES			10,575,120.95	10,575,122.00	0.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	3,133,444.07	3,397,194.00	8.4%
3) Employee Benefits		3000-3999	2,022,794.26	2,139,111.00	5.8%
4) Books and Supplies		4000-4999	4,901,919.37	5,086,234.00	3.8%
5) Services and Other Operating Expenditures		5000-5999	736,300.65	763,641.00	3.7%
6) Capital Outlay		6000-6999	240,640.56	249,689.00	3.8%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	303,448.00	282,361.00	-6.9%
9) TOTAL, EXPENDITURES			11,338,546.91	11,918,230.00	5.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(763,425.96)	(1,343,108.00)	75.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(763,425.96)	(1,343,108.00)	75.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,498,016.20	5,734,590.24	-11.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,498,016.20	5,734,590.24	-11.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,498,016.20	5,734,590.24	-11.7%
2) Ending Balance, June 30 (E + F1e)			5,734,590.24	4,391,482.24	-23.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	200.00	0.00	-100.0%
Stores		9712	1,290,514.04	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,443,876.20	4,391,482.24	-1.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,504,972.68		
1) Fair Value Adjustment to Cash in County Treasury		9111	(4,171.00)		
b) in Banks		9120	2,500.00		
c) in Revolving Cash Account		9130	200.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	1,290,514.04		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			2,794,015.72		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			2,794,015.72		
FEDERAL REVENUE					
Child Nutrition Programs		8220	4,974,763.22	4,974,764.00	0.0%
Donated Food Commodities		8221	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			4,974,763.22	4,974,764.00	0.0%
OTHER STATE REVENUE					
Child Nutrition Programs		8520	5,209,822.93	5,209,823.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			5,209,822.93	5,209,823.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Food Service Sales		8634	303,189.80	303,190.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	85,000.00	85,000.00	0.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Interagency Services		8677	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	2,345.00	2,345.00	0.0%
TOTAL, OTHER LOCAL REVENUE			390,534.80	390,535.00	0.0%
TOTAL, REVENUES			10,575,120.95	10,575,122.00	0.0%
CERTIFICATED SALARIES					
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	2,501,562.66	2,764,916.00	10.5%
Classified Supervisors' and Administrators' Salaries		2300	405,296.56	405,692.00	0.1%
Clerical, Technical and Office Salaries		2400	138,759.12	138,759.00	0.0%
Other Classified Salaries		2900	87,825.73	87,827.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, CLASSIFIED SALARIES			3,133,444.07	3,397,194.00	8.4%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	804,952.64	876,092.00	8.8%
OASDI/Medicare/Alternative		3301-3302	231,765.68	251,660.00	8.6%
Health and Welfare Benefits		3401-3402	885,743.81	906,249.00	2.3%
Unemployment Insurance		3501-3502	1,511.95	1,682.00	11.2%
Workers' Compensation		3601-3602	52,512.06	56,396.00	7.4%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	46,308.12	47,032.00	1.6%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			2,022,794.26	2,139,111.00	5.8%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	76,371.07	79,243.00	3.8%
Noncapitalized Equipment		4400	108,552.00	112,634.00	3.8%
Food		4700	4,716,996.30	4,894,357.00	3.8%
TOTAL, BOOKS AND SUPPLIES			4,901,919.37	5,086,234.00	3.8%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	24,503.10	25,076.00	2.3%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	160,432.11	166,464.00	3.8%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	351,470.48	364,689.00	3.8%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	196,605.82	203,999.00	3.8%
Communications		5900	3,289.14	3,413.00	3.8%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			736,300.65	763,641.00	3.7%
CAPITAL OUTLAY					
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	240,640.56	249,689.00	3.8%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			240,640.56	249,689.00	3.8%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
OTHER OUTGO - TRANSFERS OF INDIRECT COSTS					
Transfers of Indirect Costs - Interfund		7350	303,448.00	282,361.00	-6.9%
TOTAL, OTHER OUTGO - TRANSFERS OF INDIRECT COSTS			303,448.00	282,361.00	-6.9%
TOTAL, EXPENDITURES			11,338,546.91	11,918,230.00	5.1%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund		8916	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	4,974,763.22	4,974,764.00	0.0%
3) Other State Revenue		8300-8599	5,209,822.93	5,209,823.00	0.0%
4) Other Local Revenue		8600-8799	390,534.80	390,535.00	0.0%
5) TOTAL, REVENUES			10,575,120.95	10,575,122.00	0.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		10,874,051.26	11,468,766.00	5.5%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		303,448.00	282,361.00	-6.9%
8) Plant Services	8000-8999		161,047.65	167,103.00	3.8%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			11,338,546.91	11,918,230.00	5.1%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			(763,425.96)	(1,343,108.00)	75.9%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(763,425.96)	(1,343,108.00)	75.9%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,498,016.20	5,734,590.24	-11.7%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,498,016.20	5,734,590.24	-11.7%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,498,016.20	5,734,590.24	-11.7%
2) Ending Balance, June 30 (E + F1e)			5,734,590.24	4,391,482.24	-23.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	200.00	0.00	-100.0%
Stores		9712	1,290,514.04	0.00	-100.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,443,876.20	4,391,482.24	-1.2%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
5310	Child Nutrition: School Programs (e.g., School Lunch, School Breakfast, Milk, Pregnant & Lactating Students)	2,877,939.62	2,825,545.66
5466	Child Nutrition: Supply Chain Assistance (SCA) Funds	1,256,320.68	1,256,320.68
5810	Other Restricted Federal	8,877.00	8,877.00
7033	Child Nutrition: School Food Best Practices Apportionment	300,738.90	300,738.90
Total, Restricted Balance		4,443,876.20	4,391,482.24

2026-27 Adopted Budget

Santa Rosa City Schools

Deferred Maintenance Fund

Form 14

Revenues, Expenditures, and Changes in Fund Balance

California Dept of Education

SACS Financial Reporting Software

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,403.00	34,108.00	262.7%
5) TOTAL, REVENUES			9,403.00	34,108.00	262.7%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			9,403.00	34,108.00	262.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			9,403.00	34,108.00	262.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,150,443.87	1,159,846.87	0.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,150,443.87	1,159,846.87	0.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,150,443.87	1,159,846.87	0.8%
2) Ending Balance, June 30 (E + F1e)			1,159,846.87	1,193,954.87	2.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,159,846.87	1,193,954.87	2.9%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	1,185,047.00		
1) Fair Value Adjustment to Cash in County Treasury		9111	(495.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			1,184,552.00		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			1,184,552.00		
LCFF SOURCES					
LCFF Transfers					
LCFF Transfers - Current Year		8091	0.00	0.00	0.0%
LCFF Transfers - Prior Years		8099	0.00	0.00	0.0%
TOTAL, LCFF SOURCES			0.00	0.00	0.0%
OTHER STATE REVENUE					
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	9,403.00	34,108.00	262.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			9,403.00	34,108.00	262.7%
TOTAL, REVENUES			9,403.00	34,108.00	262.7%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	9,403.00	34,108.00	262.7%
5) TOTAL, REVENUES			9,403.00	34,108.00	262.7%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			9,403.00	34,108.00	262.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			9,403.00	34,108.00	262.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	1,150,443.87	1,159,846.87	0.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			1,150,443.87	1,159,846.87	0.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			1,150,443.87	1,159,846.87	0.8%
2) Ending Balance, June 30 (E + F1e)			1,159,846.87	1,193,954.87	2.9%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,159,846.87	1,193,954.87	2.9%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

2026-27 Adopted Budget

Santa Rosa City Schools

Special Reserve Fund for Other Than Capital Outlay Projects

Form 17

Revenues, Expenditures, and Changes in Fund Balance

California Dept of Education

SACS Financial Reporting Software

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	17,135.00	18,850.00	10.0%
5) TOTAL, REVENUES			17,135.00	18,850.00	10.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			17,135.00	18,850.00	10.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			17,135.00	18,850.00	10.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	608,815.50	625,950.50	2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			608,815.50	625,950.50	2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			608,815.50	625,950.50	2.8%
2) Ending Balance, June 30 (E + F1e)			625,950.50	644,800.50	3.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated Reserve for Economic Uncertainties		9789	625,950.50	644,800.50	3.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	628,580.96		
1) Fair Value Adjustment to Cash in County Treasury		9111	(915.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			627,665.96		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
(G10 + H2) - (I6 + J2)			627,665.96		
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	17,135.00	18,850.00	10.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			17,135.00	18,850.00	10.0%
TOTAL, REVENUES			17,135.00	18,850.00	10.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	17,135.00	18,850.00	10.0%
5) TOTAL, REVENUES			17,135.00	18,850.00	10.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			17,135.00	18,850.00	10.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			17,135.00	18,850.00	10.0%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	608,815.50	625,950.50	2.8%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			608,815.50	625,950.50	2.8%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			608,815.50	625,950.50	2.8%
2) Ending Balance, June 30 (E + F1e)			625,950.50	644,800.50	3.0%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	0.00	0.00	0.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	0.00	0.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	625,950.50	644,800.50	3.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Balance		0.00	0.00

2026-27 Adopted Budget

Santa Rosa City Schools

Building Fund

Form 21

Revenues, Expenditures, and Changes in Fund Balance

California Dept of Education

SACS Financial Reporting Software

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,931,917.18	0.00	-100.0%
5) TOTAL, REVENUES			3,931,917.18	0.00	-100.0%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	431,730.82	367,426.00	-14.9%
3) Employee Benefits		3000-3999	185,389.31	180,048.00	-2.9%
4) Books and Supplies		4000-4999	2,526,260.30	0.00	-100.0%
5) Services and Other Operating Expenditures		5000-5999	3,191,448.43	0.00	-100.0%
6) Capital Outlay		6000-6999	156,201,272.12	0.00	-100.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	151,364.16	0.00	-100.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			162,687,465.14	547,474.00	-99.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			(158,755,547.96)	(547,474.00)	-99.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	29,518.80	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			29,518.80	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(158,726,029.16)	(547,474.00)	-99.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	197,438,691.82	38,712,662.66	-80.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			197,438,691.82	38,712,662.66	-80.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			197,438,691.82	38,712,662.66	-80.4%
2) Ending Balance, June 30 (E + F1e)			38,712,662.66	38,165,188.66	-1.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	29,044,625.66	28,497,151.66	-1.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	9,668,037.00	9,668,037.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	131,604,075.83		
1) Fair Value Adjustment to Cash in County Treasury		9111	(314,222.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			131,289,853.83		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	39,223.64		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			39,223.64		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			131,250,630.19		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	3,931,917.18	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			3,931,917.18	0.00	-100.0%
TOTAL, REVENUES			3,931,917.18	0.00	-100.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	57,323.38	0.00	-100.0%
Classified Supervisors' and Administrators' Salaries		2300	295,982.96	287,767.00	-2.8%
Clerical, Technical and Office Salaries		2400	78,424.48	79,659.00	1.6%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			431,730.82	367,426.00	-14.9%
EMPLOYEE BENEFITS					
STRS		3101-3102	373.13	0.00	-100.0%
PERS		3201-3202	100,550.96	98,507.00	-2.0%
OASDI/Medicare/Alternative		3301-3302	31,581.15	27,378.00	-13.3%
Health and Welfare Benefits		3401-3402	39,472.80	42,196.00	6.9%
Unemployment Insurance		3501-3502	211.22	179.00	-15.3%
Workers' Compensation		3601-3602	7,168.41	6,099.00	-14.9%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	6,031.64	5,689.00	-5.7%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			185,389.31	180,048.00	-2.9%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	4,859.23	0.00	-100.0%
Noncapitalized Equipment		4400	2,521,401.07	0.00	-100.0%
TOTAL, BOOKS AND SUPPLIES			2,526,260.30	0.00	-100.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	100.50	0.00	-100.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	1,503,801.10	0.00	-100.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	1,687,520.05	0.00	-100.0%
Communications		5900	26.78	0.00	-100.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			3,191,448.43	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	74,550.00	0.00	-100.0%
Land Improvements		6170	1,224,538.00	0.00	-100.0%
Buildings and Improvements of Buildings		6200	152,217,245.81	0.00	-100.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	2,652,507.98	0.00	-100.0%
Equipment Replacement		6500	32,430.33	0.00	-100.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			156,201,272.12	0.00	-100.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Repayment of State School Building Fund Aid - Proceeds from Bonds		7435	0.00	0.00	0.0%
Debt Service - Interest		7438	110,692.26	0.00	-100.0%
Other Debt Service - Principal		7439	40,671.90	0.00	-100.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			151,364.16	0.00	-100.0%
TOTAL, EXPENDITURES			162,687,465.14	547,474.00	-99.7%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Sale of Bonds		8951	29,518.80	0.00	-100.0%
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
County School Bldg Aid		8961	0.00	0.00	0.0%
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			29,518.80	0.00	-100.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			29,518.80	0.00	-100.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	3,931,917.18	0.00	-100.0%
5) TOTAL, REVENUES			3,931,917.18	0.00	-100.0%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		162,536,100.98	547,474.00	-99.7%
9) Other Outgo	9000-9999	Except 7600-7699	151,364.16	0.00	-100.0%
10) TOTAL, EXPENDITURES			162,687,465.14	547,474.00	-99.7%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			(158,755,547.96)	(547,474.00)	-99.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	29,518.80	0.00	-100.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			29,518.80	0.00	-100.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(158,726,029.16)	(547,474.00)	-99.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	197,438,691.82	38,712,662.66	-80.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			197,438,691.82	38,712,662.66	-80.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			197,438,691.82	38,712,662.66	-80.4%
2) Ending Balance, June 30 (E + F1e)			38,712,662.66	38,165,188.66	-1.4%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	29,044,625.66	28,497,151.66	-1.9%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	9,668,037.00	9,668,037.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	29,044,625.66	28,497,151.66
Total, Restricted Balance		29,044,625.66	28,497,151.66

2026-27 Adopted Budget

Santa Rosa City Schools

Capital Facilities Fund

Form 25

Revenues, Expenditures, and Changes in Fund Balance

California Dept of Education

SACS Financial Reporting Software

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,961,356.43	1,441,777.00	-51.3%
5) TOTAL, REVENUES			2,961,356.43	1,441,777.00	-51.3%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	23,950.31	24,123.00	0.7%
3) Employee Benefits		3000-3999	13,628.29	13,773.00	1.1%
4) Books and Supplies		4000-4999	720,059.62	412,506.00	-42.7%
5) Services and Other Operating Expenditures		5000-5999	605,780.98	578,641.00	-4.5%
6) Capital Outlay		6000-6999	72,192.00	72,192.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	787,318.00	1,179,780.00	49.8%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			2,222,929.20	2,281,015.00	2.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			738,427.23	(839,238.00)	-213.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			738,427.23	(839,238.00)	-213.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,758,577.16	9,497,004.39	8.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,758,577.16	9,497,004.39	8.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,758,577.16	9,497,004.39	8.4%
2) Ending Balance, June 30 (E + F1e)			9,497,004.39	8,657,766.39	-8.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	8,680,927.57	7,841,689.57	-9.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	816,076.82	816,076.82	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	10,471,753.73		
1) Fair Value Adjustment to Cash in County Treasury		9111	(13,040.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			10,458,713.73		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			10,458,713.73		
OTHER STATE REVENUE					
Tax Relief Subventions					
Restricted Levies - Other					
Homeowners' Exemptions		8575	0.00	0.00	0.0%
Other Subventions/In-Lieu Taxes		8576	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
County and District Taxes					
Other Restricted Levies					
Secured Roll		8615	0.00	0.00	0.0%
Unsecured Roll		8616	0.00	0.00	0.0%
Prior Years' Taxes		8617	0.00	0.00	0.0%
Supplemental Taxes		8618	0.00	0.00	0.0%
Non-Ad Valorem Taxes					
Parcel Taxes		8621	0.00	0.00	0.0%
Other		8622	0.00	0.00	0.0%
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	0.00	0.00	0.0%
Penalties and Interest from Delinquent Non-LCFF Taxes		8629	0.00	0.00	0.0%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	195,212.26	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
Mitigation/Developer Fees		8681	2,766,144.17	1,441,777.00	-47.9%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,961,356.43	1,441,777.00	-51.3%
TOTAL, REVENUES			2,961,356.43	1,441,777.00	-51.3%
CERTIFICATED SALARIES					
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	5,936.16	6,037.00	1.7%
Clerical, Technical and Office Salaries		2400	18,014.15	18,086.00	0.4%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			23,950.31	24,123.00	0.7%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	6,421.10	6,467.00	0.7%
OASDI/Medicare/Alternative		3301-3302	1,831.91	1,834.00	0.1%
Health and Welfare Benefits		3401-3402	4,576.92	4,668.00	2.0%
Unemployment Insurance		3501-3502	11.97	12.00	0.3%
Workers' Compensation		3601-3602	397.80	400.00	0.6%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	388.59	392.00	0.9%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			13,628.29	13,773.00	1.1%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	6,390.00	6,390.00	0.0%
Noncapitalized Equipment		4400	713,669.62	406,116.00	-43.1%
TOTAL, BOOKS AND SUPPLIES			720,059.62	412,506.00	-42.7%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	605,780.98	578,641.00	-4.5%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			605,780.98	578,641.00	-4.5%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	72,192.00	72,192.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			72,192.00	72,192.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
All Other Transfers Out to All Others		7299	787,318.00	1,179,780.00	49.8%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			787,318.00	1,179,780.00	49.8%
TOTAL, EXPENDITURES			2,222,929.20	2,281,015.00	2.6%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,961,356.43	1,441,777.00	-51.3%
5) TOTAL, REVENUES			2,961,356.43	1,441,777.00	-51.3%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		37,578.60	37,896.00	0.8%
8) Plant Services	8000-8999		1,398,032.60	1,063,339.00	-23.9%
9) Other Outgo	9000-9999	Except 7600-7699	787,318.00	1,179,780.00	49.8%
10) TOTAL, EXPENDITURES			2,222,929.20	2,281,015.00	2.6%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			738,427.23	(839,238.00)	-213.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			738,427.23	(839,238.00)	-213.7%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	8,758,577.16	9,497,004.39	8.4%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			8,758,577.16	9,497,004.39	8.4%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			8,758,577.16	9,497,004.39	8.4%
2) Ending Balance, June 30 (E + F1e)			9,497,004.39	8,657,766.39	-8.8%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	8,680,927.57	7,841,689.57	-9.7%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	816,076.82	816,076.82	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	8,680,927.57	7,841,689.57
Total, Restricted Balance		8,680,927.57	7,841,689.57

2026-27 Adopted Budget

Santa Rosa City Schools

County School Facilities Fund

Form 35

Revenues, Expenditures, and Changes in Fund Balance

California Dept of Education

SACS Financial Reporting Software

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	186.00	New
5) TOTAL, REVENUES			0.00	186.00	New
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	0.00	0.00	0.0%
6) Capital Outlay		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			0.00	186.00	New
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	186.00	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,001.23	6,001.23	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,001.23	6,001.23	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,001.23	6,001.23	0.0%
2) Ending Balance, June 30 (E + F1e)			6,001.23	6,187.23	3.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,868.23	5,054.23	3.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	1,133.00	1,133.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	6,196.04		
1) Fair Value Adjustment to Cash in County Treasury		9111	(9.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			6,187.04		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	0.00		
6) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			6,187.04		
FEDERAL REVENUE					
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
School Facilities Apportionments		8545	0.00	0.00	0.0%
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
All Other State Revenue		8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	0.00	186.00	New
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			0.00	186.00	New
TOTAL, REVENUES			0.00	186.00	New
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			0.00	0.00	0.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	0.00	0.00	0.0%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	0.00	0.00	0.0%
Other Debt Service - Principal		7439	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENDITURES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
To: State School Building Fund/County School Facilities Fund From: All Other Funds		8913	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	0.00	0.00	0.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	0.00	186.00	New
5) TOTAL, REVENUES			0.00	186.00	New
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENDITURES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			0.00	186.00	New
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			0.00	186.00	New
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,001.23	6,001.23	0.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,001.23	6,001.23	0.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,001.23	6,001.23	0.0%
2) Ending Balance, June 30 (E + F1e)			6,001.23	6,187.23	3.1%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	4,868.23	5,054.23	3.8%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	1,133.00	1,133.00	0.0%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
7710	State School Facilities Projects	4,868.23	5,054.23
Total, Restricted Balance		4,868.23	5,054.23

2026-27 Adopted Budget

Santa Rosa City Schools

Special Reserve Fund for Capital Outlay Projects

Form 40

Revenues, Expenditures, and Changes in Fund Balance

California Dept of Education

SACS Financial Reporting Software

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,157,317.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	970,333.36	1,098,225.00	13.2%
5) TOTAL, REVENUES			2,127,650.36	1,098,225.00	-48.4%
B. EXPENDITURES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenditures		5000-5999	196,725.48	0.00	-100.0%
6) Capital Outlay		6000-6999	697,740.61	32,804.00	-95.3%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	959,960.04	959,960.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENDITURES			1,854,426.13	992,764.00	-46.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			273,224.23	105,461.00	-61.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	5,400,000.00	920,312.00	-83.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(5,400,000.00)	(920,312.00)	-83.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,126,775.77)	(814,851.00)	-84.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,138,666.64	1,011,890.87	-83.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,138,666.64	1,011,890.87	-83.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,138,666.64	1,011,890.87	-83.5%
2) Ending Balance, June 30 (E + F1e)			1,011,890.87	197,039.87	-80.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	429,440.11	116,137.11	-73.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments		9780	582,450.76	80,902.76	-86.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	6,494,041.20		
1) Fair Value Adjustment to Cash in County Treasury		9111	(8,637.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
2) Investments		9150	0.00		
3) Accounts Receivable		9200	435.33		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) TOTAL, ASSETS			6,485,839.53		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640	0.00		
5) Unearned Revenue		9650	913,202.99		
6) TOTAL, LIABILITIES			913,202.99		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. FUND EQUITY					
Ending Fund Balance, June 30 (G10 + H2) - (I6 + J2)			5,572,636.54		
FEDERAL REVENUE					
FEMA		8281	0.00	0.00	0.0%
All Other Federal Revenue		8290	0.00	0.00	0.0%
TOTAL, FEDERAL REVENUE			0.00	0.00	0.0%
OTHER STATE REVENUE					
Pass-Through Revenues from State Sources		8587	0.00	0.00	0.0%
California Clean Energy Jobs Act	6230	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	1,157,317.00	0.00	-100.0%
TOTAL, OTHER STATE REVENUE			1,157,317.00	0.00	-100.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Community Redevelopment Funds Not Subject to LCFF Deduction		8625	912,251.15	1,098,225.00	20.4%
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Leases and Rentals		8650	0.00	0.00	0.0%
Interest		8660	58,082.21	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			970,333.36	1,098,225.00	13.2%
TOTAL, REVENUES			2,127,650.36	1,098,225.00	-48.4%
CLASSIFIED SALARIES					
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENDITURES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and Operating Expenditures		5800	196,725.48	0.00	-100.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENDITURES			196,725.48	0.00	-100.0%
CAPITAL OUTLAY					
Land		6100	0.00	0.00	0.0%
Land Improvements		6170	0.00	0.00	0.0%
Buildings and Improvements of Buildings		6200	697,740.61	32,804.00	-95.3%
Books and Media for New School Libraries or Major Expansion of School Libraries		6300	0.00	0.00	0.0%
Equipment		6400	0.00	0.00	0.0%
Equipment Replacement		6500	0.00	0.00	0.0%
Lease Assets		6600	0.00	0.00	0.0%
Subscription Assets		6700	0.00	0.00	0.0%
TOTAL, CAPITAL OUTLAY			697,740.61	32,804.00	-95.3%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
Other Transfers Out					
Transfers of Pass-Through Revenues					
To Districts or Charter Schools		7211	0.00	0.00	0.0%
To County Offices		7212	0.00	0.00	0.0%
To JPAs		7213	0.00	0.00	0.0%
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
Debt Service					
Debt Service - Interest		7438	468,743.76	468,744.00	0.0%
Other Debt Service - Principal		7439	491,216.28	491,216.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			959,960.04	959,960.00	0.0%
TOTAL, EXPENDITURES			1,854,426.13	992,764.00	-46.5%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
From: General Fund/CSSF		8912	0.00	0.00	0.0%
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
To: General Fund/CSSF		7612	0.00	0.00	0.0%
To: State School Building Fund/County School Facilities Fund		7613	0.00	0.00	0.0%
Other Authorized Interfund Transfers Out		7619	5,400,000.00	920,312.00	-83.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			5,400,000.00	920,312.00	-83.0%
OTHER SOURCES/USES					
SOURCES					
Proceeds					
Proceeds from Disposal of Capital Assets		8953	0.00	0.00	0.0%
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
Long-Term Debt Proceeds					
Proceeds from Certificates of Participation		8971	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Proceeds from Leases		8972	0.00	0.00	0.0%
Proceeds from Lease Revenue Bonds		8973	0.00	0.00	0.0%
Proceeds from SBITAs		8974	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a - b + c - d + e)			(5,400,000.00)	(920,312.00)	-83.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	1,157,317.00	0.00	-100.0%
4) Other Local Revenue		8600-8799	970,333.36	1,098,225.00	13.2%
5) TOTAL, REVENUES			2,127,650.36	1,098,225.00	-48.4%
B. EXPENDITURES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		894,466.09	32,804.00	-96.3%
9) Other Outgo	9000-9999	Except 7600-7699	959,960.04	959,960.00	0.0%
10) TOTAL, EXPENDITURES			1,854,426.13	992,764.00	-46.5%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENDITURES BEFORE OTHER FINANCING SOURCES AND USES (A5 -B10)			273,224.23	105,461.00	-61.4%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	5,400,000.00	920,312.00	-83.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(5,400,000.00)	(920,312.00)	-83.0%
E. NET INCREASE (DECREASE) IN FUND BALANCE (C + D4)			(5,126,775.77)	(814,851.00)	-84.1%
F. FUND BALANCE, RESERVES					
1) Beginning Fund Balance					
a) As of July 1 - Unaudited		9791	6,138,666.64	1,011,890.87	-83.5%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			6,138,666.64	1,011,890.87	-83.5%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Balance (F1c + F1d)			6,138,666.64	1,011,890.87	-83.5%
2) Ending Balance, June 30 (E + F1e)			1,011,890.87	197,039.87	-80.5%
Components of Ending Fund Balance					
a) Nonspendable					
Revolving Cash		9711	0.00	0.00	0.0%
Stores		9712	0.00	0.00	0.0%
Prepaid Items		9713	0.00	0.00	0.0%
All Others		9719	0.00	0.00	0.0%
b) Restricted		9740	429,440.11	116,137.11	-73.0%
c) Committed					
Stabilization Arrangements		9750	0.00	0.00	0.0%
Other Commitments (by Resource/Object)		9760	0.00	0.00	0.0%
d) Assigned					
Other Assignments (by Resource/Object)		9780	582,450.76	80,902.76	-86.1%
e) Unassigned/Unappropriated					
Reserve for Economic Uncertainties		9789	0.00	0.00	0.0%
Unassigned/Unappropriated Amount		9790	0.00	0.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	429,440.11	116,137.11
Total, Restricted Balance		429,440.11	116,137.11

2026-27 Adopted Budget

Santa Rosa City Schools

Self-Insurance Fund

Form 67

Revenues, Expenditures, and Changes in Fund Balance

California Dept of Education

SACS Financial Reporting Software

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,184,901.00	2,164,363.00	-0.9%
5) TOTAL, REVENUES			2,184,901.00	2,164,363.00	-0.9%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	2,149,901.00	2,149,901.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			2,149,901.00	2,149,901.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			35,000.00	14,462.00	-58.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	500,000.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(500,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(465,000.00)	14,462.00	-103.1%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	968,180.63	503,180.63	-48.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			968,180.63	503,180.63	-48.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			968,180.63	503,180.63	-48.0%
2) Ending Net Position, June 30 (E + F1e)			503,180.63	517,642.63	2.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	503,180.63	517,642.63	2.9%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	(977,299.52)		
1) Fair Value Adjustment to Cash in County Treasury		9111	(1,774.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	139,342.32		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			(839,731.20)		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			(839,731.20)		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	35,000.00	14,462.00	-58.7%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Fees and Contracts					
In-District Premiums/					
Contributions		8674	2,149,901.00	2,149,901.00	0.0%
All Other Fees and Contracts		8689	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
All Other Transfers In from All Others		8799	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			2,184,901.00	2,164,363.00	-0.9%
TOTAL, REVENUES			2,184,901.00	2,164,363.00	-0.9%
CERTIFICATED SALARIES					
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5499	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800-5899	2,149,901.00	2,149,901.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			2,149,901.00	2,149,901.00	0.0%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
TOTAL, EXPENSES			2,149,901.00	2,149,901.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
INTERFUND TRANSFERS OUT					
Other Authorized Interfund Transfers Out		7619	500,000.00	0.00	-100.0%
(b) TOTAL, INTERFUND TRANSFERS OUT			500,000.00	0.00	-100.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES					

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(a - b + c - d + e)			(500,000.00)	0.00	-100.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	2,184,901.00	2,164,363.00	-0.9%
5) TOTAL, REVENUES			2,184,901.00	2,164,363.00	-0.9%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		2,149,901.00	2,149,901.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			2,149,901.00	2,149,901.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			35,000.00	14,462.00	-58.7%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	500,000.00	0.00	-100.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			(500,000.00)	0.00	-100.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			(465,000.00)	14,462.00	-103.1%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	968,180.63	503,180.63	-48.0%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			968,180.63	503,180.63	-48.0%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			968,180.63	503,180.63	-48.0%
2) Ending Net Position, June 30 (E + F1e)			503,180.63	517,642.63	2.9%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	0.00	0.00	0.0%
c) Unrestricted Net Position		9790	503,180.63	517,642.63	2.9%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
Total, Restricted Net Position		0.00	0.00

2026-27 Adopted Budget

Santa Rosa City Schools

Foundation Private-Purpose Trust Fund

Form 73

Revenues, Expenditures, and Changes in Fund Balance

California Dept of Education

SACS Financial Reporting Software

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	15,139.00	0.00	-100.0%
5) TOTAL, REVENUES			15,139.00	0.00	-100.0%
B. EXPENSES					
1) Certificated Salaries		1000-1999	0.00	0.00	0.0%
2) Classified Salaries		2000-2999	0.00	0.00	0.0%
3) Employee Benefits		3000-3999	0.00	0.00	0.0%
4) Books and Supplies		4000-4999	0.00	0.00	0.0%
5) Services and Other Operating Expenses		5000-5999	0.00	0.00	0.0%
6) Depreciation and Amortization		6000-6999	0.00	0.00	0.0%
7) Other Outgo (excluding Transfers of Indirect Costs)		7100-7299, 7400-7499	0.00	0.00	0.0%
8) Other Outgo - Transfers of Indirect Costs		7300-7399	0.00	0.00	0.0%
9) TOTAL, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B9)			15,139.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			15,139.00	0.00	-100.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	192,604.97	207,743.97	7.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			192,604.97	207,743.97	7.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			192,604.97	207,743.97	7.9%
2) Ending Net Position, June 30 (E + F1e)			207,743.97	207,743.97	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	192,893.97	192,893.97	0.0%
c) Unrestricted Net Position		9790	14,850.00	14,850.00	0.0%
G. ASSETS					
1) Cash					
a) in County Treasury		9110	198,206.61		
1) Fair Value Adjustment to Cash in County Treasury		9111	(289.00)		
b) in Banks		9120	0.00		
c) in Revolving Cash Account		9130	0.00		
d) with Fiscal Agent/Trustee		9135	0.00		
e) Collections Awaiting Deposit		9140	0.00		
2) Investments		9150	0.00		
3) Accounts Receivable		9200	0.00		
4) Due from Grantor Government		9290	0.00		
5) Due from Other Funds		9310	0.00		
6) Stores		9320	0.00		
7) Prepaid Expenditures		9330	0.00		
8) Other Current Assets		9340	0.00		
9) Lease Receivable		9380	0.00		
10) Fixed Assets					
a) Land		9410	0.00		
b) Land Improvements		9420	0.00		

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
c) Accumulated Depreciation - Land Improvements		9425	0.00		
d) Buildings		9430	0.00		
e) Accumulated Depreciation - Buildings		9435	0.00		
f) Equipment		9440	0.00		
g) Accumulated Depreciation - Equipment		9445	0.00		
h) Work in Progress		9450	0.00		
i) Lease Assets		9460	0.00		
j) Accumulated Amortization-Lease Assets		9465	0.00		
k) Subscription Assets		9470	0.00		
l) Accumulated Amortization-Subscription Assets		9475	0.00		
11) TOTAL, ASSETS			197,917.61		
H. DEFERRED OUTFLOWS OF RESOURCES					
1) Deferred Outflows of Resources		9490	0.00		
2) TOTAL, DEFERRED OUTFLOWS			0.00		
I. LIABILITIES					
1) Accounts Payable		9500	0.00		
2) Due to Grantor Governments		9590	0.00		
3) Due to Other Funds		9610	0.00		
4) Current Loans		9640			
5) Unearned Revenue		9650	0.00		
6) Long-Term Liabilities					
a) Subscription Liability		9660	0.00		
b) Net Pension Liability		9663	0.00		
c) Total/Net OPEB Liability		9664	0.00		
d) Compensated Absences		9665	0.00		
e) COPs Payable		9666	0.00		
f) Leases Payable		9667	0.00		
g) Lease Revenue Bonds Payable		9668	0.00		
h) Other General Long-Term Liabilities		9669	0.00		
7) TOTAL, LIABILITIES			0.00		
J. DEFERRED INFLOWS OF RESOURCES					
1) Deferred Inflows of Resources		9690	0.00		
2) TOTAL, DEFERRED INFLOWS			0.00		
K. NET POSITION					
Net Position, June 30 (G11 + H2) - (I7 + J2)			197,917.61		
OTHER STATE REVENUE					
STRS On-Behalf Pension Contributions	7690	8590	0.00	0.00	0.0%
All Other State Revenue	All Other	8590	0.00	0.00	0.0%
TOTAL, OTHER STATE REVENUE			0.00	0.00	0.0%
OTHER LOCAL REVENUE					
Other Local Revenue					
Sales					
Sale of Equipment/Supplies		8631	0.00	0.00	0.0%
Interest		8660	15,139.00	0.00	-100.0%
Net Increase (Decrease) in the Fair Value of Investments		8662	0.00	0.00	0.0%
Other Local Revenue					
All Other Local Revenue		8699	0.00	0.00	0.0%
TOTAL, OTHER LOCAL REVENUE			15,139.00	0.00	-100.0%
TOTAL, REVENUES			15,139.00	0.00	-100.0%
CERTIFICATED SALARIES					
Certificated Teachers' Salaries		1100	0.00	0.00	0.0%
Certificated Pupil Support Salaries		1200	0.00	0.00	0.0%
Certificated Supervisors' and Administrators' Salaries		1300	0.00	0.00	0.0%
Other Certificated Salaries		1900	0.00	0.00	0.0%
TOTAL, CERTIFICATED SALARIES			0.00	0.00	0.0%
CLASSIFIED SALARIES					
Classified Instructional Salaries		2100	0.00	0.00	0.0%
Classified Support Salaries		2200	0.00	0.00	0.0%
Classified Supervisors' and Administrators' Salaries		2300	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
Clerical, Technical and Office Salaries		2400	0.00	0.00	0.0%
Other Classified Salaries		2900	0.00	0.00	0.0%
TOTAL, CLASSIFIED SALARIES			0.00	0.00	0.0%
EMPLOYEE BENEFITS					
STRS		3101-3102	0.00	0.00	0.0%
PERS		3201-3202	0.00	0.00	0.0%
OASDI/Medicare/Alternative		3301-3302	0.00	0.00	0.0%
Health and Welfare Benefits		3401-3402	0.00	0.00	0.0%
Unemployment Insurance		3501-3502	0.00	0.00	0.0%
Workers' Compensation		3601-3602	0.00	0.00	0.0%
OPEB, Allocated		3701-3702	0.00	0.00	0.0%
OPEB, Active Employees		3751-3752	0.00	0.00	0.0%
Other Employee Benefits		3901-3902	0.00	0.00	0.0%
TOTAL, EMPLOYEE BENEFITS			0.00	0.00	0.0%
BOOKS AND SUPPLIES					
Approved Textbooks and Core Curricula Materials		4100	0.00	0.00	0.0%
Books and Other Reference Materials		4200	0.00	0.00	0.0%
Materials and Supplies		4300	0.00	0.00	0.0%
Noncapitalized Equipment		4400	0.00	0.00	0.0%
Food		4700	0.00	0.00	0.0%
TOTAL, BOOKS AND SUPPLIES			0.00	0.00	0.0%
SERVICES AND OTHER OPERATING EXPENSES					
Subagreements for Services		5100	0.00	0.00	0.0%
Travel and Conferences		5200	0.00	0.00	0.0%
Dues and Memberships		5300	0.00	0.00	0.0%
Insurance		5400-5450	0.00	0.00	0.0%
Operations and Housekeeping Services		5500	0.00	0.00	0.0%
Rentals, Leases, Repairs, and Noncapitalized Improvements		5600	0.00	0.00	0.0%
Transfers of Direct Costs		5710	0.00	0.00	0.0%
Transfers of Direct Costs - Interfund		5750	0.00	0.00	0.0%
Professional/Consulting Services and					
Operating Expenditures		5800	0.00	0.00	0.0%
Communications		5900	0.00	0.00	0.0%
TOTAL, SERVICES AND OTHER OPERATING EXPENSES			0.00	0.00	0.0%
DEPRECIATION AND AMORTIZATION					
Depreciation Expense		6900	0.00	0.00	0.0%
Amortization Expense-Lease Assets		6910	0.00	0.00	0.0%
Amortization Expense-Subscription Assets		6920	0.00	0.00	0.0%
TOTAL, DEPRECIATION AND AMORTIZATION			0.00	0.00	0.0%
OTHER OUTGO (excluding Transfers of Indirect Costs)					
All Other Transfers Out to All Others		7299	0.00	0.00	0.0%
TOTAL, OTHER OUTGO (excluding Transfers of Indirect Costs)			0.00	0.00	0.0%
TOTAL, EXPENSES			0.00	0.00	0.0%
INTERFUND TRANSFERS					
INTERFUND TRANSFERS IN					
Other Authorized Interfund Transfers In		8919	0.00	0.00	0.0%
(a) TOTAL, INTERFUND TRANSFERS IN			0.00	0.00	0.0%
OTHER SOURCES/USES					
SOURCES					
Other Sources					
Transfers from Funds of Lapsed/Reorganized LEAs		8965	0.00	0.00	0.0%
All Other Financing Sources		8979	0.00	0.00	0.0%
(c) TOTAL, SOURCES			0.00	0.00	0.0%
USES					
Transfers of Funds from Lapsed/Reorganized LEAs		7651	0.00	0.00	0.0%
All Other Financing Uses		7699	0.00	0.00	0.0%
(d) TOTAL, USES			0.00	0.00	0.0%
CONTRIBUTIONS					
Contributions from Unrestricted Revenues		8980	0.00	0.00	0.0%
Contributions from Restricted Revenues		8990	0.00	0.00	0.0%

Description	Resource Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
(e) TOTAL, CONTRIBUTIONS			0.00	0.00	0.0%
TOTAL, OTHER FINANCING SOURCES/USES (a + c - d + e)			0.00	0.00	0.0%

Description	Function Codes	Object Codes	2025-26 Estimated Actuals	2026-27 Budget	Percent Difference
A. REVENUES					
1) LCFF Sources		8010-8099	0.00	0.00	0.0%
2) Federal Revenue		8100-8299	0.00	0.00	0.0%
3) Other State Revenue		8300-8599	0.00	0.00	0.0%
4) Other Local Revenue		8600-8799	15,139.00	0.00	-100.0%
5) TOTAL, REVENUES			15,139.00	0.00	-100.0%
B. EXPENSES (Objects 1000-7999)					
1) Instruction	1000-1999		0.00	0.00	0.0%
2) Instruction - Related Services	2000-2999		0.00	0.00	0.0%
3) Pupil Services	3000-3999		0.00	0.00	0.0%
4) Ancillary Services	4000-4999		0.00	0.00	0.0%
5) Community Services	5000-5999		0.00	0.00	0.0%
6) Enterprise	6000-6999		0.00	0.00	0.0%
7) General Administration	7000-7999		0.00	0.00	0.0%
8) Plant Services	8000-8999		0.00	0.00	0.0%
9) Other Outgo	9000-9999	Except 7600-7699	0.00	0.00	0.0%
10) TOTAL, EXPENSES			0.00	0.00	0.0%
C. EXCESS (DEFICIENCY) OF REVENUES OVER EXPENSES BEFORE OTHER FINANCING SOURCES AND USES (A5 - B10)			15,139.00	0.00	-100.0%
D. OTHER FINANCING SOURCES/USES					
1) Interfund Transfers					
a) Transfers In		8900-8929	0.00	0.00	0.0%
b) Transfers Out		7600-7629	0.00	0.00	0.0%
2) Other Sources/Uses					
a) Sources		8930-8979	0.00	0.00	0.0%
b) Uses		7630-7699	0.00	0.00	0.0%
3) Contributions		8980-8999	0.00	0.00	0.0%
4) TOTAL, OTHER FINANCING SOURCES/USES			0.00	0.00	0.0%
E. NET INCREASE (DECREASE) IN NET POSITION (C + D4)			15,139.00	0.00	-100.0%
F. NET POSITION					
1) Beginning Net Position					
a) As of July 1 - Unaudited		9791	192,604.97	207,743.97	7.9%
b) Audit Adjustments		9793	0.00	0.00	0.0%
c) As of July 1 - Audited (F1a + F1b)			192,604.97	207,743.97	7.9%
d) Other Restatements		9795	0.00	0.00	0.0%
e) Adjusted Beginning Net Position (F1c + F1d)			192,604.97	207,743.97	7.9%
2) Ending Net Position, June 30 (E + F1e)			207,743.97	207,743.97	0.0%
Components of Ending Net Position					
a) Net Investment in Capital Assets		9796	0.00	0.00	0.0%
b) Restricted Net Position		9797	192,893.97	192,893.97	0.0%
c) Unrestricted Net Position		9790	14,850.00	14,850.00	0.0%

Resource	Description	2025-26 Estimated Actuals	2026-27 Budget
9010	Other Restricted Local	192,893.97	192,893.97
Total, Restricted Net Position		192,893.97	192,893.97

2026-27 Adopted Budget

Santa Rosa City Schools

Form SIAA - SUMMARY OF INTERFUND ACTIVITIES

California Dept of Education

SACS Financial Reporting Software

Description	Direct Costs - Interfund Transfers In 5750	Direct Costs - Interfund Transfers Out 5750	Indirect Costs - Interfund Transfers In 7350	Indirect Costs - Interfund Transfers Out 7350	Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
01 GENERAL FUND								
Expenditure Detail	0.00	0.00	0.00	(1,466,380.00)				
Other Sources/Uses Detail					5,900,000.00	0.00		
Fund Reconciliation							0.00	0.00
08 STUDENT ACTIVITY SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
09 CHARTER SCHOOLS SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	1,095,914.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	(.01)
10 SPECIAL EDUCATION PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
11 ADULT EDUCATION FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
12 CHILD DEVELOPMENT FUND								
Expenditure Detail	0.00	0.00	62,105.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
13 CAFETERIA SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	303,448.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
14 DEFERRED MAINTENANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
15 PUPIL TRANSPORTATION EQUIPMENT FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
17 SPECIAL RESERVE FUND FOR OTHER THAN CAPITAL OUTLAY								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
18 SCHOOL BUS EMISSIONS REDUCTION FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
Fund Reconciliation							0.00	0.00
19 FOUNDATION SPECIAL REVENUE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
20 SPECIAL RESERVE FUND FOR POSTEMPLOYMENT BENEFITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
21 BUILDING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
25 CAPITAL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
30 STATE SCHOOL BUILDING LEASE/PURCHASE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
35 COUNTY SCHOOL FACILITIES FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
40 SPECIAL RESERVE FUND FOR CAPITAL OUTLAY PROJECTS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	5,400,000.00		
Fund Reconciliation							0.00	0.00
49 CAP PROJ FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
51 BOND INTEREST AND REDEMPTION FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
52 DEBT SVC FUND FOR BLENDED COMPONENT UNITS								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
53 TAX OVERRIDE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
56 DEBT SERVICE FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
57 FOUNDATION PERMANENT FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail						0.00		
Fund Reconciliation							0.00	0.00
61 CAFETERIA ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
62 CHARTER SCHOOLS ENTERPRISE FUND								
Expenditure Detail	0.00	0.00	0.00	0.00				
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
63 OTHER ENTERPRISE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
66 WAREHOUSE REVOLVING FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	0.00		
Fund Reconciliation							0.00	0.00
67 SELF-INSURANCE FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00	500,000.00		
Fund Reconciliation							0.00	0.00
71 RETIREE BENEFIT FUND								
Expenditure Detail								
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
73 FOUNDATION PRIVATE-PURPOSE TRUST FUND								
Expenditure Detail	0.00	0.00						
Other Sources/Uses Detail					0.00			
Fund Reconciliation							0.00	0.00
76 WARRANT/PASS-THROUGH FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00

Description	Direct Costs - Interfund		Indirect Costs - Interfund		Interfund Transfers In 8900-8929	Interfund Transfers Out 7600-7629	Due From Other Funds 9310	Due To Other Funds 9610
	Transfers In 5750	Transfers Out 5750	Transfers In 7350	Transfers Out 7350				
95 STUDENT BODY FUND								
Expenditure Detail								
Other Sources/Uses Detail								
Fund Reconciliation							0.00	0.00
TOTALS	0.00	0.00	1,461,467.00	(1,466,380.00)	5,900,000.00	5,900,000.00	0.00	(.01)

2026-27 Adopted Budget

Santa Rosa City Schools

Form CC - Workers' Compensation Certification

California Dept of Education

SACS Financial Reporting Software

Annual Certification Regarding Self-Insured Workers' Compensation Claims

Pursuant to *Education Code* Section 42141, if a school district, either individually or as a member of a joint powers agency (JPA), is self-insured for workers' compensation claims, the superintendent of the school district annually shall provide information to the governing board of the school district regarding the estimated accrued but unfunded cost of those claims. The governing board annually shall certify to the county superintendent of schools the amount of money, if any, that it has decided to reserve in its budget for the cost of those claims.

To the County Superintendent of Schools:

○ This district is self-insured for workers' compensation claims as defined in *Education Code* Section 42141(a):

- Total liabilities actuarially determined: $ _____
- Less: Amount of total liabilities reserved in budget: $ _____
- Estimated accrued but unfunded liabilities: $ 0.00

◉ This school district is self-insured for workers' compensation claims through the JPA identified below:

Redwood Empire Schools' Insurance Group: RESIG

○ This school district is not self-insured for workers' compensation claims.

Signature (Original signature required)

	06/24/2026
Signature of Clerk/Secretary of the Governing Board	Date of Meeting (Format: MM/DD/YYYY)
Sarah Jenkins	Clerk
Printed Name	Title

For additional information on this certification, please contact:

Joel Dontos	Executive Director of Fiscal Services
Name	Title
jdontos@srcs.k12.ca.us	(707) 890-3800 x80210
Email	Telephone

2026-27 Adopted Budget

Santa Rosa City Schools

Form 01CS

School District Criteria and Standards Review

California Dept of Education

SACS Financial Reporting Software

Provide methodology and assumptions used to estimate ADA, enrollment, revenues, expenditures, reserves and fund balance, and multiyear commitments (including cost-of-living adjustments).

Deviations from the standards must be explained and may affect the approval of the budget.

CRITERIA AND STANDARDS

1. CRITERION: Average Daily Attendance

STANDARD: Projected funded average daily attendance (ADA) has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4):	10,710
District's ADA Standard Percentage Level:	**1.0%**

1A. Calculating the District's ADA Variances

DATA ENTRY: For the Third, Second, and First Prior Years, enter Estimated Funded ADA in the Original Budget Funded ADA column; enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the Third, Second, and First Prior Years. All other data are extracted.

Fiscal Year	Original Budget Funded ADA (Form A, Lines A4 and C4)	Estimated/Unaudited Actuals Funded ADA (Form A, Lines A4 and C4)	ADA Variance Level (If Budget is greater than Actuals, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	12,547	12,546		
Charter School				
Total ADA	**12,547**	**12,546**	**0.0%**	**Met**
Second Prior Year (2024-25)				
District Regular	12,062	12,083		
Charter School				
Total ADA	**12,062**	**12,083**	**N/A**	**Met**
First Prior Year (2025-26)				
District Regular	11,726	11,726		
Charter School		0		
Total ADA	**11,726**	**11,726**	**0.0%**	**Met**
Budget Year (2026-27)				
District Regular	11,476			
Charter School	0			
Total ADA	**11,476**			

1B. Comparison of District ADA to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Funded ADA has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

2. CRITERION: Enrollment

STANDARD: Projected enrollment has not been overestimated in 1) the first prior fiscal year OR in 2) two or more of the previous three fiscal years by more than the following percentage levels:

Percentage Level	District ADA
3.0%	0 to 300
2.0%	301 to 1,000
1.0%	1,001 and over

District ADA (Form A, Estimated P-2 ADA column, lines A4 and C4): 10,710

District's Enrollment Standard Percentage Level: 1.0%

2A. Calculating the District's Enrollment Variances

DATA ENTRY: Enter data in the Enrollment, Budget, column for all fiscal years and in the Enrollment, CALPADS Actual column for the First Prior Year; all other data are extracted or calculated. CALPADS Actual enrollment data preloaded in the District Regular lines will include both District Regular and Charter School enrollment. Districts will need to adjust the District Regular enrollment lines and the Charter School enrollment lines accordingly. Enter district regular enrollment and charter school enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	Enrollment Budget	Enrollment CALPADS Actual	Enrollment Variance Level (If Budget is greater than Actual, else N/A)	Status
Third Prior Year (2023-24)				
District Regular	14,798	14,798		
Charter School				
Total Enrollment	**14,798**	**14,798**	**0.0%**	**Met**
Second Prior Year (2024-25)				
District Regular	14,491	14,491		
Charter School				
Total Enrollment	**14,491**	**14,491**	**0.0%**	**Met**
First Prior Year (2025-26)				
District Regular	13,998	13,998		
Charter School				
Total Enrollment	**13,998**	**13,998**	**0.0%**	**Met**
Budget Year (2026-27)				
District Regular	13,685			
Charter School				
Total Enrollment	**13,685**			

2B. Comparison of District Enrollment to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for the first prior year.

Explanation:
(required if NOT met)

1b. STANDARD MET - Enrollment has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

3. CRITERION: ADA to Enrollment

STANDARD: Projected second period (P-2) average daily attendance (ADA) to enrollment ratio for any of the budget year or two subsequent fiscal years has not increased from the historical average ratio from the three prior fiscal years by more than one half of one percent (0.5%).

3A. Calculating the District's ADA to Enrollment Standard

DATA ENTRY: All data are extracted or calculated. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund, only, for all fiscal years.

Fiscal Year	P-2 ADA Estimated/Unaudited Actuals (Form A, Lines A4 and C4)	Enrollment CALPADS Actual (Criterion 2, Item 2A)	Historical Ratio of ADA to Enrollment
Third Prior Year (2023-24)			
District Regular	11,745	14,798	
Charter School		0	
Total ADA/Enrollment	**11,745**	**14,798**	**79.4%**
Second Prior Year (2024-25)			
District Regular	11,499	14,491	
Charter School	0		
Total ADA/Enrollment	**11,499**	**14,491**	**79.4%**
First Prior Year (2025-26)			
District Regular	11,194	13,998	
Charter School			
Total ADA/Enrollment	**11,194**	**13,998**	**80.0%**
		Historical Average Ratio:	79.6%
		District's ADA to Enrollment Standard (historical average ratio plus 0.5%):	**80.1%**

3B. Calculating the District's Projected Ratio of ADA to Enrollment

DATA ENTRY: Enter data in the Estimated P-2 ADA column for the two subsequent years. Enter data in the Enrollment column for the two subsequent years. Data should reflect district regular and charter school ADA/enrollment corresponding to financial data reported in the General Fund only, for all fiscal years. All other data are extracted or calculated.

Fiscal Year	Estimated P-2 ADA Budget (Form A, Lines A4 and C4)	Enrollment Budget/Projected (Criterion 2, Item 2A)	Ratio of ADA to Enrollment	Status
Budget Year (2026-27)				
District Regular	10,710	13,685		
Charter School	0			
Total ADA/Enrollment	**10,710**	**13,685**	**78.3%**	**Met**
1st Subsequent Year (2027-28)				
District Regular	10,445			
Charter School				
Total ADA/Enrollment	**10,445**	**0**	**0.0%**	**Met**
2nd Subsequent Year (2028-29)				
District Regular	10,072			
Charter School				
Total ADA/Enrollment	**10,072**	**0**	**0.0%**	**Met**

3C. Comparison of District ADA to Enrollment Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected P-2 ADA to enrollment ratio has not exceeded the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

4. CRITERION: LCFF Revenue

STANDARD: Projected local control funding formula (LCFF) revenue for any of the budget year or two subsequent fiscal years has not changed from the prior fiscal year by more than the change in population, plus the district's cost-of-living adjustment (COLA), plus or minus one percent.

For basic aid districts, projected LCFF revenue has not changed from the prior fiscal year by more than the percent change in property tax revenues plus or minus one percent.

For districts funded by necessary small school formulas, projected LCFF revenue has not changed from the prior fiscal year amount by more than the district's COLA, plus or minus one percent.

4A. District's LCFF Revenue Standard

Indicate which standard applies:

LCFF Revenue

Basic Aid

Necessary Small School

The District must select which LCFF revenue standard applies.

LCFF Revenue Standard selected: LCFF Revenue

4A1. Calculating the District's LCFF Revenue Standard

DATA ENTRY: Enter data in Step 1a for the two subsequent fiscal years. All other data is extracted or calculated. Enter data for Steps 2a through 2b1. All other data is calculated.

Projected LCFF Revenue

		Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Step 1 - Change in Population					
a.	ADA (Funded) (Form A, lines A6 and C4)	11,750.37	11,500.35	11,162.57	10,814.18
b.	Prior Year ADA (Funded)		11,750.37	11,500.35	11,162.57
c.	Difference (Step 1a minus Step 1b)		(250.02)	(337.78)	(348.39)
d.	Percent Change Due to Population (Step 1c divided by Step 1b)		(2.13%)	(2.94%)	(3.12%)
Step 2 - Change in Funding Level					
a.	Prior Year LCFF Funding		185,982,215.00	190,149,220.00	195,064,017.00
b1.	COLA percentage		2.87%	3.30%	3.09%
b2.	COLA amount (proxy for purposes of this criterion)		5,337,689.57	6,274,924.26	6,027,478.13
c.	Percent Change Due to Funding Level (Step 2b2 divided by Step 2a)		2.87%	3.30%	3.09%
Step 3 - Total Change in Population and Funding Level (Step 1d plus Step 2c)			.74%	.36%	(.03%)
	LCFF Revenue Standard (Step 3, plus/minus 1%):		**-0.26% to 1.74%**	**-0.64% to 1.36%**	**-1.03% to 0.97%**

4A2. Alternate LCFF Revenue Standard - Basic Aid

DATA ENTRY: If applicable to your district, input data in the 1st and 2nd Subsequent Year columns for projected local property taxes; all other data are extracted or calculated.

Basic Aid District Projected LCFF Revenue

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Projected Local Property Taxes (Form 01, Objects 8021 - 8089)	129,347,398.00	129,122,528.00	131,372,528.00	133,622,528.00
Percent Change from Previous Year		**N/A**	**N/A**	**N/A**
Basic Aid Standard (percent change from previous year, plus/minus 1%):		**N/A**	**N/A**	**N/A**

4A3. Alternate LCFF Revenue Standard - Necessary Small School

DATA ENTRY: All data are extracted or calculated.

Necessary Small School District Projected LCFF Revenue

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Necessary Small School Standard (COLA Step 2c, plus/minus 1%):	**N/A**	**N/A**	**N/A**

4B. Calculating the District's Projected Change in LCFF Revenue

DATA ENTRY: Enter data in the 1st and 2nd Subsequent Year columns for LCFF Revenue; all other data are extracted or calculated.

	Prior Year (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
LCFF Revenue (Fund 01, Objects 8011, 8012, 8020-8089)	185,982,215.00	192,449,512.00	195,064,017.00	194,648,224.00
District's Projected Change in LCFF Revenue:		3.48%	1.36%	(.21%)
LCFF Revenue Standard		**-0.26% to 1.74%**	**-0.64% to 1.36%**	**-1.03% to 0.97%**
Status:		Not Met	Met	Met

4C. Comparison of District LCFF Revenue to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected change in LCFF revenue is outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard(s) and a description of the methods and assumptions used in projecting LCFF revenue.

Explanation: (required if NOT met)	The reason is due to the charter schools in lieu of property taxes growing with the projected charter enrollment growth.

5. CRITERION: Salaries and Benefits

STANDARD: Projected ratio of total unrestricted salaries and benefits to total unrestricted general fund expenditures for any of the budget year or two subsequent fiscal years has not changed from the historical average ratio from the three prior fiscal years by more than the greater of three percent or the district's required reserves percentage.

5A. Calculating the District's Historical Average Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form 01, Objects 1000-3999)	Estimated/Unaudited Actuals - Unrestricted (Resources 0000-1999) Total Expenditures (Form 01, Objects 1000-7499)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures
Third Prior Year (2023-24)	116,987,670.98	141,433,813.09	82.7%
Second Prior Year (2024-25)	130,849,312.24	159,083,511.83	82.3%
First Prior Year (2025-26)	121,244,503.27	142,596,459.65	85.0%
		Historical Average Ratio:	83.3%

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District's Reserve Standard Percentage (Criterion 10B, Line 4):	3.0%	3.0%	3.0%
District's Salaries and Benefits Standard (historical average ratio, plus/minus the greater of 3% or the district's reserve standard percentage):	**80.3% to 86.3%**	**80.3% to 86.3%**	**80.3% to 86.3%**

5B. Calculating the District's Projected Ratio of Unrestricted Salaries and Benefits to Total Unrestricted General Fund Expenditures

DATA ENTRY: If Form MYP exists, Unrestricted Salaries and Benefits, and Total Unrestricted Expenditures data for the 1st and 2nd Subsequent Years will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Fiscal Year	Budget - Unrestricted (Resources 0000-1999) Salaries and Benefits (Form MYP, Lines B1-B3)	Budget - Unrestricted (Resources 0000-1999) Total Expenditures (Form MYP, Lines B1-B8, B10)	Ratio of Unrestricted Salaries and Benefits to Total Unrestricted Expenditures	Status
Budget Year (2026-27)	111,453,084.00	137,404,992.00	81.1%	Met
1st Subsequent Year (2027-28)	112,052,623.53	138,915,054.62	80.7%	Met
2nd Subsequent Year (2028-29)	112,050,969.35	139,728,796.22	80.2%	Not Met

5C. Comparison of District Salaries and Benefits Ratio to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD NOT MET - Projected ratio(s) of unrestricted salary and benefit costs to total unrestricted expenditures are outside the standard in one or more of the budget or two subsequent fiscal years. Provide reasons why the projection(s) exceed the standard, a description of the methods and assumptions used in projecting salaries and benefits, and what changes, if any, will be made to bring the projected salary and benefit costs within the standard.

Explanation:
(required if NOT met)

This is due to the reductions the district made to avoid state receivership and bring the district into fiscal solvency.

6. CRITERION: Other Revenues and Expenditures

STANDARD: Projected operating revenues (including federal, other state, and other local) or expenditures (including books and supplies, and services and other operating), for any of the budget year or two subsequent fiscal years, have not changed from the prior fiscal year amount by more than the percentage change in population and the funded cost-of-living adjustment (COLA) plus or minus ten percent.

For each major object category, changes that exceed the percentage change in population and the funded COLA plus or minus five percent must be explained.

6A. Calculating the District's Other Revenues and Expenditures Standard Percentage Ranges

DATA ENTRY: All data are extracted or calculated.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. District's Change in Population and Funding Level (Criterion 4A1, Step 3):	.74%	.36%	(.03%)
2. District's Other Revenues and Expenditures Standard Percentage Range (Line 1, plus/minus 10%):	**-9.26% to 10.74%**	**-9.64% to 10.36%**	**-10.03% to 9.97%**
3. District's Other Revenues and Expenditures Explanation Percentage Range (Line 1, plus/minus 5%):	-4.26% to 5.74%	-4.64% to 5.36%	-5.03% to 4.97%

6B. Calculating the District's Change by Major Object Category and Comparison to the Explanation Percentage Range (Section 6A, Line 3)

DATA ENTRY: If Form MYP exists, the 1st and 2nd Subsequent Year data for each revenue and expenditure section will be extracted; if not, enter data for the two subsequent years. All other data are extracted or calculated.

Explanations must be entered for each category if the percent change for any year exceeds the district's explanation percentage range.

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Change Is Outside Explanation Range
Federal Revenue (Fund 01, Objects 8100-8299) (Form MYP, Line A2)			
First Prior Year (2025-26)	9,438,720.18		
Budget Year (2026-27)	9,455,469.00	.18%	No
1st Subsequent Year (2027-28)	9,455,469.00	0.00%	No
2nd Subsequent Year (2028-29)	9,455,469.00	0.00%	No

Explanation: (required if Yes)

Other State Revenue (Fund 01, Objects 8300-8599) (Form MYP, Line A3)

First Prior Year (2025-26)	33,191,579.27		
Budget Year (2026-27)	25,467,711.00	(23.27%)	Yes
1st Subsequent Year (2027-28)	25,748,410.18	1.10%	No
2nd Subsequent Year (2028-29)	25,965,403.22	.84%	No

Explanation: (required if Yes) The budget does not include revenues for resources 6019 and 7435 continuing in 2026-27 until the budget act is passed.

Other Local Revenue (Fund 01, Objects 8600-8799) (Form MYP, Line A4)

First Prior Year (2025-26)	24,772,254.07		
Budget Year (2026-27)	20,696,466.00	(16.45%)	Yes
1st Subsequent Year (2027-28)	20,122,720.09	(2.77%)	No
2nd Subsequent Year (2028-29)	20,122,720.09	0.00%	No

Explanation: (required if Yes) This is due to the Sonoma SELPA funding model change in 2026-27.

Books and Supplies (Fund 01, Objects 4000-4999) (Form MYP, Line B4)

First Prior Year (2025-26)	4,828,921.91		
Budget Year (2026-27)	4,965,615.00	2.83%	No
1st Subsequent Year (2027-28)	4,412,050.10	(11.15%)	Yes
2nd Subsequent Year (2028-29)	4,469,395.94	1.30%	No

Explanation:
(required if Yes)

This is due to restricted resources balances being spent out in 2026-27.

Services and Other Operating Expenditures (Fund 01, Objects 5000-5999) (Form MYP, Line B5)

First Prior Year (2025-26)	61,947,646.22		
Budget Year (2026-27)	60,843,703.00	(1.78%)	No
1st Subsequent Year (2027-28)	62,030,613.90	1.95%	No
2nd Subsequent Year (2028-29)	63,724,942.41	2.73%	No

Explanation:
(required if Yes)

6C. Calculating the District's Change in Total Operating Revenues and Expenditures (Section 6A, Line 2)

DATA ENTRY: All data are extracted or calculated.

Total Federal, Other State, and Other Local Revenue (Criterion 6B)

Object Range / Fiscal Year	Amount	Percent Change Over Previous Year	Status
First Prior Year (2025-26)	67,402,553.52		
Budget Year (2026-27)	55,619,646.00	(17.48%)	Not Met
1st Subsequent Year (2027-28)	55,326,599.27	(.53%)	Met
2nd Subsequent Year (2028-29)	55,543,592.31	.39%	Met

Total Books and Supplies, and Services and Other Operating Expenditures (Criterion 6B)

First Prior Year (2025-26)	66,776,568.13		
Budget Year (2026-27)	65,809,318.00	(1.45%)	Met
1st Subsequent Year (2027-28)	66,442,664.00	.96%	Met
2nd Subsequent Year (2028-29)	68,194,338.35	2.64%	Met

6D. Comparison of District Total Operating Revenues and Expenditures to the Standard Percentage Range

DATA ENTRY: Explanations are linked from Section 6B if the status in Section 6C is not met; no entry is allowed below.

1a. STANDARD NOT MET - Projected total operating revenues have changed by more than the standard in one or more of the budget or two subsequent fiscal years. Reasons for the projected change, descriptions of the methods and assumptions used in the projections, and what changes, if any, will be made to bring the projected operating revenues within the standard must be entered in Section 6A above and will also display in the explanation box below.

Explanation: Federal Revenue (linked from 6B if NOT met)	
Explanation: Other State Revenue (linked from 6B if NOT met)	The budget does not include revenues for resources 6019 and 7435 continuing in 2026-27 until the budget act is passed.
Explanation: Other Local Revenue (linked from 6B if NOT met)	This is due to the Sonoma SELPA funding model change in 2026-27.

1b. STANDARD MET - Projected total operating expenditures have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: Books and Supplies (linked from 6B if NOT met)	
Explanation: **Services and Other Exps** (linked from 6B if NOT met)	

7. CRITERION: Facilities Maintenance

STANDARD: Confirm that the annual contribution for facilities maintenance funding is not less than the amount required pursuant to Education Code Section 17070.75, if applicable, and that the district is providing adequately to preserve the functionality of its facilities for their normal life in accordance with Education Code sections 52060(d)(1) and 17002(d)(1).

Determining the District's Compliance with the Contribution Requirement for EC Section 17070.75 - Ongoing and Major Maintenance/Restricted Maintenance Account (OMMA/RMA)

NOTE: EC Section 17070.75 requires the district to deposit into the account a minimum amount equal to or greater than three percent of the total general fund expenditures and other financing uses for that fiscal year. Statute exclude the following resource codes from the total general fund expenditures calculation: 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690.

DATA ENTRY: Click the appropriate Yes or No button for special education local plan area (SELPA) administrative units (AUs); all other data are extracted or calculated. If standard is not met, enter an X in the appropriate box and enter an explanation, if applicable.

1. a. For districts that are the AU of a SELPA, do you choose to exclude revenues that are passed through to participating members of the SELPA from the OMMA/RMA required minimum contribution calculation?

   b. Pass-through revenues and apportionments that may be excluded from the OMMA/RMA calculation per EC Section 17070.75(b)(2)(D) (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223) 0.00

2. Ongoing and Major Maintenance/Restricted Maintenance Account

a. Budgeted Expenditures and Other Financing Uses (Form 01, objects 1000-7999, exclude resources 3212, 3213, 3214, 3216, 3218, 3219, 3225, 3226, 3227, 3228, 5316, 5632, 5633, 5634, 7027, and 7690)	227,897,651.00			
b. Plus: Pass-through Revenues and Apportionments (Line 1b, if line 1a is No)		3% Required Minimum Contribution (Line 2c times 3%)	Budgeted Contribution[1] to the Ongoing and Major Maintenance Account	Status
c. Net Budgeted Expenditures and Other Financing Uses	227,897,651.00	6,836,929.53	6,909,251.00	Met

[1] Fund 01, Resource 8150, Objects 8900-8999

If standard is not met, enter an X in the box that best describes why the minimum required contribution was not made:

- [ ] Not applicable (district does not participate in the Leroy F. Greene School Facilities Act of 1998)
- [ ] Exempt (due to district's small size [EC Section 17070.75 (b)(2)(E)])
- [ ] Other (explanation must be provided)

Explanation: (required if NOT met and Other is marked)

8. CRITERION: Deficit Spending

STANDARD: Unrestricted deficit spending (total unrestricted expenditures and other financing uses is greater than total unrestricted revenues and other financing sources) as a percentage of total unrestricted expenditures and other financing uses, has not exceeded one-third of the district's available reserves[1] as a percentage of total expenditures and other financing uses[2] in two out of three prior fiscal years.

8A. Calculating the District's Deficit Spending Standard Percentage Levels

DATA ENTRY: All data are extracted or calculated.

		Third Prior Year (2023-24)	Second Prior Year (2024-25)	First Prior Year (2025-26)
1.	District's Available Reserve Amounts (resources 0000-1999)			
	a. Stabilization Arrangements (Funds 01 and 17, Object 9750)	0.00	0.00	0.00
	b. Reserve for Economic Uncertainties (Funds 01 and 17, Object 9789)	7,592,258.10	608,815.50	2,833,958.81
	c. Unassigned/Unappropriated (Funds 01 and 17, Object 9790)	0.00	(1,504,020.34)	0.00
	d. Negative General Fund Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999)	0.00	0.00	0.00
	e. Available Reserves (Lines 1a through 1d)	7,592,258.10	(895,204.84)	2,833,958.81
2.	Expenditures and Other Financing Uses			
	a. District's Total Expenditures and Other Financing Uses (Fund 01, objects 1000-7999)	253,075,270.09	257,866,332.86	248,391,019.92
	b. Plus: Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)			0.00
	c. Total Expenditures and Other Financing Uses (Line 2a plus Line 2b)	253,075,270.09	257,866,332.86	248,391,019.92
3.	District's Available Reserve Percentage (Line 1e divided by Line 2c)	3.0%	(.3%)	1.1%
	District's Deficit Spending Standard Percentage Levels (Line 3 times 1/3):	**1.0%**	**(.1%)**	**.4%**

[1]Available reserves are the unrestricted amounts in the Stabilization Arrangement, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2]A school district that is the Administrative Unit of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

8B. Calculating the District's Deficit Spending Percentages

DATA ENTRY: All data are extracted or calculated.

Fiscal Year	Net Change in Unrestricted Fund Balance (Form 01, Section E)	Total Unrestricted Expenditures and Other Financing Uses (Form 01, Objects 1000-7999)	Deficit Spending Level (If Net Change in Unrestricted Fund Balance is negative, else N/A)	Status
Third Prior Year (2023-24)	4,123,735.33	141,433,813.09	N/A	Met
Second Prior Year (2024-25)	(19,595,461.25)	159,083,511.83	12.3%	Not Met
First Prior Year (2025-26)	1,816,367.77	142,596,459.65	N/A	Met
Budget Year (2026-27) (Information only)	3,524,559.00	137,404,992.00		

8C. Comparison of District Deficit Spending to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted deficit spending, if any, has not exceeded the standard percentage level in two or more of the three prior years.

Explanation:
(required if NOT met)

The district had board approved budget solutions to reduce the deficit spending.

9. CRITERION: Fund and Cash Balances

A. Fund Balance STANDARD: Budgeted beginning unrestricted general fund balance has not been overestimated for two out of three prior fiscal years by more than the following percentage levels:

Percentage Level [1]	District ADA
1.7%	0 to 300
1.3%	301 to 1,000
1.0%	1,001 to 30,000
0.7%	30,001 to 250,000
0.3%	250,001 and over

[1] Percentage levels equate to a rate of deficit spending which would eliminate recommended reserves for economic uncertainties over a three year period.

District Estimated P-2 ADA (Form A, Lines A6 and C4):	10,734
District's Fund Balance Standard Percentage Level:	**1.0%**

9A-1. Calculating the District's Unrestricted General Fund Beginning Balance Percentages

DATA ENTRY: Enter data in the Original Budget column for the First, Second, and Third Prior Years; all other data are extracted or calculated.

Fiscal Year	Unrestricted General Fund Beginning Balance [2] (Form 01, Line F1e, Unrestricted Column) Original Budget	Estimated/Unaudited Actuals	Beginning Fund Balance Variance Level (If overestimated, else N/A)	Status
Third Prior Year (2023-24)	11,373,115.64	14,360,981.32	N/A	Met
Second Prior Year (2024-25)	18,272,830.15	18,484,716.65	N/A	Met
First Prior Year (2025-26)	(2,997,332.03)	775,117.40	N/A	Met
Budget Year (2026-27) (Information only)	4,477,347.17			

[2] Adjusted beginning balance, including audit adjustments and other restatements (objects 9791-9795)

9A-2. Comparison of District Unrestricted Beginning Fund Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Unrestricted general fund beginning fund balance has not been overestimated by more than the standard percentage level for two or more of the previous three years.

Explanation:
(required if NOT met)

B. Cash Balance Standard: Projected general fund cash balance will be positive at the end of the current fiscal year.

9B-1: Determining if the District's Ending Cash Balance is Positive

DATA ENTRY: If Form CASH exists, data will be extracted; if not, data must be entered below.

Fiscal Year	Ending Cash Balance General Fund (Form CASH, Line F, June Column)	Status
Current Year (2026-27)	12,726,976.48	Met

9B-2. Comparison of the District's Ending Cash Balance to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected general fund cash balance will be positive at the end of the current fiscal year.

Explanation:
(required if NOT met)

10. CRITERION: Reserves

STANDARD: Available reserves[1] for any of the budget year or two subsequent fiscal years are not less than the following percentages or amounts[2] as applied to total expenditures and other financing uses[3]:

DATA ENTRY: Budget Year data are extracted. If Form MYP exists, 1st and 2nd Subsequent Year data will be extracted. If not, enter district regular ADA and charter school ADA corresponding to financial data reported in the General Fund, only, for the two subsequent years.

Percentage Level	District ADA
5% or $90,000 (greater of)	0 to 300
4% or $90,000 (greater of)	301 to 1,000
3%	1,001 to 30,000
2%	30,001 to 250,000
1%	250,001 and over

[1] Available reserves are the unrestricted amounts in the Stabilization Arrangements, Reserve for Economic Uncertainties, and Unassigned/Unappropriated accounts in the General Fund and the Special Reserve Fund for Other Than Capital Outlay Projects. Available reserves will be reduced by any negative ending balances in restricted resources in the General Fund.

[2] Dollar amounts to be adjusted annually by the prior year statutory cost-of-living adjustment, as referenced in Education Code Section 42238.02, rounded to the nearest thousand.

[3] A school district that is the Administrative Unit (AU) of a Special Education Local Plan Area (SELPA) may exclude from its expenditures the distribution of funds to its participating members.

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
District Estimated P-2 ADA (Budget Year, Form A, Lines A4 and C4. Subsequent Years, Form MYP, Line F2, if available.)	10,710	10,308	9,928
District's Reserve Standard Percentage Level:	**3%**	**3%**	**3%**

10A. Calculating the District's Special Education Pass-through Exclusions (only for districts that serve as the AU of a SELPA)

DATA ENTRY: For SELPA AUs, if Form MYP exists, all data will be extracted including the Yes/No button selection. If not, click the appropriate Yes or No button for item 1. If Yes, enter data for item 2a. If No, enter data for the two subsequent years in item 2b; Budget Year data are extracted.

For districts that serve as the AU of a SELPA (Form MYP, Lines F1a, F1b1, and F1b2):

1. Do you choose to exclude from the reserve calculation the pass-through funds distributed to SELPA members? YES

2. If you are the SELPA AU and are excluding special education pass-through funds:

   a. Enter the name(s) of the SELPA(s):

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
b. Special Education Pass-through Funds (Fund 10, resources 3300-3499, 6500-6540 and 6546, objects 7211-7213 and 7221-7223)	0.00		

10B. Calculating the District's Reserve Standard

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 and 2 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	Expenditures and Other Financing Uses (Fund 01, objects 1000-7999) (Form MYP, Line B11)	236,938,202.00	236,809,528.45	239,115,950.84
2.	Plus: Special Education Pass-through (Criterion 10A, Line 2b, if Criterion 10A, Line 1 is No)			
3.	Total Expenditures and Other Financing Uses (Line B1 plus Line B2)	236,938,202.00	236,809,528.45	239,115,950.84

4.	Reserve Standard Percentage Level	3%	3%	3%
5.	Reserve Standard - by Percent (Line B3 times Line B4)	7,108,146.06	7,104,285.85	7,173,478.53
6.	Reserve Standard - by Amount ($90,000 for districts with 0 to 1,000 ADA, else 0)	0.00	0.00	0.00
7.	**District's Reserve Standard (Greater of Line B5 or Line B6)**	**7,108,146.06**	**7,104,285.85**	**7,173,478.53**

10C. Calculating the District's Budgeted Reserve Amount

DATA ENTRY: If Form MYP exists, 1st and 2nd Subsequent Year data for lines 1 through 7 will be extracted; if not, enter data for the two subsequent years.

All other data are extracted or calculated.

Reserve Amounts (Unrestricted resources 0000-1999 except Line 4):		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1.	General Fund - Stabilization Arrangements (Fund 01, Object 9750) (Form MYP, Line E1a)	0.00	0.00	0.00
2.	General Fund - Reserve for Economic Uncertainties (Fund 01, Object 9789) (Form MYP, Line E1b)	7,108,146.06	7,104,285.85	7,173,478.53
3.	General Fund - Unassigned/Unappropriated Amount (Fund 01, Object 9790) (Form MYP, Line E1c)	893,760.11	3,740,728.85	2,573,687.00
4.	General Fund - Negative Ending Balances in Restricted Resources (Fund 01, Object 979Z, if negative, for each of resources 2000-9999) (Form MYP, Line E1d)	(1.36)	0.00	0.00
5.	Special Reserve Fund - Stabilization Arrangements (Fund 17, Object 9750) (Form MYP, Line E2a)	0.00	0.00	0.00
6.	Special Reserve Fund - Reserve for Economic Uncertainties (Fund 17, Object 9789) (Form MYP, Line E2b)	644,800.50	0.00	0.00
7.	Special Reserve Fund - Unassigned/Unappropriated Amount (Fund 17, Object 9790) (Form MYP, Line E2c)	0.00	0.00	0.00
8.	District's Budgeted Reserve Amount (Lines C1 thru C7)	8,646,705.31	10,845,014.70	9,747,165.53
9.	District's Budgeted Reserve Percentage (Information only) (Line 8 divided by Section 10B, Line 3)	3.65%	4.58%	4.08%
	District's Reserve Standard (Section 10B, Line 7):	**7,108,146.06**	**7,104,285.85**	**7,173,478.53**
	Status:	Met	Met	Met

10D. Comparison of District Reserve Amount to the Standard

DATA ENTRY: Enter an explanation if the standard is not met.

1a. STANDARD MET - Projected available reserves have met the standard for the budget and two subsequent fiscal years.

Explanation:
(required if NOT met)

SUPPLEMENTAL INFORMATION

DATA ENTRY: Click the appropriate Yes or No button for items S1 through S4. Enter an explanation for each Yes answer.

S1. Contingent Liabilities

1a. Does your district have any known or contingent liabilities (e.g., financial or program audits, litigation, state compliance reviews) that may impact the budget? — No

1b. If Yes, identify the liabilities and how they may impact the budget:

S2. Use of One-time Revenues for Ongoing Expenditures

1a. Does your district have ongoing general fund expenditures in the budget in excess of one percent of the total general fund expenditures that are funded with one-time resources? — No

1b. If Yes, identify the expenditures and explain how the one-time resources will be replaced to continue funding the ongoing expenditures in the following fiscal years:

S3. Use of Ongoing Revenues for One-time Expenditures

1a. Does your district have large non-recurring general fund expenditures that are funded with ongoing general fund revenues? — No

1b. If Yes, identify the expenditures:

S4. Contingent Revenues

1a. Does your district have projected revenues for the budget year or either of the two subsequent fiscal years contingent on reauthorization by the local government, special legislation, or other definitive act (e.g., parcel taxes, forest reserves)? — No

1b. If Yes, identify any of these revenues that are dedicated for ongoing expenses and explain how the revenues will be replaced or expenditures reduced:

S5. Contributions

Identify projected contributions from unrestricted resources in the general fund to restricted resources in the general fund for the budget year and two subsequent fiscal years. Provide an explanation if contributions have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether contributions are ongoing or one-time in nature.

Identify projected transfers to or from the general fund to cover operating deficits in either the general fund or any other fund for the budget year and two subsequent fiscal years. Provide an explanation if transfers have changed from the prior fiscal year amounts by more than $20,000 and more than ten percent. Explanation should include whether transfers are ongoing or one-time in nature.

Estimate the impact of any capital projects on the general fund operational budget.

District's Contributions and Transfers Standard: -10.0% to +10.0% or -$20,000 to +$20,000

S5A. Identification of the District's Projected Contributions, Transfers, and Capital Projects that may Impact the General Fund

DATA ENTRY: For Contributions, enter data in the Projection column for the 1st and 2nd Subsequent Years. Contributions for the First Prior Year and Budget Year data will be extracted. For Transfers In and Transfers Out, the First Prior Year and Budget Year data will be extracted. If Form MYP exists, the data will be extracted for the 1st and 2nd Subsequent Years. If Form MYP does not exist, enter data for the 1st and 2nd Subsequent Years. Click the appropriate button for 1d. All other data are extracted or calculated.

Description / Fiscal Year	Projection	Amount of Change	Percent Change	Status
1a. **Contributions, Unrestricted General Fund (Fund 01, Resources 0000-1999, Object 8980)**				
First Prior Year (2025-26)	(43,959,412.98)			
Budget Year (2026-27)	(52,108,873.00)	8,149,460.02	18.5%	Not Met
1st Subsequent Year (2027-28)	(54,346,868.90)	2,237,995.90	4.3%	Met
2nd Subsequent Year (2028-29)	(55,486,612.23)	1,139,743.33	2.1%	Met
1b. **Transfers In, General Fund ***				
First Prior Year (2025-26)	5,900,000.00			
Budget Year (2026-27)	920,313.00	(4,979,687.00)	(84.4%)	Not Met
1st Subsequent Year (2027-28)	920,313.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	(920,313.00)	(100.0%)	Not Met
1c. **Transfers Out, General Fund ***				
First Prior Year (2025-26)	0.00			
Budget Year (2026-27)	0.00	0.00	0.0%	Met
1st Subsequent Year (2027-28)	0.00	0.00	0.0%	Met
2nd Subsequent Year (2028-29)	0.00	0.00	0.0%	Met

1d. **Impact of Capital Projects**

Do you have any capital projects that may impact the general fund operational budget? No

* Include transfers used to cover operating deficits in either the general fund or any other fund.

S5B. Status of the District's Projected Contributions, Transfers, and Capital Projects

DATA ENTRY: Enter an explanation if Not Met for items 1a-1c or if Yes for item 1d.

1a. NOT MET - The projected contributions from the unrestricted general fund to restricted general fund programs have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify restricted programs and amount of contribution for each program and whether contributions are ongoing or one-time in nature. Explain the district's plan, with timeframes, for reducing or eliminating the contribution.

Explanation: (required if NOT met)

This is due to the one-time budget solution to use RDA towards the contribution to Routine Restricted Maintenance.

1b. NOT MET - The projected transfers in to the general fund have changed by more than the standard for one or more of the budget or subsequent two fiscal years. Identify the amount(s) transferred, by fund, and whether transfers are ongoing or one-time in nature. If ongoing, explain the district's plan, with timelines, for reducing or eliminating the transfers.

Explanation: (required if NOT met)

This is due to the one-time budget solution to use RDA towards the contribution to Routine Restricted Maintenance.

1c. MET - Projected transfers out have not changed by more than the standard for the budget and two subsequent fiscal years.

Explanation: (required if NOT met)

1d. NO - There are no capital projects that may impact the general fund operational budget.

Project Information: (required if YES)

S6. Long-term Commitments

Identify all existing and new multiyear commitments[1] and their annual required payments for the budget year and two subsequent fiscal years. Explain how any increase in annual payments will be funded. Also explain how any decrease to funding sources used to pay long-term commitments will be replaced.

[1] Include multiyear commitments, multiyear debt agreements, and new programs or contracts that result in long-term obligations.

S6A. Identification of the District's Long-term Commitments

DATA ENTRY: Click the appropriate button in item 1 and enter data in all columns of item 2 for applicable long-term commitments; there are no extractions in this section.

1. Does your district have long-term (multiyear) commitments?
   (If No, skip item 2 and Sections S6B and S6C) — Yes

2. If Yes to item 1, list all new and existing multiyear commitments and required annual debt service amounts. Do not include long-term commitments for postemployment benefits other than pensions (OPEB); OPEB is disclosed in item S7A.

Type of Commitment	# of Years Remaining	SACS Fund and Object Codes Used For: Funding Sources (Revenues)	Debt Service (Expenditures)	Principal Balance as of July 1, 2026
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (do not include OPEB):				
TOTAL:				0

Type of Commitment (continued)	Prior Year (2025-26) Annual Payment (P & I)	Budget Year (2026-27) Annual Payment (P & I)	1st Subsequent Year (2027-28) Annual Payment (P & I)	2nd Subsequent Year (2028-29) Annual Payment (P & I)
Leases				
Certificates of Participation				
General Obligation Bonds				
Supp Early Retirement Program				
State School Building Loans				
Compensated Absences				
Other Long-term Commitments (continued):				
Total Annual Payments:	0	0	0	0
Has total annual payment increased over prior year (2025-26)?		**No**	**No**	**No**

S6B. Comparison of the District's Annual Payments to Prior Year Annual Payment

DATA ENTRY: Enter an explanation if Yes.

1a. No - Annual payments for long-term commitments have not increased in one or more of the budget and two subsequent fiscal years.

Explanation:
(required if Yes to increase in total annual payments)

S6C. Identification of Decreases to Funding Sources Used to Pay Long-term Commitments

DATA ENTRY: Click the appropriate Yes or No button in item 1; if Yes, an explanation is required in item 2.

1. Will funding sources used to pay long-term commitments decrease or expire prior to the end of the commitment period, or are they one-time sources?

No

2. No - Funding sources will not decrease or expire prior to the end of the commitment period, and one-time funds are not being used for long-term commitment annual payments.

Explanation:
(required if Yes)

S7. Unfunded Liabilities

Estimate the unfunded liability for postemployment benefits other than pensions (OPEB) based on an actuarial valuation, if required, or other method; identify or estimate the actuarially determined contribution (if available); and indicate how the obligation is funded (pay-as-you-go, amortized over a specific period, etc.).

Estimate the unfunded liability for self-insurance programs such as workers' compensation based on an actuarial valuation, if required, or other method; identify or estimate the required contribution; and indicate how the obligation is funded (level of risk retained, funding approach, etc.).

S7A. Identification of the District's Estimated Unfunded Liability for Postemployment Benefits Other than Pensions (OPEB)

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section except the budget year data on line 5b.

1	Does your district provide postemployment benefits other than pensions (OPEB)? (If No, skip items 2-5)	Yes
2.	For the district's OPEB:	
	a. Are they lifetime benefits?	No
	b. Do benefits continue past age 65?	No
	c. Describe any other characteristics of the district's OPEB program including eligibility criteria and amounts, if any, that retirees are required to contribute toward their own benefits:	

3	a. Are OPEB financed on a pay-as-you-go, actuarial cost, or other method?	Pay-as-you-go	
	b. Indicate any accumulated amounts earmarked for OPEB in a self-insurance or governmental fund	Self-Insurance Fund	Governmental Fund
		0	596,578

4.	OPEB Liabilities	
	a. Total OPEB liability	33,088,079.00
	b. OPEB plan(s) fiduciary net position (if applicable)	0.00
	c. Total/Net OPEB liability (Line 4a minus Line 4b)	33,088,079.00
	d. Is total OPEB liability based on the district's estimate or an actuarial valuation?	Actuarial
	e. If based on an actuarial valuation, indicate the measurement date of the OPEB valuation	6/30/2025

		Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
5.	OPEB Contributions			
	a. OPEB actuarially determined contribution (ADC), if available, per actuarial valuation or Alternative Measurement Method	884,694.00	884,694.00	884,694.00
	b. OPEB amount contributed (for this purpose, include premiums paid to a self-insurance fund) (funds 01-70, objects 3701-3752)	884,694.00	884,694.00	884,694.00
	c. Cost of OPEB benefits (equivalent of "pay-as-you-go" amount)	884,694.00	884,694.00	884,694.00
	d. Number of retirees receiving OPEB benefits	200.00	200.00	200.00

S7B. Identification of the District's Unfunded Liability for Self-Insurance Programs

DATA ENTRY: Click the appropriate button in item 1 and enter data in all other applicable items; there are no extractions in this section.

1 Does your district operate any self-insurance programs such as workers' compensation, employee health and welfare, or property and liability? (Do not include OPEB, which is covered in Section S7A) (If No, skip items 2-4)

Yes

2 Describe each self-insurance program operated by the district, including details for each such as level of risk retained, funding approach, basis for valuation (district's estimate or actuarial), and date of the valuation:

Fund 67 {Self Insurance Dental Fund}

3. Self-Insurance Liabilities

a. Accrued liability for self-insurance programs	2,149,901.00
b. Unfunded liability for self-insurance programs	0.00

4. Self-Insurance Contributions

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
a. Required contribution (funding) for self-insurance programs	2,149,901.00	2,149,901.00	2,149,901.00
b. Amount contributed (funded) for self-insurance programs	2,149,901.00	2,149,901.00	2,149,901.00

S8. Status of Labor Agreements

Analyze the status of all employee labor agreements. Identify new labor agreements, as well as new commitments provided as part of previously ratified multiyear agreements; and include all contracts, including all administrator contracts (and including all compensation). For new agreements, indicate the date of the required board meeting. Compare the increase in new commitments to the projected increase in ongoing revenues, and explain how these commitments will be funded in future fiscal years.

If salary and benefit negotiations are not finalized at budget adoption, upon settlement with certificated or classified staff:

The school district must determine the cost of the settlement, including salaries, benefits, and any other agreements that change costs, and provide the county office of education (COE) with an analysis of the cost of the settlement and its impact on the operating budget.

The county superintendent shall review the analysis relative to the criteria and standards, and may provide written comments to the president of the district governing board and superintendent.

S8A. Cost Analysis of District's Labor Agreements - Certificated (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of certificated (non-management) full - time - equivalent (FTE) positions	741.42	674.12	668.30	660.20

Certificated (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? — No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

In 2025-26 and beyond.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	943,156

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7. Amount included for any tentative salary schedule increases			

Certificated (Non-management) Health and Welfare (H&W) Benefits

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Certificated (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs			

If Yes, explain the nature of the new costs:

Certificated (Non-management) Step and Column Adjustments

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

Certificated (Non-management) Attrition (layoffs and retirements)

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are savings from attrition included in the budget and MYPs?			
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?			

Certificated (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., class size, hours of employment, leave of absence, bonuses, etc.):

S8B. Cost Analysis of District's Labor Agreements - Classified (Non-management) Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of classified(non - management) FTE positions	405.87	396.87	396.87	396.87

Classified (Non-management) Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, and the corresponding public disclosure documents have been filed with the COE, complete questions 2 and 3.

If Yes, and the corresponding public disclosure documents have not been filed with the COE, complete questions 2-5.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 6 and 7.

In 2025-26 and beyond.

Negotiations Settled

2a. Per Government Code Section 3547.5(a), date of public disclosure board meeting:

2b. Per Government Code Section 3547.5(b), was the agreement certified by the district superintendent and chief business official?

If Yes, date of Superintendent and CBO certification:

3. Per Government Code Section 3547.5(c), was a budget revision adopted to meet the costs of the agreement?

If Yes, date of budget revision board adoption:

4. Period covered by the agreement: Begin Date: End Date:

5. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
One Year Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year			
or			
Multiyear Agreement			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Identify the source of funding that will be used to support multiyear salary commitments:

Negotiations Not Settled

6.	Cost of a one percent increase in salary and statutory benefits	378,472

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
7. Amount included for any tentative salary schedule increases			

Classified (Non-management) Health and Welfare (H&W) Benefits

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Classified (Non-management) Prior Year Settlements

Are any new costs from prior year settlements included in the budget?

If Yes, amount of new costs included in the budget and MYPs			

If Yes, explain the nature of the new costs:

Classified (Non-management) Step and Column Adjustments

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step & column adjustments			
3. Percent change in step & column over prior year			

Classified (Non-management) Attrition (layoffs and retirements)

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are savings from attrition included in the budget and MYPs?			
2. Are additional H&W benefits for those laid-off or retired employees included in the budget and MYPs?			

Classified (Non-management) - Other

List other significant contract changes and the cost impact of each change (i.e., hours of employment, leave of absence, bonuses, etc.):

S8C. Cost Analysis of District's Labor Agreements - Management/Supervisor/Confidential Employees

DATA ENTRY: Enter all applicable data items; there are no extractions in this section.

	Prior Year (2nd Interim) (2025-26)	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Number of management, supervisor, and confidential FTE positions	127.50	98.00	98.00	98.00

Management/Supervisor/Confidential

Salary and Benefit Negotiations

1. Are salary and benefit negotiations settled for the budget year? No

If Yes, complete question 2.

If No, identify the unsettled negotiations including any prior year unsettled negotiations and then complete questions 3 and 4.

In 2025-26 and beyond.

If n/a, skip the remainder of Section S8C.

Negotiations Settled

2. Salary settlement:

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
Is the cost of salary settlement included in the budget and multiyear projections (MYPs)?			
Total cost of salary settlement			
% change in salary schedule from prior year (may enter text, such as "Reopener")			

Negotiations Not Settled

3. Cost of a one percent increase in salary and statutory benefits 167,501

	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
4. Amount included for any tentative salary schedule increases			

Management/Supervisor/Confidential **Health and Welfare (H&W) Benefits**	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of H&W benefit changes included in the budget and MYPs?			
2. Total cost of H&W benefits			
3. Percent of H&W cost paid by employer			
4. Percent projected change in H&W cost over prior year			

Management/Supervisor/Confidential **Step and Column Adjustments**	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are step & column adjustments included in the budget and MYPs?			
2. Cost of step and column adjustments			
3. Percent change in step & column over prior year			

Management/Supervisor/Confidential **Other Benefits (mileage, bonuses, etc.)**	Budget Year (2026-27)	1st Subsequent Year (2027-28)	2nd Subsequent Year (2028-29)
1. Are costs of other benefits included in the budget and MYPs?			
2. Total cost of other benefits			
3. Percent change in cost of other benefits over prior year			

S9. Local Control and Accountability Plan (LCAP)

Confirm that the school district's governing board has adopted an LCAP or an update to the LCAP effective for the budget year.

DATA ENTRY: Click the appropriate Yes or No button in item 1, and enter the date in item 2.

1. Did or will the school district's governing board adopt an LCAP or an update to the LCAP effective for the budget year?	Yes
2. Adoption date of the LCAP or an update to the LCAP.	Jun 24, 2026

S10. LCAP Expenditures

Confirm that the school district's budget includes the expenditures necessary to implement the LCAP or annual update to the LCAP.

DATA ENTRY: Click the appropriate Yes or No button.

Does the school district's budget include the expenditures necessary to implement the LCAP or annual update to the LCAP as described in the Local Control and Accountability Plan and Annual Update Template?	Yes

ADDITIONAL FISCAL INDICATORS

The following fiscal indicators are designed to provide additional data for reviewing agencies. A "Yes" answer to any single indicator does not necessarily suggest a cause for concern, but may alert the reviewing agency to the need for additional review. DATA ENTRY: Click the appropriate Yes or No button for items A1 through A9 except item A3, which is automatically completed based on data in Criterion 2.

A1.	Do cash flow projections show that the district will end the budget year with a negative cash balance in the general fund?	No
A2.	Is the system of personnel position control independent from the payroll system?	No
A3.	Is enrollment decreasing in both the prior fiscal year and budget year? (Data from the enrollment budget column and actual column of Criterion 2A are used to determine Yes or No)	Yes
A4.	Are new charter schools operating in district boundaries that impact the district's enrollment, either in the prior fiscal year or budget year?	No
A5.	Has the district entered into a bargaining agreement where any of the budget or subsequent years of the agreement would result in salary increases that are expected to exceed the projected state funded cost-of-living adjustment?	No
A6.	Does the district provide uncapped (100% employer paid) health benefits for current or retired employees?	Yes
A7.	Is the district's financial system independent of the county office system?	No
A8.	Does the district have any reports that indicate fiscal distress pursuant to Education Code Section 42127.6(a)? (If Yes, provide copies to the county office of education)	No
A9.	Have there been personnel changes in the superintendent or chief business official positions within the last 12 months?	Yes

When providing comments for additional fiscal indicators, please include the item number applicable to each comment.

Comments:
(optional)

End of School District Budget Criteria and Standards Review

2026-27 Adopted Budget

Technical Review Checks

Phase - All

Display - Exceptions Only

California Dept of Education

SACS Financial Reporting Software

Budget, July 1
Budget 2026-27
Technical Review Checks
Phase - All
Display - Exceptions Only

Santa Rosa City Schools **Sonoma County**

Following is a chart of the various types of technical review checks and related requirements:

F - Fatal (Data must be corrected; an explanation is not allowed)
W/WC - Warning/Warning with Calculation (If data are not correct, correct the data; if data are correct an explanation is required)
O - Informational (If data are not correct, correct the data; if data are correct an explanation is optional, but encouraged)

GENERAL LEDGER CHECKS

OBJ-POSITIVE - (**Warning**) - The following objects have a negative balance by resource, by fund: **Exception**

FUND	RESOURCE	OBJECT	VALUE
01	0000	3702	($432,876.00)
Explanation: Return of equity for OPEB.			
01	0000	3701	($650,920.00)
Explanation: Return of equity for OPEB.			

2026-27 Adopted Budget

Santa Rosa City Schools

The Local Control Funding Formula (LCFF) Calculator is a specialized financial tool built by The Fiscal Crisis and Management Assistance Team (FCMAT) to help California public school districts and charter schools project their state funding. It processes data like school attendance and high-needs student demographics through California's Local Control Funding Formula to help districts build accurate multi-year budgets.

The following tabs out of the LCFF Calculator are attached for the Elementary District, High District, Santa Rosa French-American Charter (SRFACS), Cesar Chavez Language Academy, Santa Rosa Charter School for the Arts, and Santa Rosa Accelerated Charter:

- The ADA tab is the section of the LCFF Calculator where school districts input their student attendance data by grade level, allowing the tool to automatically calculate the district's baseline funding using the state's beneficial multi-year attendance averages.

- The Summary tab is the final dashboard of the LCFF Calculator that aggregates all the complex data from other tabs—like attendance, demographics, and state inflation adjustments—into a clean, executive-level overview of a district's total projected funding.

Santa Rosa Elementary (70912)				
DETAILED ADA CALCULATION	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Third Prior Year ADA for the Hold Harmless (adjusted for current year c	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA
Grades TK-3	1,600.19	1,681.73	1,753.49	1,641.25
Grades 4-6	1,168.40	1,145.46	1,171.69	1,156.07
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	2,768.59	2,827.19	2,925.18	2,797.32
NSS	-	-	-	-
Combined Subtotal	2,768.59	2,827.19	2,925.18	2,797.32
Second Prior Year ADA for the Hold Harmless (adjusted for current yea	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3	1,681.73	1,753.49	1,641.25	1,506.21
Grades 4-6	1,145.46	1,171.69	1,156.07	1,120.49
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	2,827.19	2,925.18	2,797.32	2,626.70
NSS	-	-	-	-
Combined Subtotal	2,827.19	2,925.18	2,797.32	2,626.70
Prior Year ADA for the Hold Harmless (adjusted for current year charter	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	1,753.49	1,641.25	1,506.21	1,455.91
Grades 4-6	1,171.69	1,156.07	1,120.49	1,123.29
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	2,925.18	2,797.32	2,626.70	2,579.20
NSS	-	-	-	-
Combined Subtotal	2,925.18	2,797.32	2,626.70	2,579.20
Net Adjustment to Prior Year ADA for Charter Shift				
Second Prior Year Net increase/(decrease) to prior year ADA due t	3.40	2.80	2.80	2.80
Prior Year Net increase/(decrease) to prior year ADA due to Charte	2.80	2.80	2.80	2.80
Second prior year charter school shift percentage	-	-	-	-
Prior year charter school shift percentage	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - **Effective beginning in 2022-23**				
Grades TK-3	1,678.47	1,692.16	1,633.65	1,534.46
Grades 4-6	1,161.85	1,157.74	1,149.42	1,133.28
Grades 7-8	-	-	-	-

Santa Rosa Elementary (70912)				
DETAILED ADA CALCULATION	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Grades 9-12	-	-	-	-
LCFF Subtotal	2,840.32	2,849.90	2,783.07	2,667.74
NSS	-	-	-	-
Combined Subtotal	2,840.32	2,849.90	2,783.07	2,667.74
Current Year Charter Shift ADA for the Hold Harmless and 3-prior	2.80	2.80	2.80	2.80
Current Year ADA				
Grades TK-3	1,641.20	1,506.16	1,455.86	1,430.71
Grades 4-6	1,153.32	1,117.74	1,120.54	1,036.71
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	2,794.52	2,623.90	2,576.40	2,467.42
NSS	-	-	-	-
Combined Subtotal	2,794.52	2,623.90	2,576.40	2,467.42
Change in LCFF ADA (excludes NSS ADA)	(130.66) Decline	(173.42) Decline	(50.30) Decline	(111.78) Decline
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)				
Grades TK-3	1,753.49	1,692.16	1,633.65	1,534.46
Grades 4-6	1,171.69	1,157.74	1,149.42	1,133.28
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Subtotal	2,925.18 *Prior Year*	2,849.90 *3PY Average*	2,783.07 *3PY Average*	2,667.74 *3PY Average*
Funded NSS ADA				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Subtotal	-	-	-	-
NPS, CDS, & COE Operated				
Grades TK-3	7.70	8.11	8.11	8.11
Grades 4-6	16.80	14.69	14.69	14.69
Grades 7-8	-	-	-	-

Santa Rosa Elementary (70912)				
DETAILED ADA CALCULATION	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Grades 9-12	-	-	-	-
Subtotal	24.50	22.80	22.80	22.80
ACTUAL ADA *(Current Year Only)*				
Grades TK-3	1,648.90	1,514.27	1,463.97	1,438.82
Grades 4-6	1,170.12	1,132.43	1,135.23	1,051.40
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Total Actual ADA	2,819.02	2,646.70	2,599.20	2,490.22
TOTAL FUNDED ADA, LCFF & NSS				
Grades TK-3	1,761.19	1,700.27	1,641.76	1,542.57
Grades 4-6	1,188.49	1,172.43	1,164.11	1,147.97
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Total Funded ADA	**2,949.68**	**2,872.70**	**2,805.87**	**2,690.54**
Funded Difference (Funded ADA less Actual ADA)	*130.66*	*226.00*	*206.67*	*200.32*
FUNDED ADA for the Transitional Kindergarten Add-on				
Current Year TK ADA	213.62	188.76	192.44	191.52

Santa Rosa Elementary (70912)	2025-26	2026-27	2027-28	2028-29
General Assumptions				
COLA & Augmentation	2.30%	2.87%	3.30%	3.09%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%
Student Assumptions:				
Enrollment Count	3,027	2,841	2,790	2,653
Unduplicated Pupil Count (UPC)	2,490	2,303	2,262	2,167
Unduplicated Pupil Percentage (UPP)	81.08%	81.13%	81.49%	81.27%
Current Year LCFF Average Daily Attendance (ADA)	2,819.02	2,646.70	2,599.20	2,490.22
Funded LCFF ADA	2,949.68	2,872.70	2,805.87	2,690.54
LCFF ADA Funding Method	Prior Year	3PY Average	3PY Average	3PY Average
Current Year Necessary Small School (NSS) ADA	-	-	-	-
Funded NSS ADA	-	-	-	-
LCFF Entitlement Summary				
Base Grant	$ 30,436,134	$ 30,494,574	$ 30,770,449	$ 30,423,372
Grade Span Adjustment	1,879,189	1,865,196	1,860,115	1,801,722
Adjusted Base Grant	$ 32,315,323	$ 32,359,770	$ 32,630,564	$ 32,225,094
Supplemental Grant	5,240,253	5,250,696	5,318,129	5,237,867
Concentration Grant	5,478,094	5,496,145	5,618,494	5,502,596
Total Base, Supplemental and Concentration Grant	$ 43,033,670	$ 43,106,611	$ 43,567,187	$ 42,965,557
Allowance: Necessary Small School	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	336,305	336,305	336,305	336,305
Add-on: Home-to-School Transportation	457,656	470,791	486,327	501,355
Add-on: Small School District Bus Replacement Program	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-
Add-on: Transitional Kindergarten	1,184,523	1,076,687	1,133,856	1,163,292
Total Allowance and Add-On Amounts	$ 1,978,484	$ 1,883,783	$ 1,956,488	$ 2,000,952
Total LCFF Entitlement Before Adjustments (excludes Additio	**$ 45,012,154**	**$ 44,990,394**	**$ 45,523,675**	**$ 44,966,509**
Miscellaneous Adjustments	-			
Total LCFF Entitlement (excludes Additional State Aid)	**$ 45,012,154**	**$ 44,990,394**	**$ 45,523,675**	**$ 44,966,509**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 15,260	$ 15,661	$ 16,224	$ 16,713
Additional State Aid	-	-	-	-
Total LCFF Entitlement with Additional State Aid	45,012,154	44,990,394	45,523,675	44,966,509

Santa Rosa Elementary (70912)				
	2025-26	2026-27	2027-28	2028-29
General Assumptions				
LCFF Sources Summary				
Funding Source Summary				
Local Revenue and In-Lieu of Property Taxes *(net for school*	$ *23,602,135*	$ *21,960,128*	$ *22,208,254*	$ *22,284,029*
Education Protection Account Entitlement *(includes $200/min*	$ 589,936	$ 574,540	$ 561,174	$ 538,108
Net State Aid *(excludes Additional State Aid)*	$ 20,820,083	$ 22,455,726	$ 22,754,247	$ 22,144,372
Additional State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 45,012,154**	**$ 44,990,394**	**$ 45,523,675**	**$ 44,966,509**
Funding Source by Resource-Object				
State Aid (Resource Code 0000, Object Code 8011)	$ 20,820,083	$ 22,455,726	$ 22,754,247	$ 22,144,372
EPA, Current Year (Resource 1400, Object Code 8012)	$ 589,936	$ 574,540	$ 561,174	$ 538,108
EPA, Prior Year Adjustment (Resource 1400, Object Code	$ 134	$ -		
Property Taxes (Object 8021 to 8089)	$ 36,156,016	$ 35,930,450	$ 36,680,450	$ 37,430,450
% Change	-3.0739%	-0.6239%	2.0874%	2.0447%
In-Lieu of Property Taxes (Object Code 8096)	(12,553,881)	(13,970,322)	(14,472,196)	(15,146,421)
Entitlement and Source Reconciliation				
Basic Aid/Excess Tax District Status	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid
Total LCFF Entitlement	$ 45,012,154	$ 44,990,394	$ 45,523,675	$ 44,966,509
Additional State Aid	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlemen	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	$ 45,012,154	$ 44,990,394	$ 45,523,675	$ 44,966,509
LCAP Percentage to Increase or Improve Services Calculation				
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 33,499,846	$ 33,436,457	$ 33,764,420	$ 33,388,386
Supplemental and Concentration Grant funding in the LCAP ye	$ 10,718,347	$ 10,746,841	$ 10,936,623	$ 10,740,463
Projected Additional 15% Concentration Grant funding in the	$ 1,264,176	$ 1,268,341	$ 1,296,576	$ 1,269,830
Percentage to Increase or Improve Services	32.00%	32.14%	32.39%	32.17%
Necessary Small School Allowance by School				

Santa Rosa Elementary (70912)				
	2025-26	2026-27	2027-28	2028-29
General Assumptions				
District Current Year Necessary Small School (NSS) ADA	-	-	-	-
District Funded NSS ADA	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -
NSS #1				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	*$ -*	*$ -*	*$ -*	*$ -*
NSS #2				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	*$ -*	*$ -*	*$ -*	*$ -*
NSS #3				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	*$ -*	*$ -*	*$ -*	*$ -*
NSS #4				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	*$ -*	*$ -*	*$ -*	*$ -*
NSS #5				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	*$ -*	*$ -*	*$ -*	*$ -*
PER-ADA FUNDING LEVELS				
Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 15,078.61	$ 15,515.03	$ 16,063.37	$ 16,536.86
Grades 4-6	$ 13,864.12	$ 14,266.84	$ 14,770.93	$ 15,206.23
Grades 7-8	$ 14,274.28	$ 14,689.12	$ 15,208.86	$ 15,656.88
Grades 9-12	$ 16,973.59	$ 17,466.56	$ 18,084.81	$ 18,618.13

Santa Rosa Elementary (70912)				
	2025-26	2026-27	2027-28	2028-29
General Assumptions				
Base Grants				
Grades TK-3	$ 10,256	$ 10,550	$ 10,898	$ 11,235
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,423	$ 12,780	$ 13,202	$ 13,610
Grade Span Adjustment				
Grades TK-3	$ 1,067	$ 1,097	$ 1,133	$ 1,168
Grades 9-12	$ 323	$ 332	$ 343	$ 354
Prorated Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 11,323	$ 11,647	$ 12,031	$ 12,403
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,746	$ 13,112	$ 13,545	$ 13,964
Prorated Base Grants				
Grades TK-3	$ 10,256	$ 10,550	$ 10,898	$ 11,235
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,423	$ 12,780	$ 13,202	$ 13,610
Prorated Grade Span Adjustment				
Grades TK-3	$ 1,067	$ 1,097	$ 1,133	$ 1,168
Grades 9-12	$ 323	$ 332	$ 343	$ 354
Supplemental Grant	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 2,265	$ 2,329	$ 2,406	$ 2,481
Grades 4-6	$ 2,082	$ 2,142	$ 2,213	$ 2,281
Grades 7-8	$ 2,144	$ 2,205	$ 2,278	$ 2,349
Grades 9-12	$ 2,549	$ 2,622	$ 2,709	$ 2,793
Actual - 1.00 ADA, Local UPP as follows:	*81.08%*	*81.13%*	*81.49%*	*81.27%*
Grades TK-3	$ 1,836	$ 1,890	$ 1,961	$ 2,016
Grades 4-6	$ 1,688	$ 1,738	$ 1,803	$ 1,854
Grades 7-8	$ 1,738	$ 1,789	$ 1,857	$ 1,909
Grades 9-12	$ 2,067	$ 2,128	$ 2,208	$ 2,270

Santa Rosa Elementary (70912)				
	2025-26	2026-27	2027-28	2028-29
General Assumptions				
Concentration Grant (>55% population)	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 7,360	$ 7,571	$ 7,820	$ 8,062
Grades 4-6	$ 6,767	$ 6,962	$ 7,191	$ 7,413
Grades 7-8	$ 6,967	$ 7,168	$ 7,404	$ 7,633
Grades 9-12	$ 8,285	$ 8,523	$ 8,804	$ 9,077
Actual - 1.00 ADA, Local UPP >55% as follows:	*26.0800%*	*26.1300%*	*26.4900%*	*26.2700%*
Grades TK-3	$ 1,919	$ 1,978	$ 2,072	$ 2,118
Grades 4-6	$ 1,765	$ 1,819	$ 1,905	$ 1,947
Grades 7-8	$ 1,817	$ 1,873	$ 1,961	$ 2,005
Grades 9-12	$ 2,161	$ 2,227	$ 2,332	$ 2,384

Santa Rosa High (70920)				
DETAILED ADA CALCULATION	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	2,164.50	2,202.30	2,000.98	1,897.95
Grades 9-12	6,645.73	6,569.24	6,436.13	6,375.57
LCFF Subtotal	8,810.23	8,771.54	8,437.11	8,273.52
NSS	-	-	-	-
Combined Subtotal	8,810.23	8,771.54	8,437.11	8,273.52
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	2,202.30	2,000.98	1,897.95	1,805.00
Grades 9-12	6,569.24	6,436.13	6,375.57	6,150.34
LCFF Subtotal	8,771.54	8,437.11	8,273.52	7,955.34
NSS	-	-	-	-
Combined Subtotal	8,771.54	8,437.11	8,273.52	7,955.34
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	2,000.98	1,897.95	1,805.00	1,694.92
Grades 9-12	6,436.13	6,375.57	6,150.34	6,043.02
LCFF Subtotal	8,437.11	8,273.52	7,955.34	7,737.94
NSS	-	-	-	-
Combined Subtotal	8,437.11	8,273.52	7,955.34	7,737.94
Net Adjustment to Prior Year ADA for Charter Shift				
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	5.74	1.63	1.63	1.63
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	1.63	1.63	1.63	1.63
Second prior year charter school shift percentage	-	-	-	-
Prior year charter school shift percentage	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - **Effective beginning in 2022-23**				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	2,122.59	2,033.74	1,901.31	1,799.29
Grades 9-12	6,550.37	6,460.31	6,320.68	6,189.64
LCFF Subtotal	8,672.96	8,494.05	8,221.99	7,988.93
NSS	-	-	-	-
Combined Subtotal	8,672.96	8,494.05	8,221.99	7,988.93
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	1.63	1.63	1.63	1.63
Current Year ADA				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	1,896.32	1,803.37	1,693.29	1,732.74

Santa Rosa High (70920)				
DETAILED ADA CALCULATION	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Grades 9-12	6,375.57	6,150.34	6,043.02	5,739.40
LCFF Subtotal	8,271.89	7,953.71	7,736.31	7,472.14
NSS	-	-	-	-
Combined Subtotal	8,271.89	7,953.71	7,736.31	7,472.14
Change in LCFF ADA (excludes NSS ADA)	(165.22) Decline	(319.81) Decline	(219.03) Decline	(265.80) Decline
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	2,122.59	2,033.74	1,901.31	1,799.29
Grades 9-12	6,550.37	6,460.31	6,320.68	6,189.64
Subtotal	8,672.96 *3PY Average*	8,494.05 *3PY Average*	8,221.99 *3PY Average*	7,988.93 *3PY Average*
Funded NSS ADA				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Subtotal	-	-	-	-
NPS, CDS, & COE Operated				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	24.82	24.37	24.37	24.37
Grades 9-12	103.58	110.34	110.34	110.34
Subtotal	128.40	134.71	134.71	134.71
ACTUAL ADA *(Current Year Only)*				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	1,921.14	1,827.74	1,717.66	1,757.11
Grades 9-12	6,479.15	6,260.68	6,153.36	5,849.74
Total Actual ADA	8,400.29	8,088.42	7,871.02	7,606.85
TOTAL FUNDED ADA, LCFF & NSS				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	2,147.41	2,058.11	1,925.68	1,823.66
Grades 9-12	6,653.95	6,570.65	6,431.02	6,299.98
Total Funded ADA	**8,801.36**	**8,628.76**	**8,356.70**	**8,123.64**
Funded Difference (Funded ADA less Actual ADA)	*401.07*	*540.34*	*485.68*	*516.79*
FUNDED ADA for the Transitional Kindergarten Add-on				
Current Year TK ADA	-			

Santa Rosa High (70920)	2025-26	2026-27	2027-28	2028-29
General Assumptions				
COLA & Augmentation	2.30%	2.87%	3.30%	3.09%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%
Student Assumptions:				
Enrollment Count	9,161	8,821	8,584	8,296
Unduplicated Pupil Count (UPC)	6,330	5,811	5,655	5,465
Unduplicated Pupil Percentage (UPP)	61.52%	65.64%	66.99%	65.88%
Current Year LCFF Average Daily Attendance (ADA)	8,400.29	8,088.42	7,871.02	7,606.85
Funded LCFF ADA	8,801.36	8,628.76	8,356.70	8,123.64
LCFF ADA Funding Method	3PY Average	3PY Average	3PY Average	3PY Average
Current Year Necessary Small School (NSS) ADA	-	-	-	-
Funded NSS ADA	-	-	-	-
LCFF Entitlement Summary				
Base Grant	$ 105,680,109	$ 106,667,686	$ 106,837,747	$ 107,157,967
Grade Span Adjustment	2,149,226	2,181,456	2,205,840	2,230,193
Adjusted Base Grant	$ 107,829,335	$ 108,849,142	$ 109,043,587	$ 109,388,160
Supplemental Grant	13,267,322	14,289,716	14,609,660	14,412,984
Concentration Grant	4,569,808	7,528,007	8,498,312	7,735,931
Total Base, Supplemental and Concentration Grant	$ 125,666,465	$ 130,666,865	$ 132,151,559	$ 131,537,075
Allowance: Necessary Small School	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	581,514	581,514	581,514	581,514
Add-on: Home-to-School Transportation	916,149	942,442	973,543	1,003,625
Add-on: Small School District Bus Replacement Program	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-
Add-on: Transitional Kindergarten	-	-	-	-
Total Allowance and Add-On Amounts	$ 1,497,663	$ 1,523,956	$ 1,555,057	$ 1,585,139
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$ 127,164,128**	**$ 132,190,821**	**$ 133,706,616**	**$ 133,122,214**
Miscellaneous Adjustments	-			
Total LCFF Entitlement (excludes Additional State Aid)	**$ 127,164,128**	**$ 132,190,821**	**$ 133,706,616**	**$ 133,122,214**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 14,448	$ 15,320	$ 16,000	$ 16,387
Additional State Aid	-	-	-	-
Total LCFF Entitlement with Additional State Aid	127,164,128	132,190,821	133,706,616	133,122,214

Santa Rosa High (70920)				
	2025-26	2026-27	2027-28	2028-29
General Assumptions				
LCFF Sources Summary				
Funding Source Summary				
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ *91,939,330*	$ *91,894,103*	$ *93,330,548*	$ *94,778,998*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 1,760,272	$ 1,725,752	$ 1,671,340	$ 1,624,728
Net State Aid *(excludes Additional State Aid)*	$ 33,464,526	$ 38,570,966	$ 38,704,728	$ 36,718,488
Additional State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 127,164,128**	**$ 132,190,821**	**$ 133,706,616**	**$ 133,122,214**
Funding Source by Resource-Object				
State Aid (Resource Code 0000, Object Code 8011)	$ 33,464,526	$ 38,570,966	$ 38,704,728	$ 36,718,488
EPA, Current Year (Resource 1400, Object Code 8012)	$ 1,760,272	$ 1,725,752	$ 1,671,340	$ 1,624,728
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019)	$ (652)	$ -		
Property Taxes (Object 8021 to 8089)	$ 93,191,382	$ 93,192,078	$ 94,692,078	$ 96,192,078
% Change	-0.3769%	0.0007%	1.6096%	1.5841%
In-Lieu of Property Taxes (Object Code 8096)	(1,252,052)	(1,297,975)	(1,361,530)	(1,413,080)
Entitlement and Source Reconciliation				
Basic Aid/Excess Tax District Status	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid	Non-Basic Aid
Total LCFF Entitlement	$ 127,164,128	$ 132,190,821	$ 133,706,616	$ 133,122,214
Additional State Aid	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	$ 127,164,128	$ 132,190,821	$ 133,706,616	$ 133,122,214
LCAP Percentage to Increase or Improve Services Calculation				
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 107,829,335	$ 108,849,142	$ 109,043,587	$ 109,388,160
Supplemental and Concentration Grant funding in the LCAP year	$ 17,837,130	$ 21,817,723	$ 23,107,972	$ 22,148,915
Projected Additional 15% Concentration Grant funding in the LCAP year	$ 1,054,571	$ 1,737,233	$ 1,961,149	$ 1,785,215
Percentage to Increase or Improve Services	16.54%	20.04%	21.19%	20.25%
Necessary Small School Allowance by School				
District Current Year Necessary Small School (NSS) ADA	-	-	-	-

Santa Rosa High (70920)								
		2025-26		**2026-27**		**2027-28**		**2028-29**
General Assumptions								
District Funded NSS ADA		-		-		-		-
District NSS Allowance	$	-	$	-	$	-	$	-
NSS #1								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)		*Current Yr*		*Current Yr*		*Current Yr*		*Current Yr*
CY ADA (Actual)		-		-		-		-
Funded ADA for NSS		-		-		-		-
Funded NSS Allowance	*$*	-	*$*	-	*$*	-	*$*	-
NSS #2								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)		*Current Yr*		*Current Yr*		*Current Yr*		*Current Yr*
CY ADA (Actual)		-		-		-		-
Funded ADA for NSS		-		-		-		-
Funded NSS Allowance	*$*	-	*$*	-	*$*	-	*$*	-
NSS #3								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)		*Current Yr*		*Current Yr*		*Current Yr*		*Current Yr*
CY ADA (Actual)		-		-		-		-
Funded ADA for NSS		-		-		-		-
Funded NSS Allowance	*$*	-	*$*	-	*$*	-	*$*	-
NSS #4								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)		*Current Yr*		*Current Yr*		*Current Yr*		*Current Yr*
CY ADA (Actual)		-		-		-		-
Funded ADA for NSS		-		-		-		-
Funded NSS Allowance	*$*	-	*$*	-	*$*	-	*$*	-
NSS #5								
NSS Funding Basis (Greater of CY, PY, or 3PY Average)		*Current Yr*		*Current Yr*		*Current Yr*		*Current Yr*
CY ADA (Actual)		-		-		-		-
Funded ADA for NSS		-		-		-		-
Funded NSS Allowance	*$*	-	*$*	-	*$*	-	*$*	-
PER-ADA FUNDING LEVELS								
Base, Supplemental and Concentration Rate per ADA								
Grades TK-3	$	13,196.05	$	13,981.52	$	14,580.55	$	14,914.36
Grades 4-6	$	12,133.19	$	12,856.71	$	13,407.42	$	13,714.28
Grades 7-8	$	12,492.14	$	13,237.25	$	13,804.92	$	14,120.72
Grades 9-12	$	14,854.44	$	15,740.17	$	16,415.39	$	16,791.43

Santa Rosa High (70920)	2025-26	2026-27	2027-28	2028-29
General Assumptions				
Base Grants				
Grades TK-3	$ 10,256	$ 10,550	$ 10,898	$ 11,235
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,423	$ 12,780	$ 13,202	$ 13,610
Grade Span Adjustment				
Grades TK-3	$ 1,067	$ 1,097	$ 1,133	$ 1,168
Grades 9-12	$ 323	$ 332	$ 343	$ 354
Prorated Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 11,323	$ 11,647	$ 12,031	$ 12,403
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,746	$ 13,112	$ 13,545	$ 13,964
Prorated Base Grants				
Grades TK-3	$ 10,256	$ 10,550	$ 10,898	$ 11,235
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,423	$ 12,780	$ 13,202	$ 13,610
Prorated Grade Span Adjustment				
Grades TK-3	$ 1,067	$ 1,097	$ 1,133	$ 1,168
Grades 9-12	$ 323	$ 332	$ 343	$ 354
Supplemental Grant	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 2,265	$ 2,329	$ 2,406	$ 2,481
Grades 4-6	$ 2,082	$ 2,142	$ 2,213	$ 2,281
Grades 7-8	$ 2,144	$ 2,205	$ 2,278	$ 2,349
Grades 9-12	$ 2,549	$ 2,622	$ 2,709	$ 2,793
Actual - 1.00 ADA, Local UPP as follows:	*61.52%*	*65.64%*	*66.99%*	*65.88%*
Grades TK-3	$ 1,393	$ 1,529	$ 1,612	$ 1,634
Grades 4-6	$ 1,281	$ 1,406	$ 1,482	$ 1,503
Grades 7-8	$ 1,319	$ 1,448	$ 1,526	$ 1,547
Grades 9-12	$ 1,568	$ 1,721	$ 1,815	$ 1,840

Santa Rosa High (70920)				
	2025-26	2026-27	2027-28	2028-29
General Assumptions				
Concentration Grant (>55% population)	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 7,360	$ 7,571	$ 7,820	$ 8,062
Grades 4-6	$ 6,767	$ 6,962	$ 7,191	$ 7,413
Grades 7-8	$ 6,967	$ 7,168	$ 7,404	$ 7,633
Grades 9-12	$ 8,285	$ 8,523	$ 8,804	$ 9,077
Actual - 1.00 ADA, Local UPP >55% as follows:	*6.5200%*	*10.6400%*	*11.9900%*	*10.8800%*
Grades TK-3	$ 480	$ 806	$ 938	$ 877
Grades 4-6	$ 441	$ 741	$ 862	$ 807
Grades 7-8	$ 454	$ 763	$ 888	$ 830
Grades 9-12	$ 540	$ 907	$ 1,056	$ 988

Santa Rosa French-American Charter (SRFACS) (125831)				
DETAILED ADA CALCULATION	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-
Combined Subtotal	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-
Combined Subtotal	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-
Combined Subtotal	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift				
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-
Second prior year charter school shift percentage	-	-	-	-
Prior year charter school shift percentage	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - **Effective beginning in 2022-23**				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-

Combined Subtotal	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	-	-	-	-
Current Year ADA				
Grades TK-3	307.24	354.46	354.46	354.46
Grades 4-6	167.08	177.23	177.23	177.23
Grades 7-8	46.83	68.98	68.98	68.98
Grades 9-12	-			
LCFF Subtotal	521.15	600.67	600.67	600.67
NSS	-	-	-	-
Combined Subtotal	521.15	600.67	600.67	600.67
Change in LCFF ADA (excludes NSS ADA)	521.15 Increase	600.67 Increase	600.67 Increase	600.67 Increase
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)				
Grades TK-3	307.24	354.46	354.46	354.46
Grades 4-6	167.08	177.23	177.23	177.23
Grades 7-8	46.83	68.98	68.98	68.98
Grades 9-12	-			
Subtotal	521.15 *Current Year*	600.67 *Current Year*	600.67 *Current Year*	600.67 *Current Year*
Funded NSS ADA				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Subtotal	-	-	-	-
NPS, CDS, & COE Operated				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Subtotal	-	-	-	-
ACTUAL ADA ***(Current Year Only)***				
Grades TK-3	307.24	354.46	354.46	354.46
Grades 4-6	167.08	177.23	177.23	177.23
Grades 7-8	46.83	68.98	68.98	68.98
Grades 9-12	-			
Total Actual ADA	521.15	600.67	600.67	600.67
TOTAL FUNDED ADA, LCFF & NSS				
Grades TK-3	307.24	354.46	354.46	354.46

Grades 4-6	167.08	177.23	177.23	177.23
Grades 7-8	46.83	68.98	68.98	68.98
Grades 9-12	-	-	-	-
Total Funded ADA	**521.15**	**600.67**	**600.67**	**600.67**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on				
Current Year TK ADA	37.39	57.00	57.00	57.00

Santa Rosa French-American Charter (SRFACS) (125831)	2025-26	2026-27	2027-28	2028-29
General Assumptions				
COLA & Augmentation	2.30%	2.87%	3.30%	3.09%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%
Student Assumptions:				
Enrollment Count	544	627	627	627
Unduplicated Pupil Count (UPC)	247	285	285	284
Unduplicated Pupil Percentage (UPP)	39.23%	43.93%	45.44%	45.40%
Current Year LCFF Average Daily Attendance (ADA)	521.15	600.67	600.67	600.67
Funded LCFF ADA	521.15	600.67	600.67	600.67
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-
Funded NSS ADA	-	-	-	-
LCFF Entitlement Summary				
Base Grant	$ 5,392,494	$ 6,398,328	$ 6,609,351	$ 6,813,698
Grade Span Adjustment	327,826	388,843	401,603	414,009
Adjusted Base Grant	$ 5,720,320	$ 6,787,171	$ 7,010,954	$ 7,227,707
Supplemental Grant	448,817	596,321	637,156	656,276
Concentration Grant	-	-	-	-
Total Base, Supplemental and Concentration Grant	$ 6,169,137	$ 7,383,492	$ 7,648,110	$ 7,883,983
Allowance: Necessary Small School	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-
Add-on: Transitional Kindergarten	207,328	325,128	335,844	346,218
Total Allowance and Add-On Amounts	$ 207,328	$ 325,128	$ 335,844	$ 346,218
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$ 6,376,465**	**$ 7,708,620**	**$ 7,983,954**	**$ 8,230,201**
Miscellaneous Adjustments	-			
Total LCFF Entitlement (excludes Additional State Aid)	**$ 6,376,465**	**$ 7,708,620**	**$ 7,983,954**	**$ 8,230,201**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 12,235	$ 12,833	$ 13,292	$ 13,702
Additional State Aid	-	-	-	-
Total LCFF Entitlement with Additional State Aid	6,376,465	7,708,620	7,983,954	8,230,201

LCFF Sources Summary				
Funding Source Summary				
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ *3,825,304*	$ *4,387,786*	$ *4,545,414*	$ *4,757,174*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 104,230	$ 120,134	$ 120,134	$ 120,134
Net State Aid *(excludes Additional State Aid)*	$ 2,446,931	$ 3,200,700	$ 3,318,406	$ 3,352,893
Additional State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 6,376,465**	**$ 7,708,620**	**$ 7,983,954**	**$ 8,230,201**
Funding Source by Resource-Object				
State Aid (Resource Code 0000, Object Code 8011)	$ 2,446,931	$ 3,200,700	$ 3,318,406	$ 3,352,893
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 104,230	$ 120,134	$ 120,134	$ 120,134
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -		
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -
% Change	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	3,825,304	4,387,786	4,545,414	4,757,174
Entitlement and Source Reconciliation				
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 6,376,465	$ 7,708,620	$ 7,983,954	$ 8,230,201
Additional State Aid	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	$ 6,376,465	$ 7,708,620	$ 7,983,954	$ 8,230,201
LCAP Percentage to Increase or Improve Services Calculation				
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 5,927,648	$ 7,112,299	$ 7,346,798	$ 7,573,925
Supplemental and Concentration Grant funding in the LCAP year	$ 448,817	$ 596,321	$ 637,156	$ 656,276
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	7.57%	8.38%	8.67%	8.66%
Necessary Small School Allowance by School				
District Current Year Necessary Small School (NSS) ADA	-	-	-	-
District Funded NSS ADA	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -
NSS #1				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*

CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #2				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #3				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #4				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #5				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -

PER-ADA FUNDING LEVELS

Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 12,211.40	$ 12,670.31	$ 13,124.38	$ 13,529.19
Grades 4-6	$ 11,227.85	$ 11,650.98	$ 12,068.41	$ 12,440.57
Grades 7-8	$ 11,560.01	$ 11,995.83	$ 12,426.21	$ 12,809.26
Grades 9-12	$ 13,746.05	$ 14,264.02	$ 14,775.97	$ 15,231.93
Base Grants				
Grades TK-3	$ 10,256	$ 10,550	$ 10,898	$ 11,235
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,423	$ 12,780	$ 13,202	$ 13,610
Grade Span Adjustment				
Grades TK-3	$ 1,067	$ 1,097	$ 1,133	$ 1,168
Grades 9-12	$ 323	$ 332	$ 343	$ 354

Prorated Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 11,323	$ 11,647	$ 12,031	$ 12,403
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,746	$ 13,112	$ 13,545	$ 13,964
Prorated Base Grants				
Grades TK-3	$ 10,256	$ 10,550	$ 10,898	$ 11,235
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,423	$ 12,780	$ 13,202	$ 13,610
Prorated Grade Span Adjustment				
Grades TK-3	$ 1,067	$ 1,097	$ 1,133	$ 1,168
Grades 9-12	$ 323	$ 332	$ 343	$ 354
Supplemental Grant	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 2,265	$ 2,329	$ 2,406	$ 2,481
Grades 4-6	$ 2,082	$ 2,142	$ 2,213	$ 2,281
Grades 7-8	$ 2,144	$ 2,205	$ 2,278	$ 2,349
Grades 9-12	$ 2,549	$ 2,622	$ 2,709	$ 2,793
Actual - 1.00 ADA, Local UPP as follows:	*39.23%*	*43.93%*	*45.44%*	*45.40%*
Grades TK-3	$ 888	$ 1,023	$ 1,093	$ 1,126
Grades 4-6	$ 817	$ 941	$ 1,005	$ 1,036
Grades 7-8	$ 841	$ 969	$ 1,035	$ 1,066
Grades 9-12	$ 1,000	$ 1,152	$ 1,231	$ 1,268
Concentration Grant (>55% population)	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 7,360	$ 7,571	$ 7,820	$ 8,062
Grades 4-6	$ 6,767	$ 6,962	$ 7,191	$ 7,413
Grades 7-8	$ 6,967	$ 7,168	$ 7,404	$ 7,633
Grades 9-12	$ 8,285	$ 8,523	$ 8,804	$ 9,077
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*
Grades TK-3	$ -	$ -	$ -	$ -
Grades 4-6	$ -	$ -	$ -	$ -
Grades 7-8	$ -	$ -	$ -	$ -
Grades 9-12	$ -	$ -	$ -	$ -

Cesar Chavez Language Academy (128074)				
DETAILED ADA CALCULATION	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-
Combined Subtotal	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-
Combined Subtotal	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-
Combined Subtotal	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift				
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-
Second prior year charter school shift percentage	-	-	-	-
Prior year charter school shift percentage	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - **Effective beginning in 2022-23**				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-

Combined Subtotal	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	-	-	-	-
Current Year ADA				
Grades TK-3	286.51	300.43	300.43	300.43
Grades 4-6	161.20	170.59	170.59	170.59
Grades 7-8	275.40	322.22	322.22	322.22
Grades 9-12		14.22	14.22	14.22
LCFF Subtotal	723.11	807.46	807.46	807.46
NSS	-	-	-	-
Combined Subtotal	723.11	807.46	807.46	807.46
Change in LCFF ADA (excludes NSS ADA)	723.11 Increase	807.46 Increase	807.46 Increase	807.46 Increase
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)				
Grades TK-3	286.51	300.43	300.43	300.43
Grades 4-6	161.20	170.59	170.59	170.59
Grades 7-8	275.40	322.22	322.22	322.22
Grades 9-12		14.22	14.22	14.22
Subtotal	723.11 *Current Year*	807.46 *Current Year*	807.46 *Current Year*	807.46 *Current Year*
Funded NSS ADA				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Subtotal	-	-	-	-
NPS, CDS, & COE Operated				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Subtotal	-	-	-	-
ACTUAL ADA *(Current Year Only)*				
Grades TK-3	286.51	300.43	300.43	300.43
Grades 4-6	161.20	170.59	170.59	170.59
Grades 7-8	275.40	322.22	322.22	322.22
Grades 9-12		14.22	14.22	14.22
Total Actual ADA	723.11	807.46	807.46	807.46
TOTAL FUNDED ADA, LCFF & NSS				
Grades TK-3	286.51	300.43	300.43	300.43
Grades 4-6	161.20	170.59	170.59	170.59

Grades 7-8	275.40	322.22	322.22	322.22
Grades 9-12	-	14.22	14.22	14.22
Total Funded ADA	**723.11**	**807.46**	**807.46**	**807.46**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on				
Current Year TK ADA	37.86	37.86	37.86	37.86

Cesar Chavez Language Academy (128074)	2025-26	2026-27	2027-28	2028-29
General Assumptions				
COLA & Augmentation	2.30%	2.87%	3.30%	3.09%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%
Student Assumptions:				
Enrollment Count	763	852	852	852
Unduplicated Pupil Count (UPC)	665	743	743	743
Unduplicated Pupil Percentage (UPP)	79.08%	84.63%	87.19%	87.21%
Current Year LCFF Average Daily Attendance (ADA)	723.11	807.46	807.46	807.46
Funded LCFF ADA	723.11	807.46	807.46	807.46
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-
Funded NSS ADA	-	-	-	-
LCFF Entitlement Summary				
Base Grant	$ 7,568,713	$ 8,731,408	$ 9,019,463	$ 9,298,273
Grade Span Adjustment	305,706	334,292	345,265	355,936
Adjusted Base Grant	$ 7,874,419	$ 9,065,700	$ 9,364,728	$ 9,654,209
Supplemental Grant	1,245,418	1,534,460	1,633,021	1,683,888
Concentration Grant	1,232,504	1,578,656	1,630,727	1,681,136
Total Base, Supplemental and Concentration Grant	$ 10,352,341	$ 12,178,816	$ 12,628,476	$ 13,019,233
Allowance: Necessary Small School	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-
Add-on: Transitional Kindergarten	209,934	215,953	223,071	229,962
Total Allowance and Add-On Amounts	$ 209,934	$ 215,953	$ 223,071	$ 229,962
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$ 10,562,275**	**$ 12,394,769**	**$ 12,851,547**	**$ 13,249,195**
Miscellaneous Adjustments	-			
Total LCFF Entitlement (excludes Additional State Aid)	**$ 10,562,275**	**$ 12,394,769**	**$ 12,851,547**	**$ 13,249,195**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 14,607	$ 15,350	$ 15,916	$ 16,408
Additional State Aid	-	-	-	-
Total LCFF Entitlement with Additional State Aid	10,562,275	12,394,769	12,851,547	13,249,195

Cesar Chavez Language Academy (128074)	2025-26	2026-27	2027-28	2028-29
General Assumptions				
LCFF Sources Summary				
Funding Source Summary				
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ *5,307,714*	$ *5,898,350*	$ *6,110,244*	$ *6,394,906*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 144,622	$ 161,492	$ 161,492	$ 161,492
Net State Aid *(excludes Additional State Aid)*	$ 5,109,939	$ 6,334,927	$ 6,579,811	$ 6,692,797
Additional State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 10,562,275**	**$ 12,394,769**	**$ 12,851,547**	**$ 13,249,195**
Funding Source by Resource-Object				
State Aid (Resource Code 0000, Object Code 8011)	$ 5,109,939	$ 6,334,927	$ 6,579,811	$ 6,692,797
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 144,622	$ 161,492	$ 161,492	$ 161,492
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -		
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -
% Change	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	5,307,714	5,898,350	6,110,244	6,394,906
Entitlement and Source Reconciliation				
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 10,562,275	$ 12,394,769	$ 12,851,547	$ 13,249,195
Additional State Aid	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	$ 10,562,275	$ 12,394,769	$ 12,851,547	$ 13,249,195
LCAP Percentage to Increase or Improve Services Calculation				
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 8,084,353	$ 9,281,653	$ 9,587,799	$ 9,884,171
Supplemental and Concentration Grant funding in the LCAP year	$ 2,477,922	$ 3,113,116	$ 3,263,748	$ 3,365,024
Projected Additional 15% Concentration Grant funding in the LCAP year	$ 284,424	$ 364,306	$ 376,322	$ 387,955
Percentage to Increase or Improve Services	30.65%	33.54%	34.04%	34.04%
Necessary Small School Allowance by School				

Cesar Chavez Language Academy (128074)				
	2025-26	2026-27	2027-28	2028-29
General Assumptions				
District Current Year Necessary Small School (NSS) ADA	-	-	-	-
District Funded NSS ADA	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -
NSS #1				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #2				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #3				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #4				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #5				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
PER-ADA FUNDING LEVELS				
Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 14,886.12	$ 15,646.52	$ 16,223.98	$ 16,726.13
Grades 4-6	$ 13,687.13	$ 14,387.76	$ 14,918.62	$ 15,380.27
Grades 7-8	$ 14,092.05	$ 14,813.62	$ 15,360.93	$ 15,836.08

Cesar Chavez Language Academy (128074)	2025-26	2026-27	2027-28	2028-29
General Assumptions				
Grades 9-12	$ 16,756.91	$ 17,614.60	$ 18,265.64	$ 18,831.22
Base Grants				
Grades TK-3	$ 10,256	$ 10,550	$ 10,898	$ 11,235
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,423	$ 12,780	$ 13,202	$ 13,610
Grade Span Adjustment				
Grades TK-3	$ 1,067	$ 1,097	$ 1,133	$ 1,168
Grades 9-12	$ 323	$ 332	$ 343	$ 354
Prorated Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 11,323	$ 11,647	$ 12,031	$ 12,403
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,746	$ 13,112	$ 13,545	$ 13,964
Prorated Base Grants				
Grades TK-3	$ 10,256	$ 10,550	$ 10,898	$ 11,235
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,423	$ 12,780	$ 13,202	$ 13,610
Prorated Grade Span Adjustment				
Grades TK-3	$ 1,067	$ 1,097	$ 1,133	$ 1,168
Grades 9-12	$ 323	$ 332	$ 343	$ 354
Supplemental Grant	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 2,265	$ 2,329	$ 2,406	$ 2,481
Grades 4-6	$ 2,082	$ 2,142	$ 2,213	$ 2,281
Grades 7-8	$ 2,144	$ 2,205	$ 2,278	$ 2,349
Grades 9-12	$ 2,549	$ 2,622	$ 2,709	$ 2,793
Actual - 1.00 ADA, Local UPP as follows:	*79.08%*	*84.63%*	*87.19%*	*87.21%*
Grades TK-3	$ 1,791	$ 1,971	$ 2,098	$ 2,163
Grades 4-6	$ 1,647	$ 1,813	$ 1,929	$ 1,989
Grades 7-8	$ 1,695	$ 1,866	$ 1,986	$ 2,048
Grades 9-12	$ 2,016	$ 2,219	$ 2,362	$ 2,436

Cesar Chavez Language Academy (128074)				
	2025-26	**2026-27**	**2027-28**	**2028-29**
General Assumptions				
Concentration Grant (>55% population)	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 7,360	$ 7,571	$ 7,820	$ 8,062
Grades 4-6	$ 6,767	$ 6,962	$ 7,191	$ 7,413
Grades 7-8	$ 6,967	$ 7,168	$ 7,404	$ 7,633
Grades 9-12	$ 8,285	$ 8,523	$ 8,804	$ 9,077
Actual - 1.00 ADA, Local UPP >55% as follows:	*24.0800%*	*26.7900%*	*26.7900%*	*26.7900%*
Grades TK-3	$ 1,772	$ 2,028	$ 2,095	$ 2,160
Grades 4-6	$ 1,630	$ 1,865	$ 1,926	$ 1,986
Grades 7-8	$ 1,678	$ 1,920	$ 1,984	$ 2,045
Grades 9-12	$ 1,995	$ 2,283	$ 2,359	$ 2,432

Santa Rosa Charter School for the Arts (113530)				
DETAILED ADA CALCULATION	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-
Combined Subtotal	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-
Combined Subtotal	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-
Combined Subtotal	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift				
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-
Second prior year charter school shift percentage	-	-	-	-
Prior year charter school shift percentage	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - **Effective beginning in 2022-23**				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-

Combined Subtotal	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	-	-	-	-
Current Year ADA				
Grades TK-3	146.99	154.13	154.13	154.13
Grades 4-6	124.53	141.05	141.05	141.05
Grades 7-8	78.77	93.41	93.41	93.41
Grades 9-12	-			
LCFF Subtotal	350.29	388.59	388.59	388.59
NSS	-	-	-	-
Combined Subtotal	350.29	388.59	388.59	388.59
Change in LCFF ADA (excludes NSS ADA)	350.29 Increase	388.59 Increase	388.59 Increase	388.59 Increase
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)				
Grades TK-3	146.99	154.13	154.13	154.13
Grades 4-6	124.53	141.05	141.05	141.05
Grades 7-8	78.77	93.41	93.41	93.41
Grades 9-12	-			
Subtotal	350.29 *Current Year*	388.59 *Current Year*	388.59 *Current Year*	388.59 *Current Year*
Funded NSS ADA				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Subtotal	-	-	-	-
NPS, CDS, & COE Operated				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Subtotal	-	-	-	-
ACTUAL ADA ***(Current Year Only)***				
Grades TK-3	146.99	154.13	154.13	154.13
Grades 4-6	124.53	141.05	141.05	141.05
Grades 7-8	78.77	93.41	93.41	93.41
Grades 9-12	-			
Total Actual ADA	350.29	388.59	388.59	388.59
TOTAL FUNDED ADA, LCFF & NSS				
Grades TK-3	146.99	154.13	154.13	154.13

Grades 4-6	124.53	141.05	141.05	141.05
Grades 7-8	78.77	93.41	93.41	93.41
Grades 9-12	-	-	-	-
Total Funded ADA	**350.29**	**388.59**	**388.59**	**388.59**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on				
Current Year TK ADA	22.71	25.44	25.44	25.44

Santa Rosa Charter School for the Arts (113530)

	2025-26	2026-27	2027-28	2028-29
General Assumptions				
COLA & Augmentation	2.30%	2.87%	3.30%	3.09%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%
Student Assumptions:				
Enrollment Count	375	416	416	416
Unduplicated Pupil Count (UPC)	200	222	222	222
Unduplicated Pupil Percentage (UPP)	45.69%	51.40%	53.36%	53.37%
Current Year LCFF Average Daily Attendance (ADA)	350.29	388.59	388.59	388.59
Funded LCFF ADA	350.29	388.59	388.59	388.59
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-
Funded NSS ADA	-	-	-	-
LCFF Entitlement Summary				
Base Grant	$ 3,648,347	$ 4,166,750	$ 4,304,178	$ 4,437,240
Grade Span Adjustment	156,839	169,080	174,629	180,023
Adjusted Base Grant	$ 3,805,186	$ 4,335,830	$ 4,478,807	$ 4,617,263
Supplemental Grant	347,718	445,723	477,979	492,847
Concentration Grant	-	-	-	-
Total Base, Supplemental and Concentration Grant	$ 4,152,904	$ 4,781,553	$ 4,956,786	$ 5,110,110
Allowance: Necessary Small School	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-
Add-on: Economic Recovery Target	-	-	-	-
Add-on: Transitional Kindergarten	125,927	145,110	149,892	154,523
Total Allowance and Add-On Amounts	$ 125,927	$ 145,110	$ 149,892	$ 154,523
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$ 4,278,831**	**$ 4,926,663**	**$ 5,106,678**	**$ 5,264,633**
Miscellaneous Adjustments	-			
Total LCFF Entitlement (excludes Additional State Aid)	**$ 4,278,831**	**$ 4,926,663**	**$ 5,106,678**	**$ 5,264,633**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 12,215	$ 12,678	$ 13,142	$ 13,548
Additional State Aid	-	-	-	-
Total LCFF Entitlement with Additional State Aid	4,278,831	4,926,663	5,106,678	5,264,633

Santa Rosa Charter School for the Arts (113530)	2025-26	2026-27	2027-28	2028-29
General Assumptions				
LCFF Sources Summary				
Funding Source Summary				
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ *2,571,171*	$ *2,838,580*	$ *2,940,554*	$ *3,077,547*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 70,058	$ 77,718	$ 77,718	$ 77,718
Net State Aid *(excludes Additional State Aid)*	$ 1,637,602	$ 2,010,365	$ 2,088,406	$ 2,109,368
Additional State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 4,278,831**	**$ 4,926,663**	**$ 5,106,678**	**$ 5,264,633**
Funding Source by Resource-Object				
State Aid (Resource Code 0000, Object Code 8011)	$ 1,637,602	$ 2,010,365	$ 2,088,406	$ 2,109,368
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 70,058	$ 77,718	$ 77,718	$ 77,718
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -		
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -
% Change	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	2,571,171	2,838,580	2,940,554	3,077,547
Entitlement and Source Reconciliation				
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 4,278,831	$ 4,926,663	$ 5,106,678	$ 5,264,633
Additional State Aid	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	$ 4,278,831	$ 4,926,663	$ 5,106,678	$ 5,264,633
LCAP Percentage to Increase or Improve Services Calculation				
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 3,931,113	$ 4,480,940	$ 4,628,699	$ 4,771,786
Supplemental and Concentration Grant funding in the LCAP year	$ 347,718	$ 445,723	$ 477,979	$ 492,847
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	8.85%	9.95%	10.33%	10.33%
Necessary Small School Allowance by School				

Santa Rosa Charter School for the Arts (113530)				
	2025-26	2026-27	2027-28	2028-29
General Assumptions				
District Current Year Necessary Small School (NSS) ADA	-	-	-	-
District Funded NSS ADA	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -
NSS #1				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #2				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #3				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #4				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #5				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
PER-ADA FUNDING LEVELS				
Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 12,357.70	$ 12,844.31	$ 13,314.95	$ 13,726.90
Grades 4-6	$ 11,362.36	$ 11,810.99	$ 12,243.64	$ 12,622.37
Grades 7-8	$ 11,698.50	$ 12,160.58	$ 12,606.65	$ 12,996.45

Santa Rosa Charter School for the Arts (113530)	2025-26	2026-27	2027-28	2028-29
General Assumptions				
Grades 9-12	$ 13,910.73	$ 14,459.91	$ 14,990.52	$ 15,454.52
Base Grants				
Grades TK-3	$ 10,256	$ 10,550	$ 10,898	$ 11,235
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,423	$ 12,780	$ 13,202	$ 13,610
Grade Span Adjustment				
Grades TK-3	$ 1,067	$ 1,097	$ 1,133	$ 1,168
Grades 9-12	$ 323	$ 332	$ 343	$ 354
Prorated Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 11,323	$ 11,647	$ 12,031	$ 12,403
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,746	$ 13,112	$ 13,545	$ 13,964
Prorated Base Grants				
Grades TK-3	$ 10,256	$ 10,550	$ 10,898	$ 11,235
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,423	$ 12,780	$ 13,202	$ 13,610
Prorated Grade Span Adjustment				
Grades TK-3	$ 1,067	$ 1,097	$ 1,133	$ 1,168
Grades 9-12	$ 323	$ 332	$ 343	$ 354
Supplemental Grant	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 2,265	$ 2,329	$ 2,406	$ 2,481
Grades 4-6	$ 2,082	$ 2,142	$ 2,213	$ 2,281
Grades 7-8	$ 2,144	$ 2,205	$ 2,278	$ 2,349
Grades 9-12	$ 2,549	$ 2,622	$ 2,709	$ 2,793
Actual - 1.00 ADA, Local UPP as follows:	*45.69%*	*51.40%*	*53.36%*	*53.37%*
Grades TK-3	$ 1,035	$ 1,197	$ 1,284	$ 1,324
Grades 4-6	$ 951	$ 1,101	$ 1,181	$ 1,217
Grades 7-8	$ 980	$ 1,134	$ 1,216	$ 1,253
Grades 9-12	$ 1,165	$ 1,348	$ 1,446	$ 1,491

Santa Rosa Charter School for the Arts (113530)				
	2025-26	**2026-27**	**2027-28**	**2028-29**
General Assumptions				
Concentration Grant (>55% population)	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 7,360	$ 7,571	$ 7,820	$ 8,062
Grades 4-6	$ 6,767	$ 6,962	$ 7,191	$ 7,413
Grades 7-8	$ 6,967	$ 7,168	$ 7,404	$ 7,633
Grades 9-12	$ 8,285	$ 8,523	$ 8,804	$ 9,077
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*
Grades TK-3	$ -	$ -	$ -	$ -
Grades 4-6	$ -	$ -	$ -	$ -
Grades 7-8	$ -	$ -	$ -	$ -
Grades 9-12	$ -	$ -	$ -	$ -

Santa Rosa Accelerated Charter (102533)				
DETAILED ADA CALCULATION	**2025-26**	**2026-27**	**2027-28**	**2028-29**
Third Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2022-23 ADA	2023-24 ADA	2024-25 ADA	2025-26 ADA
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-
Combined Subtotal	-	-	-	-
Second Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2023-24 ADA	2024-25 ADA	2025-26 ADA	2026-27 ADA
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-
Combined Subtotal	-	-	-	-
Prior Year ADA for the Hold Harmless (adjusted for current year charter shift)	2024-25 ADA	2025-26 ADA	2026-27 ADA	2027-28 ADA
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-
Combined Subtotal	-	-	-	-
Net Adjustment to Prior Year ADA for Charter Shift				
Second Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-
Prior Year Net increase/(decrease) to prior year ADA due to Charter School Shift	-	-	-	-
Second prior year charter school shift percentage	-	-	-	-
Prior year charter school shift percentage	0%	0%	0%	0%
Prior 3-Year Average ADA (if charter shift percentage > -50%, adjusted for +/- current year charter shift) - **Effective beginning in 2022-23**				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
LCFF Subtotal	-	-	-	-
NSS	-	-	-	-

Combined Subtotal	-	-	-	-
Current Year Charter Shift ADA for the Hold Harmless and 3-prior year average	-	-	-	-
Current Year ADA				
Grades TK-3	-			
Grades 4-6	123.90	123.90	123.90	123.90
Grades 7-8	-			
Grades 9-12	-			
LCFF Subtotal	123.90	123.90	123.90	123.90
NSS	-	-	-	-
Combined Subtotal	123.90	123.90	123.90	123.90
Change in LCFF ADA (excludes NSS ADA)	123.90 Increase	123.90 Increase	123.90 Increase	123.90 Increase
Funded LCFF ADA (greater of current year, prior year or 3-prior year average)				
Grades TK-3	-			
Grades 4-6	123.90	123.90	123.90	123.90
Grades 7-8	-			
Grades 9-12	-			
Subtotal	123.90 *Current Year*	123.90 *Current Year*	123.90 *Current Year*	123.90 *Current Year*
Funded NSS ADA				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Subtotal	-	-	-	-
NPS, CDS, & COE Operated				
Grades TK-3	-	-	-	-
Grades 4-6	-	-	-	-
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Subtotal	-	-	-	-
ACTUAL ADA ***(Current Year Only)***				
Grades TK-3	-			
Grades 4-6	123.90	123.90	123.90	123.90
Grades 7-8	-			
Grades 9-12	-			
Total Actual ADA	123.90	123.90	123.90	123.90
TOTAL FUNDED ADA, LCFF & NSS				
Grades TK-3	-	-	-	-

Grades 4-6	123.90	123.90	123.90	123.90
Grades 7-8	-	-	-	-
Grades 9-12	-	-	-	-
Total Funded ADA	**123.90**	**123.90**	**123.90**	**123.90**
Funded Difference (Funded ADA less Actual ADA)	-	-	-	-
FUNDED ADA for the Transitional Kindergarten Add-on				
Current Year TK ADA	-			

Santa Rosa Accelerated Charter (102533)

	2025-26	2026-27	2027-28	2028-29
General Assumptions				
COLA & Augmentation	2.30%	2.87%	3.30%	3.09%
Base Grant Proration Factor	0.00%	0.00%	0.00%	0.00%
Add-on, ERT & MSA Proration Factor	0.00%	0.00%	0.00%	0.00%
Student Assumptions:				
Enrollment Count	128	128	128	128
Unduplicated Pupil Count (UPC)	34	34	34	34
Unduplicated Pupil Percentage (UPP)	18.18%	23.18%	26.56%	26.56%
Current Year LCFF Average Daily Attendance (ADA)	123.90	123.90	123.90	123.90
Funded LCFF ADA	123.90	123.90	123.90	123.90
LCFF ADA Funding Method	Current Year	Current Year	Current Year	Current Year
Current Year Necessary Small School (NSS) ADA	-	-	-	-
Funded NSS ADA	-	-	-	-
LCFF Entitlement Summary				
Base Grant	$ 1,289,923	$ 1,326,969	$ 1,370,706	$ 1,413,080
Grade Span Adjustment	-	-	-	-
Adjusted Base Grant	$ 1,289,923	$ 1,326,969	$ 1,370,706	$ 1,413,080
Supplemental Grant	46,902	61,518	72,812	75,063
Concentration Grant	-	-	-	-
Total Base, Supplemental and Concentration Grant	$ 1,336,825	$ 1,388,487	$ 1,443,518	$ 1,488,143
Allowance: Necessary Small School	-	-	-	-
Add-on: Targeted Instructional Improvement Block Grant	-	-	-	-
Add-on: Home-to-School Transportation	-	-	-	-
Add-on: Small School District Bus Replacement Program	-	-	-	-
Add-on: Economic Recovery Target	22,595	22,595	22,595	22,595
Add-on: Transitional Kindergarten	-	-	-	-
Total Allowance and Add-On Amounts	$ 22,595	$ 22,595	$ 22,595	$ 22,595
Total LCFF Entitlement Before Adjustments (excludes Additional State Aid)	**$ 1,359,420**	**$ 1,411,082**	**$ 1,466,113**	**$ 1,510,738**
Miscellaneous Adjustments	-			
Total LCFF Entitlement (excludes Additional State Aid)	**$ 1,359,420**	**$ 1,411,082**	**$ 1,466,113**	**$ 1,510,738**
LCFF Entitlement Per ADA (excludes Categorical MSA)	$ 10,972	$ 11,389	$ 11,833	$ 12,193
Additional State Aid	-	-	-	-
Total LCFF Entitlement with Additional State Aid	1,359,420	1,411,082	1,466,113	1,510,738

Santa Rosa Accelerated Charter (102533)	2025-26	2026-27	2027-28	2028-29
General Assumptions				
LCFF Sources Summary				
Funding Source Summary				
Local Revenue and In-Lieu of Property Taxes *(net for school districts)*	$ *1,252,052*	$ *1,297,975*	$ *1,361,530*	$ *1,416,549*
Education Protection Account Entitlement *(includes $200/minimum per ADA)*	$ 24,780	$ 24,780	$ 24,780	$ 24,780
Net State Aid *(excludes Additional State Aid)*	$ 82,588	$ 88,327	$ 79,803	$ 69,409
Additional State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	**$ 1,359,420**	**$ 1,411,082**	**$ 1,466,113**	**$ 1,510,738**
Funding Source by Resource-Object				
State Aid (Resource Code 0000, Object Code 8011)	$ 82,588	$ 88,327	$ 79,803	$ 69,409
EPA, Current Year (Resource 1400, Object Code 8012) (P-2 plus Current Year Accrual)	$ 24,780	$ 24,780	$ 24,780	$ 24,780
EPA, Prior Year Adjustment (Resource 1400, Object Code 8019) (P-A less Prior Year Accrual)	$ -	$ -		
Property Taxes (Object 8021 to 8089)	$ -	$ -	$ -	$ -
% Change	0.0000%	0.0000%	0.0000%	0.0000%
In-Lieu of Property Taxes (Object Code 8096)	1,252,052	1,297,975	1,361,530	1,416,549
Entitlement and Source Reconciliation				
Basic Aid/Excess Tax District Status	$ -	$ -	$ -	$ -
Total LCFF Entitlement	$ 1,359,420	$ 1,411,082	$ 1,466,113	$ 1,510,738
Additional State Aid	$ -	$ -	$ -	$ -
Additional EPA Minimum Entitlement (excess to LCFF Entitlement)	$ -	$ -	$ -	$ -
Excess Taxes before Minimum State Aid	$ -	$ -	$ -	$ -
Total Funding Sources	$ 1,359,420	$ 1,411,082	$ 1,466,113	$ 1,510,738
LCAP Percentage to Increase or Improve Services Calculation				
Base Grant (*Excludes add-ons for TIIG & Transportation)*	$ 1,312,518	$ 1,349,564	$ 1,393,301	$ 1,435,675
Supplemental and Concentration Grant funding in the LCAP year	$ 46,902	$ 61,518	$ 72,812	$ 75,063
Projected Additional 15% Concentration Grant funding in the LCAP year	$ -	$ -	$ -	$ -
Percentage to Increase or Improve Services	3.57%	4.56%	5.23%	5.23%
Necessary Small School Allowance by School				

Santa Rosa Accelerated Charter (102533)				
	2025-26	2026-27	2027-28	2028-29
General Assumptions				
District Current Year Necessary Small School (NSS) ADA	-	-	-	-
District Funded NSS ADA	-	-	-	-
District NSS Allowance	$ -	$ -	$ -	$ -
NSS #1				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #2				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #3				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #4				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
NSS #5				
NSS Funding Basis (Greater of CY, PY, or 3PY Average)	*Current Yr*	*Current Yr*	*Current Yr*	*Current Yr*
CY ADA (Actual)	-	-	-	-
Funded ADA for NSS	-	-	-	-
Funded NSS Allowance	$ -	$ -	$ -	$ -
PER-ADA FUNDING LEVELS				
Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 11,734.70	$ 12,186.95	$ 12,670.09	$ 13,061.85
Grades 4-6	$ 10,789.54	$ 11,206.52	$ 11,650.67	$ 12,010.83
Grades 7-8	$ 11,108.74	$ 11,538.21	$ 11,996.09	$ 12,366.79

Santa Rosa Accelerated Charter (102533)	2025-26	2026-27	2027-28	2028-29
General Assumptions				
Grades 9-12	$ 13,209.44	$ 13,719.87	$ 14,264.51	$ 14,705.77
Base Grants				
Grades TK-3	$ 10,256	$ 10,550	$ 10,898	$ 11,235
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,423	$ 12,780	$ 13,202	$ 13,610
Grade Span Adjustment				
Grades TK-3	$ 1,067	$ 1,097	$ 1,133	$ 1,168
Grades 9-12	$ 323	$ 332	$ 343	$ 354
Prorated Base, Supplemental and Concentration Rate per ADA				
Grades TK-3	$ 11,323	$ 11,647	$ 12,031	$ 12,403
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,746	$ 13,112	$ 13,545	$ 13,964
Prorated Base Grants				
Grades TK-3	$ 10,256	$ 10,550	$ 10,898	$ 11,235
Grades 4-6	$ 10,411	$ 10,710	$ 11,063	$ 11,405
Grades 7-8	$ 10,719	$ 11,027	$ 11,391	$ 11,743
Grades 9-12	$ 12,423	$ 12,780	$ 13,202	$ 13,610
Prorated Grade Span Adjustment				
Grades TK-3	$ 1,067	$ 1,097	$ 1,133	$ 1,168
Grades 9-12	$ 323	$ 332	$ 343	$ 354
Supplemental Grant	20%	20%	20%	20%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 2,265	$ 2,329	$ 2,406	$ 2,481
Grades 4-6	$ 2,082	$ 2,142	$ 2,213	$ 2,281
Grades 7-8	$ 2,144	$ 2,205	$ 2,278	$ 2,349
Grades 9-12	$ 2,549	$ 2,622	$ 2,709	$ 2,793
Actual - 1.00 ADA, Local UPP as follows:	*18.18%*	*23.18%*	*26.56%*	*26.56%*
Grades TK-3	$ 412	$ 540	$ 639	$ 659
Grades 4-6	$ 379	$ 497	$ 588	$ 606
Grades 7-8	$ 390	$ 511	$ 605	$ 624
Grades 9-12	$ 463	$ 608	$ 720	$ 742

Santa Rosa Accelerated Charter (102533)				
	2025-26	**2026-27**	**2027-28**	**2028-29**
General Assumptions				
Concentration Grant (>55% population)	65%	65%	65%	65%
Maximum - 1.00 ADA, 100% UPP				
Grades TK-3	$ 7,360	$ 7,571	$ 7,820	$ 8,062
Grades 4-6	$ 6,767	$ 6,962	$ 7,191	$ 7,413
Grades 7-8	$ 6,967	$ 7,168	$ 7,404	$ 7,633
Grades 9-12	$ 8,285	$ 8,523	$ 8,804	$ 9,077
Actual - 1.00 ADA, Local UPP >55% as follows:	*0.0000%*	*0.0000%*	*0.0000%*	*0.0000%*
Grades TK-3	$ -	$ -	$ -	$ -
Grades 4-6	$ -	$ -	$ -	$ -
Grades 7-8	$ -	$ -	$ -	$ -
Grades 9-12	$ -	$ -	$ -	$ -