Developing a habit of mind for success through the timeless principles of excellence, integrity, and respect.

BOARD OF EDUCATION MEETING

06/10/2024

ACTION: Approval of the LCAP, Federal Addendum, and LPI Self-Reflection Report

RECOMMENDATION:

It is recommended the Board approves the 2024-2025 Local Control Accountability Plan (LCAP), Federal Addendum, and LPI Self-Reflection report as presented.

BACKGROUND:

The LCAP is a three-year plan that describes the goals, actions, services, and expenditures to

positive student outcomes that address state and local priorities.

FINANCIAL IMPACT:

Alignment of LCFF Funding to Educational Partner input, local needs, and increasing and improving services to students.

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa Academy

CDS Code: 33671160109843

School Year: 2023-24

LEA contact information:

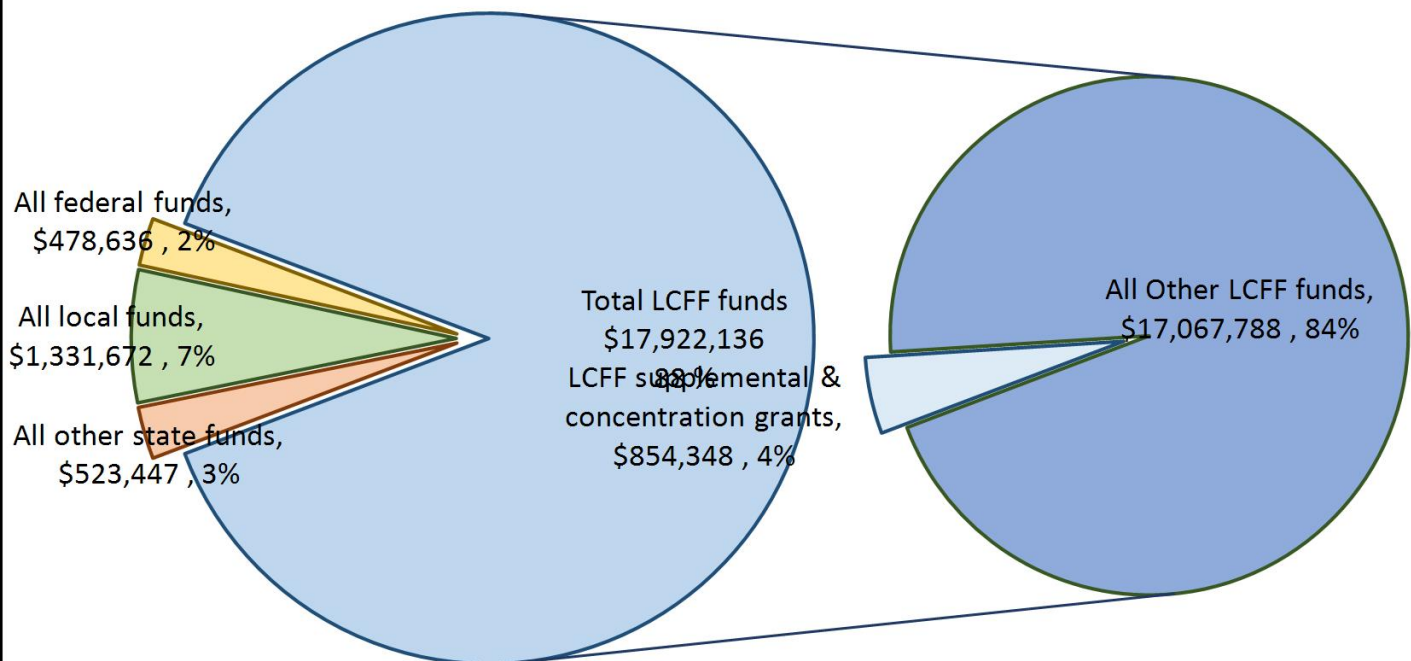Dr. Robert Hennings

Executive Director

rhennings@sra.mn

(951) 672-2400

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

Budget Overview for the 2023-24 School Year

Projected Revenue by Fund Source

All federal funds, $478,636 , 2%

All local funds, $1,331,672 , 7%

All other state funds, $523,447 , 3%

Total LCFF funds $17,922,136

LCFF supplemental & concentration grants, $854,348 , 4%
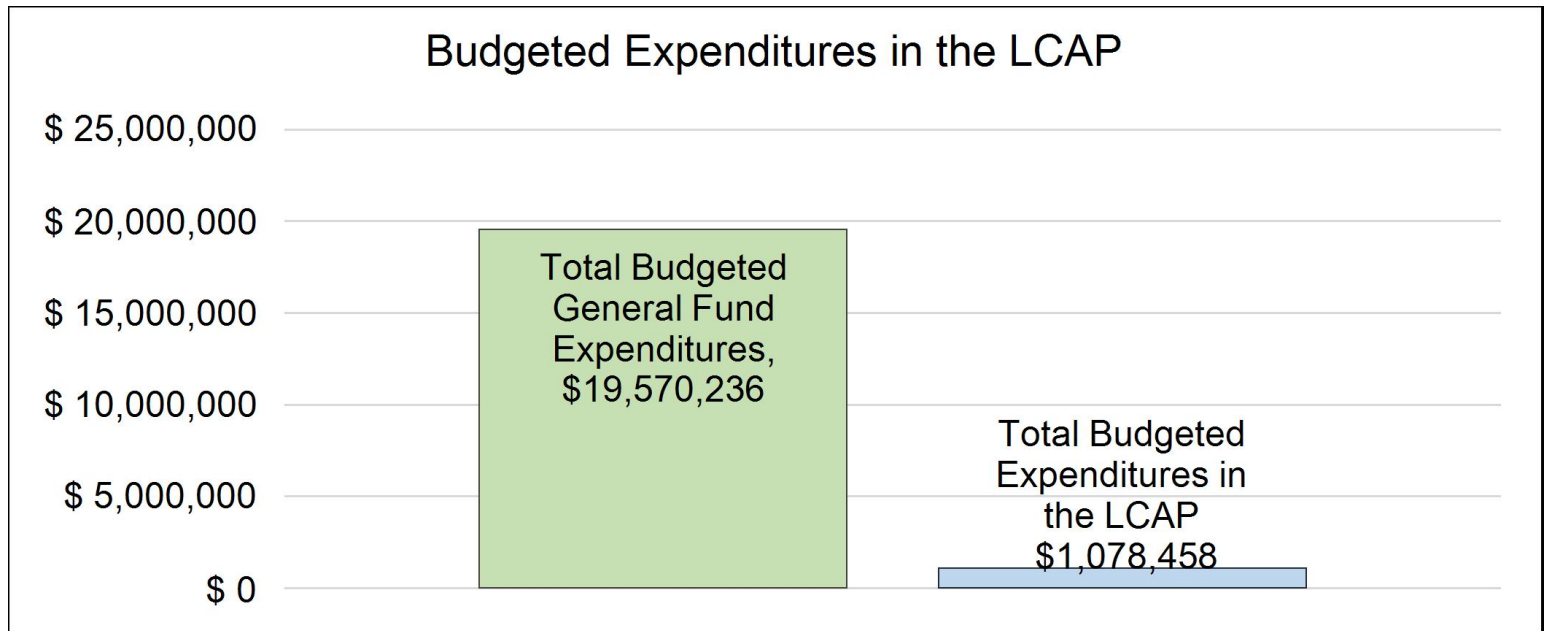
All Other LCFF funds, $17,067,788 , 84%

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

The text description for the above chart is as follows: The total revenue projected for Santa Rosa Academy is $20,255,891, of which $17,922,136 is Local Control Funding Formula (LCFF), $523,447 is other state funds, $1,331,672 is local funds, and $478,636 is federal funds. Of the $17,922,136 in LCFF Funds, $854,348 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.

Budgeted Expenditures in the LCAP

Total Budgeted General Fund Expenditures, $19,570,236	Total Budgeted Expenditures in the LCAP $1,078,458

Chart y-axis values: $ 25,000,000 / $ 20,000,000 / $ 15,000,000 / $ 10,000,000 / $ 5,000,000 / $ 0

This chart provides a quick summary of how much Santa Rosa Academy plans to spend for 2023-24. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Rosa Academy plans to spend $1,9570,236 for the 2023-24 school year. Of that amount, $1,078,458 is tied to actions/services in the LCAP and $18,491,778 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:
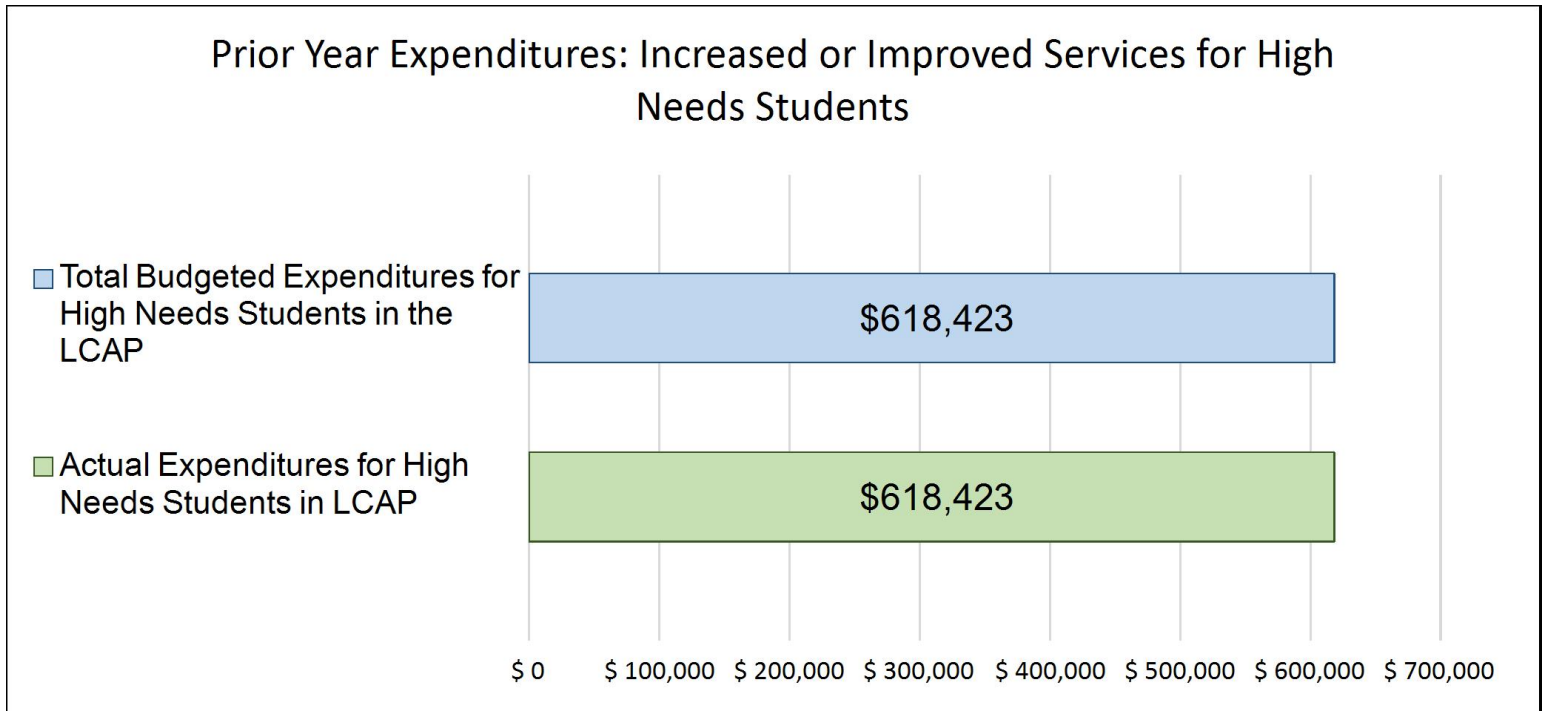
The LCAP includes some LCFF funds for the 2023-2024 fiscal year, but does not include all Local, State or Federal Funds. Those additional funds are covered in other plans such as the SELPA Plan for other non-LCFF sources of Special Education funds and the LCAP Federal Addendum for Federal Funding sources.

Increased or Improved Services for High Needs Students in the LCAP for the 2023-24 School Year

In 2023-24, Santa Rosa Academy is projecting it will receive $854,348 based on the enrollment of foster youth, English learner, and low-income students. Santa Rosa Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rosa Academy plans to spend $896,613 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 2022-23

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

☐ Total Budgeted Expenditures for High Needs Students in the LCAP — $618,423

☐ Actual Expenditures for High Needs Students in LCAP — $618,423

$ 0 $ 100,000 $ 200,000 $ 300,000 $ 400,000 $ 500,000 $ 600,000 $ 700,000

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

The text description of the above chart is as follows: In 2022-23, Santa Rosa Academy's LCAP budgeted $618,423 for planned actions to increase or improve services for high needs students. Santa Rosa Academy actually spent $618,423 for actions to increase or improve services for high needs students in 2022-23.

The difference between the budgeted and actual expenditures of $0 had the following impact on Santa Rosa Academy's ability to increase or improve services for high needs students:

Santa Rosa Academy actually spent $349,460 for actions to increase or improve services for high needs students in 2022-2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa Academy	Dr. Robert Hennings Executive Director	(951) 672-2400 Ext. 1201 (951) 672-2400

Plan Summary [2023-24]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Santa Rosa Academy is a public, independent charter school serving 1,569 students in grades TK- 12. Established in 2005, Santa Rosa Academy provides a flexible and innovative learning environment with site based, home school, and combination programs to meet the individual needs of each student. Santa Rosa Academy is highly regarded for academic excellence and places an equal emphasis on character to effectively develop lifelong learners and productive citizens. Santa Rosa Academy offers STEM instruction for students in grades K-12 and provides students with opportunities to complete multiple CTE pathways.

Santa Rosa Academy's student population is comprised of 8.8% Students with Disabilities, 27.34% Socioeconomically Disadvantaged, 1.6% English Learners, and 0.06% Foster Youth/Homeless.

Percent of total enrollment per student group are as follows:
3.8% African American
2.2% Asian
2.9% Filipino
46.9% Hispanic or Latino
37.5% White
5.7% Two or More Races
0.3% Native Hawaiian or Pacific Islander
0.4% American Indian or Alaska Native

Reflections: Successes

A description of successes and/or progress based on a review of the California School Dashboard (Dashboard) and local data.

The California Accountability Dashboard and Local Indicators help to inform us of our progress towards our LCAP goals. We recognize that even small accomplishments provide opportunities to reflect and plan for continuous improvement. The California Accountability Dashboard data and the Local Indicators demonstrate Santa Rosa Academy's progress in providing professional development and support for differentiated needs of all learners, social-emotional support, and meaningful engagement of staff and educational partners.

Due to the COVID-19 pandemic, state law allows the 2022 Dashboard to only display the most current year of data (also known as Status). For this year only, performance levels were reported using one of five Status levels (ranging from Very High, High, Medium, Low, and Very Low) for state measures. Status levels associated with the Chronic Absenteeism and Suspension Rate Indicators are reversed (ranging from Very Low, Low, Medium, High, and Very High)

Santa Rosa experienced successes in the area the area of English Language Arts (ELA), with all students scoring HighResults and scoring 14.3 points above the standard. The LEA also experienced success in the area of Graduation Rate, scoring Very High with a graduation rate of 99.2%.

Grade levels/departments use Otus to create common assessments that are both formative (quick quizzes) and summative (every 6 weeks) in all grade levels/subjects.
* Otus tracks student progress on state adopted standards over time.
* Renaissance STAR Math and Reading tests are aligned to state standards, and are given as another measure to track and report student progress/mastery of standards.
* Edgenuity is used to determine which students are not progressing as expected and are in need of academic intervention and/or credit recovery.

The data revealed learning gaps were evident however the LEA plans to continue the momentum of learning progress made with students into the 2022-2023 school year.

Santa Rosa Academy's 2023-24 LCAP will maintain priorities and actions for continuous improvement in academic growth in all content areas for all students, supporting Character Education and creating a positive engaging environment for staff and students, and systemic support to meet the underlying social-emotional needs of learners.

Reflections: Identified Need

A description of any areas that need significant improvement based on a review of Dashboard and local data, including any areas of low performance and significant performance gaps among student groups on Dashboard indicators, and any steps taken to address those areas.

The biggest area of identified need is in the area of pupil achievement, in the area of Math based on the 2021-2022 California Dashboard and CAASPP data. Progress and mastery showed a decline across grade levels, as attributed by learning loss. Planned actions to address these areas of need are reflected in the LCAP under increased and improved services. The LEA plans to use the CAASPP data to identify specific students who present with significant learning gaps and offer intervention strategies and resources and supports to help struggling learners. In addition the 2023-2024 LCAP includes goals and actions specifically targeted to closing learning gaps for our most vulnerable populations of students.

Feedback from educational partners and our WASC study revealed that our areas of need are, staff retention, Math achievement, Character Education, Academic/SEL counseling, and targeted PD. These actions will be listed as goals in this LCAP and will be able to be implemented in the 2023-2024 school year. These actions will result in an increase of student academic performance because of the connection between engagement and retention of information.

LCAP Highlights

A brief overview of the LCAP, including any key features that should be emphasized.

Our goals were determined after reviewing CA State Dashboard indicators for all students as compared to our foster youth (1.1%), English Learners (0.9% of population), and Low Income Students (20.8% of population). We also surveyed parents, staff, and students for ideas in how to improve our school. We believe that all students will benefit from the strategies outlined in the LCAP, so with the exception of ELD materials, we applied our goals to all students. Our first goal focuses on improving student academic success, particularly in the areas of Math by ensuring that our staff are well trained, has access to a variety of supplemental materials and uses common assessments to evaluate student progress and drive instruction. To create a foundation for academic success, we will maintain or increase our multi-tiered systems of support, counseling, character education, electives, CTE, and pathways to benefit the entire student population. We hope to increase school connectedness for students with continued community events as well as more parent workshops based on our educational partners feedback and WASC goals as reported by our WASC committee groups. Some of the goals as outlined in the LCAP, such as professional development and training will continue to for the 2023-2024 school year, as COVID restrictions have since decreased.

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.

Santa Rosa Academy was not 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.

Santa Rosa Academy was not identified for CSI.

Monitoring and Evaluating Effectiveness

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

Santa Rosa Academy was not identified for CSI.

Engaging Educational Partners

The Leadership Team, which consists of the Executive Director, Director of Educational Programs, Elementary and Secondary Principals, Coordinators, and Academic Counselors, and all educational partners, Board members (which include both parents and community members) and parents were updated on LCAP progress at regularly scheduled board meetings. Parents were consulted through a family survey along with the consultation of the Advisory Council. The Advisory offered written feedback and suggestions for goals and actions. Students were consulted through a student survey. Teachers were consulted through participation on the Advisory Council, staff meetings and surveys. Community members were consulted through a Town Hall meetings. Input and goals provided from our WASC focus groups and WASC visiting committee were also included in the development of the LCAP.

A summary of the feedback provided by specific educational partners.

Goal 1: Academic Achievement;
94.1% of families and 84% of students feel SRA is meeting the needs of students academically
66.9% of students feel consistently academically challenged, with another 27.5% feeling challenged some of the time
98.3% of families are happy with their students' academic performance
75% of staff rated "Retain highly qualified teachers and support staff as an area of 1st priority (from State Priorities in order of importance).

Goal 2: Individual student needs;
88% of families feel their student's personal needs are met, and 66.8% of students agree (another 28% think the school does an okay job)
69% of families feel their student(s) have an opportunity to try new things at school, and 57.3% of students agree (another 32% somewhat agree)
Stakeholder provided suggestions for additional course offerings in areas such as Foreign Language, Life Skills, Finance, Music, and Physical Education

Goal 3:
83.5% of families and 79.3% of students feel their families are welcome on campus
63.1% of families,46.1% of students, and 64.4% of staff believe SRA gives the opportunity to voice ideas that will enhance the school's programs and procedures
75% of families, 66.75 of students, and 64.4% feel SRA does a good job with community building activities
73.7% of families state that students want to come to school, 67% of students are happy to attend SRA (25% are somewhat happy)
69.1% of families, 46.1% of students, and 57.6% feel that their input matters most or all of the time
68% of staff, 75% of parents, and 66.6% of students feel that SRA does a good job clearly communicating events/how to get involved
An average of 30% of parents would attend a parent workshop
66.4% of families, feel there are enough activities at school to build upon our school community

Goal 4:

79% of families, 93.7% of students, and 95% of staff feel Santa Rosa's facilities are clean
94% of families and 97.1% of students feel is a safe place for students to attend school; 84.8% of staff feel Santa Rosa is safe and secure

A description of the aspects of the LCAP that were influenced by specific input from educational partners.

Goal 1:
Feedback was taken from families and staff regarding student academic performance and several actions were developed to address this goal. The assessment program, OTUS, will be utilized by teachers to create common assessments in the core subject areas of English, Math, Science, and Social Studies. This will allow teachers to closely monitor student performance and plan instruction to accelerate learning. The Edgenuity learning platform will be used to expand the course offerings for middle and high school students as well as individualize learning based on assessment data. Knowing that student data shows the need for more support in math the LEA took educational partner feedback into consideration and decided to pilot a new hands on math program in the 2021-2022 school year called Desmos. This was piloted but found not to provide the desired results and another curricula will be piloted. Educational partner feedback from families reflects the need to encourage students to try new things. The actions in goal one under professional development support providing professional development for the teachers to expand instructional programs targeting the need to provide opportunities for students to try new things.

Goal 2:
Stakeholders expressed the need for individual student's needs to be met and the LEA took that into consideration when developing actions for goal two. Personal learner needs will be addressed with supports such as; math support, Student Study Team meetings, Multi Tiered Systems of Support, and analyzing data to re-engage students in learning.

Goal 3:
Data from educational partners showed the need to increase communication about school events and activities. The LEA plans to increase communication with all educational partners. In addition, educational partner feedback showed the need for more community building activities. Planned monthly lunch with the principals to increase student engagement is planned to continue for the2023-2024 school year. Parent workshops will be offered on a variety of subjects to support the needs of the community and increase community engagement. These planned actions are a result of parent feedback reflecting a need for increased community building events.

Goal 4:
Feedback reflecting the need for students to feel safe while they attend school informed the actions to restructure the staircase in the middle school campus as well as add a number of security gates to the elementary campus for faster evacuation in the event of an emergency.

Goals and Actions

Goal

Goal #	Description
1	Achieve academic excellence in core content areas.

An explanation of why the LEA has developed this goal.

Student performance on CAASPP and subsequent ratings on the California Schools Dashboard, teacher survey data, formal and informal observations, and WASC Self-Study all indicate the need for need for improving Mathematic achievement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual SARC Report	98% Teachers appropriately assigned 100% Access to instructional materials	100% Teachers appropriately assigned 100% Access to instructional materials	100% Teachers appropriately assigned 100% Access to instructional materials		Maintain 100% teachers appropriately assigned. Maintain 100% access to instructional materials as new programs are adopted.
CDE Self Reflection Tool	Full implementation of ELA/ELD and Math CA CCSS Full implementation of NGSS Full implementation HSS Full implementation CTE Beginning implementation of	Maintained	Maintained		Maintain full implementation and sustainability of ELA/ELD and Math CA CCSS and NGSS Full implementation of HSS and CTE Full implementation of identifying the professional

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	identifying the professional development needs of individual teachers Exploration and research phase for providing support for teachers on the standards they have not yet mastered.				development needs of individual teachers Full implementation of providing support for teachers on the standards they have not yet mastered.
SBS Math Standard Met/Exceeded	38.07% All grades (2018-2019) No state data (2019-2020)	No state data (2020-2021) Local metric 39% met/exceeded (2021-2022)	New state baseline established. 33.38% meet/or exceed on the 2021-2022 CASSPP test results.		Increase 2% or more
SBS ELA Standard Met/Exceeded	60% All grades (2018) No state data (2019-2020)	No state data (2020-2021) Local metric 33% met/exceeded (2021-2022)	New state baseline established. 47.06% meet/or exceed on the 2021-2022 CASSPP test results.		Increase 2% or more
Academic Indicator: Math 3-8, 11	CAASPP State DATA (% of students meets or exceeds) All students -39.73% SED- 27.48% SWD -12.61% African American- 20.55 % Hispanic-28.05% White- 55.23%	No state data (2020-2021) Local Assessment Data (met/exceeded) All students 39% SED - N/A SWD - 17% African-American - 28% Hispanic - 34%	New baseline CAASPP Data (2021-2022) All Students-33.38 % SWD-11.41% SED-21.23% African-American- 15.93% Hispanic- 21.24% White- 48.18%		All students (+2% or more) SED (+3% or more) SWD (+3% or more) African American (+4% or more) Hispanic (+3 % or more) White (+2% or more) EL-(+4% or more)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	EL- 12.58% Homeless Youth- 22.69%	White - 46%	EL- 9.71% Homeless Youth- 15.9%		Homeless Youth- (+4% or more)
Academic Indicator: ELA 3-8, 11	CAASPP State DATA (% of students meets or exceeds) All students -51.1% SED- 39.19% SWD -16.34% African American- 33.19 % Hispanic- 40.81% White- 65.64% EL-12.81% Homeless Youth- 32.86%	No state data (2020-2021) Local Assessment Data (met/exceeded) All students 33% SED - N/A SWD - 17% African-American - 19% Hispanic - 33% White - 35%	New baseline CAASPP Data All Students- 47.06% SWD-15.61% SED-35.24% African-American- 30.33% Hispanic- 36.4% White- 61.63% EL- 12.47% Homeless Youth- 27.79%		All students (+2% or more) SED (+3% or more) SWD (+3% or more) African American (+4% or more) Hispanic (+3 % or more) White (+2% or more) EL-(+4% or more) Homeless Youth- (+4% or more)
College and Career Indicator	65.5% prepared for College and Career	No dashboard data available.	No state dashboard data available.		All students (+2% or more)

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development	A) Provide ongoing researched based staff development on the following: character education; providing students with effective feedback; deepening understanding of expectations of state standards and frameworks. B) Provide coaching and instructional support in mathematics. C) Department Chairs lead collaborative training and provide one-on-one instructional support within Department Collaboration Meetings.	$251,460.00	Yes

Action #	Title	Description	Total Funds	Contributing
		D) Provide training and conference attendance for subject specific staff with new content area and grade level assignments and/or areas of greatest need. E) Provide separate induction for teachers with preliminary credentials in Grades K-8 and Grades 9-12. F) Continue to provide an Independent Study Coordinator to oversee instruction in Grades K-12 Independent Study programs. G) Instructional coaching for Administrators. H) Provide school counselors with ASCA aligned professional development/training opportunities that support student development, ethical standards and the corresponding ASCA Mindsets and Behaviors. I) Step Up to Writing Training K-8 J) Safety Training for Campus Supervisors and Security K) Administrators professional development L) New Teacher Professional development Orientation to included training in the areas of Character Education, Systems and Software, and Curriculum and student information systems.		
1.2	Curriculum	Adoption/Purchase of standards aligned curriculum and required resources for core content areas: A) Project Lead the Way B) Edgenuity Learning Platform for Enrichment and Credit Recovery C) Digital Subscriptions for Supplemental Resources D) Algebra Readiness E) Character Education and Socio-emotional Learning F) Work Experience G) Peer Mentoring H) Subject specific supplemental supports	$116,341.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Assessment	A) Subscription for Data and Assessment Program with student report training (OTUS) B) Early Literacy Assessment C) Renaissance Math and ELA D) Common assessments development for ELA, Math, Sciences, History - given every 6-8 weeks E) IXL expansion F) Accelerated Reader program incentives G) Data analysis that focusing on monitoring and reviewing student data of unduplicated subgroups and special education students.	$53,100.00	No Yes
1.4	After School Enrichment Program	A) Extra Services/OT for Teachers and Staff rendering after school service B) Additional staffing for after school service C) Materials and Supplies for after school program	$0.00	No Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goal 1.1 for professional development was offered to teachers in targeted grade levels in the areas of ELA and Math. Professional development for secondary mathematics is particularly pertinent based on state assessment data and will continue implementation in the 2023-2024 school year.

Goal 1.2 for curriculum was implemented although the Desmos pilot proved unsuccessful based on student data so at the semester we stopped the pilot.

An explanation of material differences between Budgeted Expenditures and Estimated Actual Expenditures and/or Planned Percentages of Improved Services and Estimated Actual Percentages of Improved Services.
The difference between the budgeted expenditures and estimated actual expenditures can be explained due to professional development only being partially implemented as a result of the substitute shortages and lack of instructional staff.

An explanation of how effective the specific actions were in making progress toward the goal.
Goal 1.1 (A-D) professional development and teacher support was helpful in making progress towards goals. Teachers attended trainings and then returned and trained their colleagues. This has led to teachers requesting more trainer of training PDs. All other actions were met and continue to be ongoing. Professional development implementation will continue in the 2023-2024 school year.

A description of any changes made to the planned goal, metrics, desired outcomes, or actions for the coming year that resulted from reflections on prior practice.
Goal 1.1 - Professional development and teacher support need to continue to be a priority next year. Local data and the WASC Self-Study indicates that professional development is a continued priority for 2023-2024 school year. Goal 1.2 - State Assessment data and teacher feedback shows that the, 6th-8th grade pilot of Zearn Math for 2022-2023, was not successful. Middle school math department will continue to use Go Math and requested to go back to using IXL assessment. Goal 1.3 - We will keep Renaissance STAR Assessment for grades K-5. Middle school and high school found the STAR Data to be unreliable, as a result we will use the CAASPP Interim Assessments for 2023-2024 school 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.

Goals and Actions

Goal

Goal #	Description
2	Address individualized student need to develop skills necessary to be college and career ready.

An explanation of why the LEA has developed this goal.

English learners reclassification rates need to be increased.
Student and parent climate surveys and the WASC Self- Study revealed a desire for an increase in school connectedness and character/social skills development activities.
Statewide Assessment for Math and ELA results show a need to address specific deficiencies related to unduplicated pupils and individuals with exceptional needs.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL performance on language assessment/Reclassification Rate	9 English Learners - 0.6% of student population Reclassify 56% 0% At Risk for LTEL	11 English Learners Increased reclassification by 2 additional students 0% At Risk LTEL	24 English Learners Increased reclassification by 2 additional students, reclassification is at 13% 0% At Risk LTEL		Continue to increase reclassification rates Maintain 0% At Risk for LTEL
Chronic Absence Indicator	Green Performance Level	No dashboard color	State has new data criteria for 2022-2023. Chronic Absence Indicator is Medium at 10% chronically absent.		Decrease chronically absent percentage by 2%.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Graduation Rate Indicator	Blue Performance Level for all student groups	No dashboard color. 97.6% graduation rate	State has new data criteria for 2022-2023. Graduation Rate Indicator is Very High at 99.2% graduation rate.		Maintain or increase current graduation rate.
Drop Out Rate	0%	0%	0%		Maintain 0%
Attendance Rate	97% attendance rate	maintained 97% attendance	maintained 97% attendance		Maintain or increase attendance rate
Suspension Rate Indicator	Green Performance Level for All Students	No dashboard color	State has new data criteria for 2022-2023. Suspension Rate Indicator is low at 2.5% suspended at least one day. Suspension data shows		Maintain or decrease suspension rates for all students.
Expulsion Rate	0 students	1 student	1 student		0 students
Climate surveys of pupils and parents	Increased parent satisfaction by 2% Increase HS connectedness by 1% Maintained HS excitement Decreased HS satisfaction with course offerings by 6% Decreased HS satisfaction with college career preparedness by 6%	Climate surveys show significant increases of at least 10% in all areas climate surveys.	State has new data criteria for 2022-2023. California School Dashboard Local Climate Survey shows "Standard Met"		Maintain parent and student satisfaction. Continue receive "Standard Met" on the California School Dashboard.

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Local Measure: Internships (WASC)	Two community based internships per high school academy per semester	Limited internships due to COVID pandemic.	Returned to community based internships		Maintain two or more community based internships per high school academy per semester
College/Career Indicator	Green Performance Level	No dashboard color	Unavailable in 2022		In 2023, the CCI will be reported using Status levels only. In 2024, the CCI will be reported using Status, Change (the difference from prior year), and performance colors.
Academic Indicator: Math 3-8	All students Green (Increased significantly by +32.1%) SED Green (Increased significantly by +44.7%) SWD Yellow (Increased significantly by +71.4%) African American Yellow (Increased significantly by +29.4%) Hispanic Green (Increased	No state data (2020-2021) Local Assessment Data (met/exceeded) All students 39% SED - N/A SWD - 17% African-American - 28% Hispanic - 34% White - 46%	New baseline CAASPP Data (2021-2022) All Students- 33.38 % SWD-11.41% SED-21.23% African-American- 15.93% Hispanic- 21.24% White- 48.18% EL- 9.71% Homeless Youth- 15.9%		All students (+2% or more) SED (+3% or more) SWD (+3% or more) African American (+4% or more) Hispanic (+3 % or more) White (+2% or more) EL-(+4% or more) Homeless Youth- (+4% or more)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	significantly by +34.6%) White Blue (Increased significantly by +31.4%)				
Academic Indicator: ELA 3-8	All students Blue (Increased significantly by +21.1%) SED Green (Increased by +11.8%) SWD Yellow (Increased significantly by +51.9%) African American Green (Increased by +5.6%) Hispanic Blue (Increased significantly by +17.4%) White Blue (Increased significantly by +22.7%)	No state data (2020-2021) Local Assessment Data (met/exceeded) All students 33% SED - N/A SWD - 17% African-American - 19% Hispanic - 33% White - 35%	New baseline CAASPP Data All Students- 47.06% SWD-15.61% SED-35.24% African-American-30.33% Hispanic- 36.4% White- 61.63% EL- 12.47% Homeless Youth-27.79%		All students (+2% or more) SED (+3% or more) SWD (+3% or more) African American (+4% or more) Hispanic (+3 % or more) White (+2% or more) EL-(+4% or more) Homeless Youth-(+4% or more)

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Multi-Tiered System of Support (MTSS)	Provide additional services and Response to Intervention : A) Additional courses for High School students using Edgenuity	$359,112.00	Yes

Action #	Title	Description	Total Funds	Contributing
		B) Supplemental Intervention Materials for MTSS C) Math Support courses, interventions, and strategies D) Monitor students through Safety Net and SST process; provide academic and behavioral, and social emotional support for RTI E) Mandatory teacher-led after school tutoring TK-12 F) Continue to provide school nurse to monitor educational and health needs G) Continue to provide speech/language materials, OT materials for students with health plans and early intervention strategies. H) Credit Recovery for identified students I) Analyze school data to identify whole school or individual student needs to support academic improvement. J) MTSS Coordinator to provide small group and student support services, data-based progress monitoring. H) Purchase curriculum to support Students with disabilities. I) Implement a PBIS program and purchase incentives and resources.		
2.2	Character Ed/Social Skills/Counseling	Facilitate Character and Social Skill Development: A) Continue Character Education Staff Development B) Continue monthly Character Lessons C) Continue monthly Character Awards D) Continue to provide access to school counselors and systems of mental health support E) Continue to monitor social-emotional wellness and intercede with students F). Provide tools and social/emotional support to students, faculty and families in cultural awarness. G) Develop an Attendance Incentive program	$43,100.00	Yes
2.3	ELD	Provide support for EL students: A) Continue to provide support Materials for English Learners. B) Provide on going training for ELD teacher and staff.	$1,650.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.4	School Connectedness	Improve student sense of school connectedness: A) Continue to facilitate student led spirit building activities. B) Continue to facilitate Red Track social events and on-campus enrichment activities C) Maintain and create more extracurricular opportunities for students outside of sports and societies (i.e. clubs) D) Continue to facilitate regular student-body assemblies (pep-rallies, campus spirit events, etc.)	$32,000.00	No
2.5	CTE/Electives/Pathways	Prepare students for college and lifelong learning: A) Increase High School Independent Study Electives B) Internships/Externships for CTE pathways. C) Create more CTE courses, pathways, and electives D) Materials, supplies, software, and curriculum for CTE electives and pathways.	$5,301.00	No
2.6	College and Career Readiness	Prepare students for college and career: A) Dual Enrollment Advisor B) Continue to coordinate School-wide College and Career Fair C) Continue to provide free PSAT to all 9th & 10th Graders	$15,000.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

2.3 Due to continued staff shortages, teachers were not provided ELD training. With the increase in our EL population, ELD training and staffing will continue to be a priority for the 2023-2024 school year
2.4 School activities resumed to its normal capacity as it was before Covid. Students participated in field trips, pep rally's, dances, and other school connected activities.
2.5 Additional independent study electives were provided via Edgenuity.

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.

Covid 19 safety precautions, continue to affect the LEA's ability to incentivize attendance. Attendance incentives and initiatives will continue to be a priority for the 2023-2024 school year.
ELD teachers were unable to attend training due to continued lack of staff and substitute shortages. This will continue to be a priority for the 2023-2024 school year.

An explanation of how effective the specific actions were in making progress toward the goal.

Due to staff shortages, many people were spread thin and working outside of their regular job duties. The LEA was unable to maintain a baseline on the continued goals, but on a smaller scale through local assessments the LEA was able to track progress data. The LEA looks forward to continued improvement and progress in the 2023/2024 school year with uninterrupted staffing.

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

During the 2022/2023 school year the LEA continued to partner with Mt. San Jacinto College to offer a dual enrollment college readiness course, articulated courses, and concurrent enrollment.

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.

Goals and Actions

Goal

Goal #	Description
3	Facilitate stakeholder involvement

An explanation of why the LEA has developed this goal.

Results from WASC Self Study as well as results from parent survey indicated that increased and improved communication needed to improve opportunities for student and parent input and involvement.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Survey	Survey results: 83.5% of families feel welcome on campus 63.1% believe SRA gives the opportunity to voice ideas that will enhance the school's programs and procedures 75% feel SRA does a good job with community building activities 73.7% of students want to come to school 69.1% feel that their input matters 68.5% feel that SRA clearly communicates	Survey results: 97% of families feel welcome on campus 86.5% believe SRA gives the opportunity to voice ideas that will enhance the school's programs and procedures 92.1% feel SRA does a good job with community building activities 76.4% of students want to come to school 89.1% feel that their input matters 94% feel that SRA clearly communicates	Survey results: 96.7% of families feel welcome on campus 83% believe SRA gives the opportunity to voice ideas that will enhance the school's programs and procedures 96.7% feel SRA does a good job with community building activities 68.5% of students want to come to school 87% feel that their input matters 96.2% feel that SRA clearly communicates		Desired Survey Results 100% of families feel welcome on campus 85% believe SRA gives the opportunity to voice ideas that will enhance the school's programs and procedures 90% feel SRA does a good job with community building activities 85% of students want to come to school 85% feel that their input matters 85% feel that SRA clearly communicates

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	events/how to get involved An average of 30% of parents would attend a parent workshop 66.4% feel there are enough activities at school to build upon our school community	events/how to get involved An average of 78% of parents would attend a parent workshop 91% feel there are enough activities at school to build upon our school community	events/how to get involved An average of 75% of parents would attend a parent workshop 91.6% feel there are enough activities at school to build upon our school community		events/how to get involved An average of 50% of parents would attend a parent workshop 80% feel there are enough activities at school to build upon our school community

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Educational Partners awareness and involvement	Increase educational partners awareness and involvement in school events: A) Innovation Expo B) College and Career Fair C) Read Across America D) Monthly student lunch with the principals E) Monthly Coffee/Tea with the principals & Cookies with the Counselors. F) Doughnuts with the Directors G) Parent Volunteer Program	$20,850.00	No

Action #	Title	Description	Total Funds	Contributing
3.2	Parent Workshops	A) Continue to provide Parent Workshops for instructional strategies, curriculum, and program expectations. Continue to create flexible schedules for working families. B) Offer workshops and informational presentations for transitional 5th grade students as well as transitional 8th grade students. C) Invite and promote active participation in SST's, IEP's and parent conferences via Aeries Parent Portal, Parent square and school website. D) Host more Red Track parent workshops and Teaching tips with staff. E) Invite parents or guardians to visit school counseling program. F) Continue to inform parents about the comprehensive school counseling program G) Refer students and families to community resources	$58,500.00	Yes

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Action 3.1 was fully implemented. The LEA was able to open the campus to visitors and was able to hold the Innovation Expo during the 2022-2023 school year. The LEA would like to continue to hold Coffee with the Principals, Cookies with the Counselors and would like to add Doughnuts with the Directors for the 2023-2024 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.

The LEA was able to hold the Innovation Expo and the College and Career Fair in person for the 2022-2023 school year. The expenditures were still lower than planned. The parent workshops were held but did not go over the budgeted amount.

An explanation of how effective the specific actions were in making progress toward the goal.

Goal 3.1 was educational partnership involvement. All events were executed as the Covid restrictions were lifted. The LEA looks forward to continued educational partnership involvement in the 2023-2024 school year.

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

With COVID restrictions lifted, more educational partnership involvement activities were added during the 2022-2023 school 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.

Goals and Actions

Goal

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

An explanation of why the LEA has developed this goal.

Based on safety evaluation, Facilities Inspection Tool and educational partner surveys, repairs, maintenance, additions, and improvments are ongoing and necessary to maintain the upkeep of the campus.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARC/FIT	All systems received a rating of Good and an overall rating of Exemplary	Maintained baseline.	Maintained baseline.		Maintain systems and overall rating
Safety Committee Needs Assessment	Minimal findings in threat assessment	Maintained baseline.	Maintained baseline.		Continue to maintain minimal findings in threat assessment

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Ongoing Repairs and services	Provide ongoing needed repairs and services: A) Continue to rejuvenate main stair steps of the IT center to improve footfall safety. B) Replacement of outdated security blinds in all classrooms and office spaces. C) Install safety window film/tinting to the library, administration building, and the gym windows. D) Install security fencing around the wood chips lot and gym public access area.	$270,000.00	No

Action #	Title	Description	Total Funds	Contributing
		E) Fire Lane Correction/Completion		

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

Goals for the 2022-2023 were fully implemented and carried out. All goals were met.

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.

These projects were planned and completed in the summer through Spring of 2022. All Goals were met in this area.

An explanation of how effective the specific actions were in making progress toward the goal.

Goals were met to create a clean and safe environment for student learning.

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

Additional changes were made to the planned goal, metrics, desired outcomes, or actions for the 2023-2024 school year. Planned goals, metrics, actions, and desired outcomes were updated to match the need for safety improvements and overall upkeep of the campus.

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.

Goals and Actions

Goal

Goal #	Description
5	

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24

Actions

Action #	Title	Description	Total Funds	Contributing

Goal Analysis [2022-23]

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these 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.

An explanation of how effective the specific actions were in making progress toward the goal.

A description of any changes made to the planned goal, metrics, desired 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.

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2023-24]

Projected LCFF Supplemental and/or Concentration Grants	Projected Additional LCFF Concentration Grant (15 percent)
854348	0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.03%	4.68%	$795,546.46	9.71%

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

Required Descriptions

For each action being provided to an entire school, or across the entire school district or county office of education (COE), an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

1.1 Professional Development.
Analysis of the CASSPP Math indicator on the CA School Dashboard shows a performance gap between our Low Income students (-12.57% point difference compared to all students) as well as our English Learners (-24.09%% point difference compared to all students), as compared to all students at %33.8. Professional development will continue to focus on incorporating academic vocabulary, sentence starters, hands-on learning experiences, visuals, manipulatives , and higher order thinking into math to strengthen conceptual understanding. While these strategies target English Learners, they will benefit all students.

Analysis of the CASSPP ELA indicator on the CA School Dashboard shows a performance gap between our Low Income students (-11.82% point difference compared to all students) as well as our English Learners (- 34.59% point difference compared to all students), as compared to all students at 47.06% Professional development will include applying academic language, access to varying levels of academic text, and writing skills across content areas. Students will have access to a wide variety of instructional texts and writing experiences as teachers work together in grade level teams to support English Learners and Low Income students, but this will benefit all students. We will measure Math and ELA progress on LEA wide common assessments as well as SBAC Interim data.

1.2 Curriculum

Analysis of the CASSPP Math indicator on the CA School Dashboard shows a performance gap between our Low Income students (-12.57% point difference compared to all students) as well as our English Learners (-24.09%% point difference compared to all students), as compared to all students at %33.8%. Analysis of the CASSPP ELA indicator on the CA School Dashboard shows a performance gap between our Low Income students (-11.82% point difference compared to all students) as well as our English Learners (- 34.59% point difference compared to all students), as compared to all students at 47.06%

We continue to adopt innovative standards-based supplemental curriculum and resources to address the needs of our Low Income and English Learners, and believe this will have a positive impact on all students. We will maintain the Project Lead the Way program for problem solving and critical thinking. Edgenuity Learning Platform will provide teachers with the resources for enrichment and credit recovery. We will provide more resources and opportunities for low income families with at home academic support. We will continue providing Digital subscriptions which allow teachers to plan customized practice with immediate feedback for students that they can access for free at home. We will continue to provide hands-on and visual approaches to mathematics to help English learners make sense of mathematical concepts without being hindered by language barriers. We will measure Math progress on LEA wide common assessments as well as SBAC Interim data

1.3 Assessment

Analysis of the CASSPP Math indicator on the CA School Dashboard shows a performance gap between our Low Income students (-12.57% point difference compared to all students) as well as our English Learners (-24.09%% point difference compared to all students), as compared to all students at %33.8%. Analysis of the CASSPP ELA indicator on the CA School Dashboard shows a performance gap between our Low Income students (-11.82% point difference compared to all students) as well as our English Learners (- 34.59% point difference compared to all students), as compared to all students at 47.06%

We will continue to use the OTUS Data and Assessment Program with student reporting features to analyze student performance on class assessments. Teacher created common assessments for all subjects will be given every 6-8 weeks to monitor individual student progress on standards. Early literacy assessments will help us identify students that need language support in the early years so we can close initial gaps between English Learners and Low Income students, as compared to their peers. However, the early literacy assessment is a critical diagnostic tool that all students need.

2.1 Multi-Tiered System of Support (MTSS)

Analysis of the CASSPP Math indicator on the CA School Dashboard shows a performance gap between our Low Income students (-12.57% point difference compared to all students) as well as our English Learners (-24.09%% point difference compared to all students), as compared to all students at %33.8%. Analysis of the CASSPP ELA indicator on the CA School Dashboard shows a performance gap

between our Low Income students (-11.82% point difference compared to all students) as well as our English Learners (- 34.59% point difference compared to all students), as compared to all students at 47.06%

Our data indicates that English Learners and Low Income students are in need of additional services and Response to Intervention (RTI), but we believe that all students will benefit from a multi-tiered system of support. We will continue to monitor students through the Safety Net and the Student Success Team process, provide academic and behavioral support for RTI as needed. Students who are in need of intensive support will have math support to explore concepts more deeply, and are able to attend tutoring in any subject. We will continue to analyze data from local assessments to identify whole school or individual needs. We will continue to provide a MTSS Coordinator to provide small group and student support services, and data-based progress monitoring. All students will have access to no cost lunches. The school nurse will monitor educational and health needs. We believe that these strategies will positively impact all students.

2.2 Character Ed/Social Skills/Counseling

The CA School Dashboard shows that chronic absenteeism is higher for Low Income students as compared to all students. We will address this gap by incentivizing attendance with awards and fun class rewards. We will monitor chronic absenteeism regularly to determine if our new attendance incentives have a measurable impact. We believe that attendance is critical and that new practices will benefit all students.

Our 2022-2023 parent survey showed a clear trend that our parent community wants their children to leave SRA at the completion of their schooling with: "a well rounded education," "confidence," and "character." Character education staff development and monthly character lessons/awards will serve our parent goals and also increase attendance. Teachers have also reported that students are struggling with mental health issues, which especially affect struggling low income families. Counselors will monitor and provide systems of mental health support/social-emotional wellness to reengage students, and improve attendance. We know that this will positively impact all students, regardless of their demographic subgroup.

2.3 School Connectedness

The CA School Dashboard shows that chronic absenteeism is higher for Low Income student. Our goal is to improve the sense of school community for these groups so they want to be at school, but we know that this is good for all students. Currently 68.5% of families state that students want to come to school and 96.6% of students are happy to attend SRA. 96.7% of families, 83.4% of students, and 76.8% feel SRA does a good job with community building activities. Thus, we will involve students in more regular, well planned, student led spirit building activities (as suggested by students on the survey). Red track students will have more opportunities to attend social events and on campus enrichment activities. Sports, clubs, and service based projects will be maintained or increased to help students feel like an inherent part of the school. Surveys of parent, student, and staff surveys all indicate that school connectedness is a priority, so we believe that our plan will benefit all students and stakeholders.

2.4 CTE/Electives/Pathways

Analysis of the College & Career Readiness Rate indicator on the CA School Dashboard shows a gap between Low Income students compared to all students. Additionally, 92.8% of parents believe that SRA provides creative and innovative programs for learning, but only 67.9% of students state that they have the opportunity to try new things at school, and only 67.4% say they are encouraged to try new ways of learning and doing. We will maintain our 100% graduation for English Learners and Low Income students, but we want to extend the opportunities for them to engage in CTE, electives, and pathways. Thus, we will increase high school independent study electives, which will benefit all students. We will prepare our middle school students for the high CTE and pathways by increasing learning lab area and provide additional elective opportunities. We will continue to provide students with engaging Project Lead the Way materials and Future Farmers of America participation so they will have access to a variety of courses, regardless of income. Educational Partners provided suggestions for additional course offerings in areas such as Foreign Language, Life Skills, Finance, Music, VAPA, and Physical Education.

3.1 Educational Partner awareness and involvement

Educational partner surveys consistently show a need for more communication about events and how to get involved on campus. We would like increase stakeholder awareness and involvement in our school programs by continuing with school wide events such as the Innovation Expo and Science & Engineering Fair. This provides English Learners the opportunity to showcase their work in a hands-on way, non-language dependent format, but all students benefit from project based learning. Only 86.8% of staff, 87% of parents, and 52.9% of students feel that their voice or input matters at SRA. In order to increase opportunities for stakeholders to provide input, monthly meetings with the principles and counselors will allow all parents to voice their opinions on ways they want to be involved in school.   Website re-development and maintenance to include mobile friendly and translation features will allow all stakeholders to stay updated with school events and information, even if they do not have a computer at home.

3.2 Parent Workshops

63.3% of staff identified parental involvement as #1 or #2 of the 8 State Priorities in order of importance. Analysis of parent survey data shows that 62% of families would attend a workshop. Families requested the following topics: parenting support, working with strong willed children, mental health, teens and technology, and math support. Parents of low income students and English Learners report that they want to participate in parent workshops, but are not available during the day because of their work schedules. 47% of parents can attend in person parents workshops during the school day, but we will continue to offer Zoom trainings and flexible times so working parents can attend. Having flexibility in scheduling/attending parent workshops online benefits all students.

4.1 Ongoing Repairs and services

92.8% of families and 88.3% of students feel Santa Rosa's facilities are clean. 94% of families and 97.1% of students feel Santa Rosa is a safe place for students to attend school. 89.8% of staff believe that Santa Rosa's facilities are safe and clean. School facilities are critical to engaging students on a welcoming campus, so teachers can focus on closing academic gaps in Math and ELA. We will continue to provide clean and safe facilities that create a flexible and innovative learning environment. We will also add classroom extension landscape corners to campus yards to provide additional flexible learning space and add shade coverings for classroom patios to add additional flexible learning

space. Outdoor learning spaces will help English Learners and Low Income students engage in more real world, outdoor learning experiences, but this will benefit all students.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Through MTSS, student demographic data will be analyzed to ensure English Learners and Low Income students are identified and receive targeted support, increased engagement, access to CTE, electives and Career Pathways, while ensuring teachers are provided Professional Development to incorporate strategies to meet the needs of these at-risk student groups.

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.

N/A

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

2023-24 Total Expenditures Table

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,078,458.00	$116,341.00		$31,615.00	$1,226,414.00	$591,826.00	$634,588.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
1	1.1	Professional Development	English Learners Foster Youth Low Income	$221,495.00			$29,965.00	$251,460.00
1	1.2	Curriculum	English Learners Foster Youth Low Income		$116,341.00			$116,341.00
1	1.3	Assessment	All English Learners Foster Youth Low Income	$53,100.00				$53,100.00
1	1.4	After School Enrichment Program	All English Learners Foster Youth Low Income		$0.00			$0.00
2	2.1	Multi-Tiered System of Support (MTSS)	English Learners Foster Youth Low Income	$359,112.00				$359,112.00
2	2.2	Character Ed/Social Skills/Counseling	English Learners Foster Youth Low Income	$43,100.00				$43,100.00
2	2.3	ELD	English Learners				$1,650.00	$1,650.00
2	2.4	School Connectedness	All	$32,000.00				$32,000.00
2	2.5	CTE/Electives/Pathways	All	$5,301.00				$5,301.00
2	2.6	College and Career Readiness	English Learners Foster Youth Low Income	$15,000.00				$15,000.00

Goal	Action #	Action Title	Student Group(s)	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
3	3.1	Educational Partners awareness and involvement	All	$20,850.00				$20,850.00
3	3.2	Parent Workshops	English Learners Foster Youth Low Income	$58,500.00				$58,500.00
4	4.1	Ongoing Repairs and services	All	$270,000.00				$270,000.00

2023-24 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
16991804	854348	5.03%	4.68%	9.71%	$750,307.00	0.00%	4.42 %	**Total:**	$750,307.00
								LEA-wide Total:	$750,307.00
								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	Professional Development	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$221,495.00	
1	1.2	Curriculum	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
1	1.3	Assessment	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$53,100.00	
1	1.4	After School Enrichment Program	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		
2	2.1	Multi-Tiered System of Support (MTSS)	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$359,112.00	
2	2.2	Character Ed/Social Skills/Counseling	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$43,100.00	

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	2.3	ELD	Yes	LEA-wide	English Learners	All Schools		
2	2.6	College and Career Readiness	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$15,000.00	
3	3.2	Parent Workshops	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$58,500.00	

2022-23 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,393,045.00	$1,344,545.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	$272,349.00	272,349.00
1	1.2	Curriculum	Yes	$107,541.00	107,541.00
1	1.3	Assessment	No Yes	$50,300.00	50,300.00
2	2.1	Multi-Tiered System of Support (MTSS)	Yes	$370,104.00	370,104.00
2	2.2	Character Ed/Social Skills/Counseling	Yes	$38,100.00	38,100.00
2	2.3	ELD	Yes	$1,500.00	12,000
2	2.4	School Connectedness	No	$25,000.00	14,500.00
2	2.5	CTE/Electives/Pathways	No	$5,301.00	5,301.00
2	2.6	College and Career Readiness	Yes	$11,000.00	11,000.00

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)
3	3.1	Stakeholder awareness and involvement	No	$14,850.00	14,850.00
3	3.2	Parent Workshops	Yes	$48,500.00	48,500.00
4	4.1	Ongoing Repairs and services	No	$448,500.00	400,000.00

2022-23 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)
854348	$899,394.00	$58,801.54	$840,592.46	0.00%	0.00%	0.00%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development	Yes	$272,349.00	28004.81		
1	1.2	Curriculum	Yes	$107,541.00	0		
1	1.3	Assessment	Yes	$50,300.00	790		
2	2.1	Multi-Tiered System of Support (MTSS)	Yes	$370,104.00	23244.68		
2	2.2	Character Ed/Social Skills/Counseling	Yes	$38,100.00			
2	2.3	ELD	Yes	$1,500.00			
2	2.6	College and Career Readiness	Yes	$11,000.00	6762.05		
3	3.2	Parent Workshops	Yes	$48,500.00			

2022-23 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)
16991804	854348	0	5.03%	$58,801.54	0.00%	0.35%	$795,546.46	4.68%

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 (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 aspects of the LCAP template 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, 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]).

  - Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

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 should: (a) reflect comprehensive strategic planning (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 2021–22, 2022–23, and 2023–24 school years reflects statutory changes made through Assembly Bill 1840 (Committee on Budget), Chapter 243, Statutes of 2018. These statutory changes enhance transparency regarding expenditures on actions included in the LCAP, including actions that contribute to meeting the requirement to increase or improve services for foster youth, English learners, and low-income students, and to streamline the information presented within the LCAP to make adopted LCAPs more accessible for educational partners and the public.

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 California School Dashboard (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 that the LEA believes, based on input gathered from educational partners, research, and experience, 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 itself. Additionally, information is included at the beginning of each section emphasizing the purpose that each 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 provide a meaningful context for the rest of the LCAP, the content of this section should be clearly and meaningfully related to the content included in the subsequent sections of the LCAP.

Requirements and Instructions

General Information – 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, or employment, the number and size of specific schools, recent community challenges, and other such information as an LEA wishes to include can enable a reader to more fully understand an LEA's LCAP.

Reflections: Successes – Based on a review of performance on the state indicators and local performance indicators included in the Dashboard, progress toward LCAP goals, local self-assessment tools, input from educational partners, and any other information, what progress is the LEA most proud of and how does the LEA plan to maintain or build upon that success? This may include identifying specific examples of how past increases or improvements in services for foster youth, English learners, and low-income students have led to improved performance for these students.

Reflections: Identified Need – Referring to the Dashboard, identify: (a) any state indicator for which overall performance was in the "Red" or "Orange" performance category or any local indicator where the LEA received a "Not Met" or "Not Met for Two or More Years" rating AND (b) any state indicator for which performance for any student group was two or more performance levels below the "all student" performance. What steps is the LEA planning to take to address these areas of low performance and performance gaps? An LEA that is required to include a goal to address one or more consistently low-performing student groups or low-performing schools must identify that it is required to include this goal and must also identify the applicable student group(s) and/or school(s). Other needs may be identified using locally collected data including data collected to inform the self-reflection tools and reporting local indicators on the Dashboard.

LCAP Highlights – Identify and briefly summarize the key features of this year's LCAP.

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

- **Support for Identified Schools**: 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**: 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, 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 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.

Statute and regulations specify the educational partners that school districts and COEs must consult when developing the LCAP: teachers, principals, administrators, other school personnel, local bargaining units of the LEA, parents, and students. Before adopting the LCAP, school districts and COEs must share it with the Parent Advisory Committee and, if applicable, to its English Learner Parent Advisory Committee. 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.

Statute requires charter schools to consult with teachers, principals, administrators, other school personnel, parents, and students in developing the LCAP. 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 and actions.

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 following web page of the CDE's website: https://www.cde.ca.gov/re/lc/.

Requirements and Instructions

Below is an excerpt from the 2018–19 *Guide for Annual Audits of K–12 Local Education Agencies and State Compliance Reporting*, which is provided to highlight the legal requirements for engagement of educational partners in the LCAP development process:

Local Control and Accountability Plan:
For county offices of education and school districts only, verify the LEA:

a) Presented the local control and accountability plan to the parent advisory committee in accordance with Education Code section 52062(a)(1) or 52068(a)(1), as appropriate.

b) If applicable, presented the local control and accountability plan to the English learner parent advisory committee, in accordance with Education Code section 52062(a)(2) or 52068(a)(2), as appropriate.

c) Notified members of the public of the opportunity to submit comments regarding specific actions and expenditures proposed to be included in the local control and accountability plan in accordance with Education Code section 52062(a)(3) or 52068(a)(3), as appropriate.

d) Held at least one public hearing in accordance with Education Code section 52062(b)(1) or 52068(b)(1), as appropriate.

e) Adopted the local control and accountability plan in a public meeting in accordance with Education Code section 52062(b)(2) or 52068(b)(2), as appropriate.

Prompt 1: "A summary of the process used to engage educational partners and how this engagement was considered before finalizing the LCAP."

Describe the engagement process used by the LEA to involve educational partners in the development of the LCAP, including, at a minimum, describing how the LEA 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.

Prompt 2: "A summary of the feedback provided by specific educational partners."

Describe and summarize the feedback provided by specific educational partners. A sufficient response to this prompt will indicate ideas, trends, or inputs that emerged from an analysis of the feedback received from educational partners.

Prompt 3: "A description of the aspects of the LCAP that were influenced by specific input from educational partners."

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. The response must describe aspects of the LCAP that were influenced by or developed in response to the educational partner feedback described in response to Prompt 2. 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. For the purposes of this prompt, "aspects" of an LCAP that may have been influenced by educational partner input can include, but are 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 desired 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 services
- Determination of effectiveness of the specific actions to achieve the goal
- Determination of material differences in expenditures
- Determination of changes made to a goal for the ensuing LCAP year based on the annual update process
- Determination 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 should 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 should 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.

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.

- 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.

At a minimum, the LCAP must address all LCFF priorities and associated metrics.

Focus Goal(s)
Goal 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.

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.

Broad Goal
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.

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
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.

Explanation of why the LEA has developed this goal: Explain how the actions will sustain the progress exemplified by the related metrics.

Required Goals
In general, LEAs have flexibility in determining what goals to include in the LCAP and what those goals will address; however, beginning with the development of the 2022–23 LCAP, LEAs that meet certain criteria are required to include a specific goal in their LCAP.

Consistently low-performing student group(s) criteria: An LEA is eligible for Differentiated Assistance for three or more consecutive years based on the performance of the same student group or groups in the Dashboard. A list of the LEAs required to include a goal in the LCAP based on student group performance, and the student group(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Consistently low-performing student group(s) goal requirement:** An LEA meeting the consistently low-performing student group(s) criteria must include a goal in its LCAP focused on improving the performance of the student group or groups that led to the LEA's eligibility for Differentiated

Assistance. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, this student group or groups. An LEA required to address multiple student groups is not required to have a goal to address each student group; however, each student group must be specifically addressed in the goal. This requirement may not be met by combining this required goal with another goal.

- **Goal Description:** Describe the outcomes the LEA plans to achieve to address the needs of, and improve outcomes for, the student group or groups that led to the LEA's eligibility for Differentiated Assistance.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the student group(s) that lead to the LEA being required to develop this goal, how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the student group(s), and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes identified in the goal description.

Low-performing school(s) criteria: The following criteria only applies to a school district or COE with two or more schools; it does not apply to a single-school district. A school district or COE has one or more schools that, for two consecutive years, received the two lowest performance levels on all but one of the state indicators for which the school(s) receive performance levels in the Dashboard and the performance of the "All Students" student group for the LEA is at least one performance level higher in all of those indicators. A list of the LEAs required to include a goal in the LCAP based on school performance, and the school(s) that lead to identification, may be found on the CDE's Local Control Funding Formula web page at https://www.cde.ca.gov/fg/aa/lc/.

- **Low-performing school(s) goal requirement:** A school district or COE meeting the low-performing school(s) criteria must include a goal in its LCAP focusing on addressing the disparities in performance between the school(s) and the LEA as a whole. This goal must include metrics, outcomes, actions, and expenditures specific to addressing the needs of, and improving outcomes for, the students enrolled at the low-performing school or schools. An LEA required to address multiple schools is not required to have a goal to address each school; however, each school must be specifically addressed in the goal. This requirement may not be met by combining this goal with another goal.

- **Goal Description:** Describe what outcomes the LEA plans to achieve to address the disparities in performance between the students enrolled at the low-performing school(s) and the students enrolled at the LEA as a whole.

- **Explanation of why the LEA has developed this goal**: Explain why the LEA is required to develop this goal, including identifying the schools(s) that lead to the LEA being required to develop this goal; how the actions and associated metrics included in this goal differ from previous efforts to improve outcomes for the school(s); and why the LEA believes the actions, metrics, and expenditures included in this goal will help achieve the outcomes for students enrolled at the low-performing school or schools identified in the goal description.

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 are encouraged to identify metrics for specific student groups, as appropriate, including expected outcomes that would reflect narrowing of any existing performance gaps.

Include in the baseline column the most recent data associated with this 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 2019 Dashboard for the baseline of a metric only if that data represents the most recent available (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. Because final 2020–21 outcomes on some metrics may not be computable at the time the 2021–24 LCAP is adopted (e.g., graduation rate, suspension rate), the most recent data available may include a point in time calculation taken each year on the same date for comparability purposes.

The baseline data shall remain unchanged throughout the three-year LCAP.

Complete the table as follows:

- **Metric**: Indicate how progress is being measured using a metric.

- **Baseline**: Enter the baseline when completing the LCAP for 2021–22. As described above, the baseline is the most recent data associated with a metric. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 1 Outcome**: When completing the LCAP for 2022–23, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 2 Outcome**: When completing the LCAP for 2023–24, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above.

- **Year 3 Outcome**: When completing the LCAP for 2024–25, enter the most recent data available. Indicate the school year to which the data applies, consistent with the instructions above. The 2024–25 LCAP will be the first year in the next three-year cycle. Completing this column will be part of the Annual Update for that year.

- **Desired Outcome for 2023**–**24**: When completing the first year of the LCAP, enter the desired outcome for the relevant metric the LEA expects to achieve by the end of the 2023–24 LCAP year.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2021–22**.	Enter information in this box when completing the LCAP for **2022–23**. Leave blank until then.	Enter information in this box when completing the LCAP for **2023–24**. Leave blank until then.	Enter information in this box when completing the LCAP for **2024–25**. Leave blank until then.	Enter information in this box when completing the LCAP for **2021–22** or when adding a new metric.

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 self-reflection tool for local indicators within the Dashboard.

Actions: Enter the action number. Provide a short title for the action. This title will also appear in the action tables. Provide a description of the action. Enter the total amount of expenditures associated with this action. Budgeted expenditures from specific fund sources will be provided in the summary tables. Indicate whether the action contributes to meeting the increase 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 action offered on an LEA-wide or schoolwide basis, the LEA will need to provide additional information in the Increased or Improved Summary Section to address the requirements in *California Code of Regulations*, Title 5 [5 *CCR*] Section 15496(b) in the Increased or Improved Services Section of the LCAP).

> *Actions for English Learners:* School districts, COEs, and charter schools that have a numerically significant English learner student subgroup must include specific actions in the LCAP related to, at a minimum, the language acquisition programs, as defined in *EC* Section 306, provided to students and professional development activities specific to English learners.

> *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.

Goal Analysis:

Enter the LCAP Year.

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

- 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.

- Describe the effectiveness of the specific actions to achieve the articulated goal as measured by the LEA. 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.

- 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.

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 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.

Requirements and Instructions

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 low income, foster youth, and English learner students.

Projected Additional LCFF Concentration Grant (15 percent): 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 LEAs 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:

For each action being provided to an entire school, or across the entire school district or COE, an explanation of (1) how the needs of foster youth, English learners, and low-income students were considered first, and (2) how these actions are effective in meeting the goals for these students.

For each action included in the Goals and Actions section as contributing to the increased or improved services requirement for unduplicated pupils and provided on an LEA-wide or schoolwide basis, the LEA must include an explanation consistent with 5 *CCR* Section 15496(b). For any such actions continued into the 2021–24 LCAP from the 2017–2020 LCAP, the LEA must determine whether or not the action was effective as expected, and this determination must reflect evidence of outcome data or actual implementation to date.

Principally Directed and Effective: An LEA demonstrates how an action is principally directed towards and effective in meeting the LEA's goals for unduplicated students when the LEA explains how:

- It considers the needs, conditions, or circumstances of its unduplicated pupils;

- The action, or aspect(s) of the action (including, for example, its design, content, methods, or location), is based on these considerations; and

- The action is intended to help achieve an expected measurable outcome of the associated goal.

As such, the response provided in this section may rely on a needs assessment of unduplicated 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 increase or improve services standard because enrolling students is not the same as serving students.

For example, if an LEA determines that low-income students have a significantly lower attendance rate than the attendance rate for all students, it might justify LEA-wide or schoolwide actions to address this area of need in the following way:

> After assessing the needs, conditions, and circumstances of our low-income students, we learned that the attendance rate of our low-income students is 7 percent lower than the attendance rate for all students. (Needs, Conditions, Circumstances [Principally Directed])

> In order to address this condition of our low-income students, we will develop and implement a new attendance program that is designed to address some of the major causes of absenteeism, including lack of reliable transportation and food, as well as a school climate that does not emphasize the importance of attendance. Goal N, Actions X, Y, and Z provide additional transportation and nutritional resources as well as a districtwide educational campaign on the benefits of high attendance rates. (Contributing Action[s])

> These actions are being provided on an LEA-wide basis and we expect/hope that all students with less than a 100 percent attendance rate will benefit. However, because of the significantly lower attendance rate of low-income students, and because the actions meet needs most associated with the chronic stresses and experiences of a socio-economically disadvantaged status, we expect that the attendance rate for our low-income students will increase significantly more than the average attendance rate of all other students. (Measurable Outcomes [Effective In])

COEs and Charter Schools: Describe how actions included as contributing to meeting the increased or improved services requirement on an LEA-wide basis are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above. In the case of COEs and charter schools, schoolwide and LEA-wide are considered to be synonymous.

For School Districts Only:

Actions Provided on an LEA-Wide Basis:

Unduplicated Percentage > 55 percent: For school districts with an unduplicated pupil percentage of 55 percent or more, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities as described above.

Unduplicated Percentage < 55 percent: For school districts with an unduplicated pupil percentage of less than 55 percent, describe how these actions are principally directed to and effective in meeting its goals for unduplicated pupils in the state and any local priorities. Also describe how the actions **are the most effective use of the funds** to meet these goals for its unduplicated pupils. Provide the basis for this determination, including any alternatives considered, supporting research, experience, or educational theory.

Actions Provided on a Schoolwide Basis:

School Districts must identify in the description those actions being funded and provided on a schoolwide basis, and include the required description supporting the use of the funds on a schoolwide basis.

For schools with 40 percent or more enrollment of unduplicated pupils: Describe how these actions are principally directed to and effective in meeting its goals for its unduplicated pupils in the state and any local priorities.

For school districts expending funds on a schoolwide basis at a school with less than 40 percent enrollment of unduplicated pupils: Describe how these actions are principally directed to and how the actions are the most effective use of the funds to meet its goals for foster youth, English learners, and low-income students in the state and any local priorities.

A description of how services for foster youth, English learners, and low-income students are being increased or improved by the percentage required.

Consistent with the requirements of 5 *CCR* Section 15496, describe how services provided for unduplicated pupils are increased or improved by at least the percentage calculated as compared to the services provided for all students in the LCAP year. 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 included in the Goals and Actions section as contributing to the increased or improved services requirement, whether they are provided on an LEA-wide or schoolwide basis or provided on a limited basis to unduplicated students. A limited action is an action that only serves foster youth, English learners, and/or low-income students. This description must address how these action(s) are expected to result in the required proportional increase or improvement in services for unduplicated pupils as compared to the services the LEA provides to all students for the relevant LCAP year.

For any 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. See the instructions for determining the Planned Percentage of Improved Services for information on calculating the Percentage of Improved Services.

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 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 Data Entry 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 Data Entry Table, the Annual Update Table, the Contributing Actions Annual Update Table, and the LCFF Carryover Table. With the exception of the Data Entry 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 2022–23 LCAP, 2022–23 will be the coming LCAP Year and 2021–22 will be the current LCAP Year.

Data Entry Table

The Data Entry Table may be included in the LCAP as adopted by the local governing board or governing body, but is not required to be included. In the Data Entry 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 of LCFF funding the LEA estimates it will receive for the coming school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

  See *EC* sections 2574 (for COEs) and 42238.02 (for school districts and charter schools), as applicable, for LCFF apportionment calculations.

- **2. Projected LCFF Supplemental and/or Concentration Grants:** Provide the total amount of LCFF supplemental and concentration grants the LEA estimates it will receive 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; OR, type "No" if the action is **not** included as contributing to meeting the increased or improved services.

- 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.

- **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 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 Service 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 the LEA estimates it will actually receive based on of 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 LCFF funding the LEA estimates it will receive for the current school year, excluding the supplemental and concentration grants and the add-ons for the Targeted Instructional Improvement Grant Program and the Home to School Transportation Program, pursuant to 5 *CCR* Section 15496(a)(8).

- **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)

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column

- 5. Total Planned Percentage of Improved Services

    o 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)

    o 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

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

- 4. Total Planned Contributing Expenditures (LCFF Funds)

    o 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

  o 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)

  o 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 (%)

  o This amount is the total of the Planned Percentage of Improved Services column

- 8. Total Estimated Actual Percentage of Improved Services (%)

  o 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)

  o 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 + Carryover %)

  o 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)

  o 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)

  o 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
January 2022

Local Control and Accountability Plan (LCAP)
Every Student Succeeds Act (ESSA)
Federal Addendum Template

School Year

2023-2024

Date of Board Approval

06/14/2023

LEA Name

Santa Rosa Academy

CDS Code:

33671160109843

Link to the LCAP:
(optional)

For which ESSA programs apply to your LEA?

Choose From:

TITLE I, PART A
Improving Basic Programs Operated by
State and Local Educational Agencies

*(**note:** This list only includes ESSA programs with LEA plan requirements; not all ESSA programs.)*

In the following pages, ONLY complete the sections for the corresponding programs.

Instructions

The LCAP Federal Addendum is meant to supplement the LCAP to ensure that eligible LEAs have the opportunity to meet the Local Educational Agency (LEA) Plan provisions of the ESSA.

The LCAP Federal Addendum Template must be completed and submitted to the California Department of Education (CDE) to apply for ESSA funding. LEAs are encouraged to review the LCAP Federal Addendum annually with their LCAP, as ESSA funding should be considered in yearly strategic planning.

The LEA must address the Strategy and Alignment prompts provided on the following page.

Each provision for each program must be addressed unless the provision is not applicable to the LEA.

In addressing these provisions, LEAs must provide a narrative that addresses the provision **within the LCAP Federal Addendum Template.**

Under State Priority Alignment, state priority numbers are provided to demonstrate where an ESSA provision aligns with state priorities. This is meant to assist LEAs in determining where ESSA provisions may already be addressed in the LEA's LCAP, as it demonstrates the LEA's efforts to support the state priorities.

The CDE emphasizes that **the LCAP Federal Addendum should not drive LCAP development.** ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP development as much as possible to promote strategic planning of all resources**; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

This template is designed to be used by LEAs who already have completed their LCAP Federal Addendum and received approval from CDE. This template will support LEAs with the review of their LCAP Federal Addendum and revision.

The review and revision of the LCAP Federal Addendum do not need to be submitted to CDE for approval. However, an LEA should have their local Board approve any revisions.

Even if the LEA plans to transfer all of its title funds, it must still address all of the provisions of the title from which it is transferring its funds. The LEA must first meet the application requirements of those funds before it can elect to transfer those funds to another title.

California's ESSA State Plan significantly shifts the state's approach to the utilization of federal resources in support of underserved student groups. This LCAP Federal Addendum provides LEAs with the opportunity to document their approach to maximizing the impact of federal investments in support of underserved students.

The implementation of ESSA in California presents an opportunity for LEAs to innovate with their federally-funded programs and align them with the priority goals they are realizing under the state's Local Control Funding Formula (LCFF).

LCFF provides LEAs flexibility to design programs and provide services that meet the needs of students in order to achieve readiness for college, career, and lifelong learning. The LCAP planning process supports continuous cycles of action, reflection, and improvement.

Please respond to the prompts below, and in the pages that follow, to describe the LEA's plan for making the best use of federal ESEA resources in alignment with other federal, state, and local programs as described in the LEA's LCAP.

Strategy

Explain the LEA's strategy for using federal funds to supplement and enhance local priorities or initiatives funded with state funds, as reflected in the LEA's LCAP. This shall include describing the rationale/evidence for the selected use(s) of federal funds within the context of the LEA's broader strategy reflected in the LCAP.

The LEA experienced successes in the area of re-engaging students to on site instruction during the 2021-2022 school year despite the challenges faced with teacher shortages and all of the restrictions COVID brought. The lack of dashboard data has prevented the LEA from reporting state score growth however local indicator data reveals the students made progress growth in English Language Arts and Math. The evidence of this progress came from local assessments like Renaissance STAR and in digital assessment programs such as OTUS and IXL. The data revealed learning gaps were evident however the LEA plans to continue the momentum of learning progress made with students into the 2022-2023 school year.

Our goals were determined after reviewing CA State Dashboard indicators for all students as compared to our foster youth (0.86%), English Learners (2.26% of population), and Low Income Students (20.7% of population). We also surveyed parents, staff, and students for ideas in how to improve our school. We believe that all students will benefit from the strategies outlined in the LCAP, so with the exception of ELD materials, we applied our goals to all students. Our first goal focuses on improving student academic success, particularly in the areas of Math and ELA by ensuring that our staff is well trained, has access to a variety of supplemental materials and uses common assessments to evaluate student progress and drive instruction. To create a foundation for academic success, we will maintain or increase multi-tiered systems of support, counseling, character education, electives, CTE, and pathways for unduplicated students, but again, this will benefit the entire student population. We hope to increase school connectedness for students with more community events as well as parent workshops based on stakeholder feedback or reported needs. The excellent condition of our facilities will be maintained, while also creating flexible learning spaces outdoors. While the circumstances of the Covid 19 pandemic affected the LEAs ability to accomplish some of the goals outlined in the LCAP, such as professional development and training. These trainings are planned for the 2022/2023 school year. Educational partner engagement was limited this year because of Covid restrictions however the LEA looks forward to holding these events the next school year without restrictions.

Goal 1: Feedback was taken from families and staff regarding student academic performance and several actions were developed to address this goal. The assessment program, OTUS, will be utilized by teachers to create common assessments in the core subject areas of English, Math, Science, and Social Studies. This will allow teachers to closely monitor student performance and plan instruction to accelerate learning. The Edgenuity learning platform will be used to expand the course offerings for middle and high school students as well as individualize learning based on assessment data. Knowing that student data shows the need for more support in math the LEA took stakeholder feedback into consideration and decided to pilot a new hands on math program in the 2021-2022 school year called Desmos. This will accelerate learning and increase academic performance in math. Stakeholder feedback from families reflects the need to encourage students to try new things. The actions in goal one under professional development support providing professional development for the teachers to expand instructional programs targeting the need to provide opportunities for students to try new things.

Goal 2: Stakeholders expressed the need for individual student's needs to be met and the LEA took that into consideration when developing actions for goal two. Personal learner needs will be addressed with supports such as; double block math, Student Study Team meetings, Multi Tiered Systems of Support, and analyzing data to re-engage students in learning.

Goal 3: Data from stakeholders showed the need to increase communication about school events and activities. The LEA plans to redevelop the website to increase communication with stakeholders. In addition, stakeholder feedback showed the need for more community building activities. Plans for monthly lunch with the principals to increase student stakeholder engagement is planned for the 2021-2022 school year. Parent workshops will be offered on a variety of subjects to support the needs of the community and increase community engagement. These planned actions are a result of parent feedback reflecting a need for increased community building events.

Goal 4: Stakeholder feedback reflecting the need for students to feel safe while they attend school informed the actions to restructure the staircase in the middle school campus as well as add a number of security gates to the elementary campus for faster evacuation in the event of an emergency.

Alignment

Describe the efforts that the LEA will take to align use of federal funds with activities funded by state and local funds and, as applicable, across different federal grant programs.

Santa Rosa Academy's LCAP is a comprehensive document that is developed with input from all Educational Partners. Results from metrics, local indicators and input from Educational Partners guide the development of the plan and progress is shared in the annual update. All fund sources, base, supplemental, federal funds (including Title I), as well as grants are accounted for in the LCAP. Educational Partners discuss and provide input on how all funds included in the LCAP are utilized to best meet the goals established in the LCAP. Goals are specific to the needs of the student and include academic and social-emotional goals that align to our LCAP.

The Leadership Team, which consists of the Executive Director, Director of Educational Services, Student Services and Special Education Director, Elementary and Secondary Principals, Academic Counselors, Coordinators, and Board members (which include both parents and community members) and parents were updated on LCAP progress at regularly scheduled board meetings. Parents were consulted through a family survey along with the consultation of the Parent Advisory Council. The Parent Advisory offered written feedback and suggestions for goals and actions. Students were consulted through a student survey. Teachers were consulted through participation on the Advisory Council, staff meetings and surveys. Community members were consulted through a Town Hall meeting and through the partnership with the City of Menifee. The WASC visiting committee's mid cycle report was also taken into consideration.

ESSA Provisions Addressed Within the LCAP

Within the LCAP an LEA is required to describe its goals and the specific actions to achieve those goals, for each of the LCFF state priorities. In an approvable LCAP, it will be apparent from the descriptions of the goals, actions, and services how an LEA is acting to address the following ESSA provisions through the aligned LCFF state priorities and/or the state accountability system.

TITLE I, PART A

Monitoring Student Progress Towards Meeting Challenging State Academic Standards

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(1) (A–D)	1, 2, 4, 7, 8 *(as applicable)*

Describe how the LEA will monitor students' progress in meeting the challenging state academic standards by:

(A) developing and implementing a well-rounded program of instruction to meet the academic needs of all students;
(B) identifying students who may be at risk for academic failure;
(C) providing additional educational assistance to individual students the LEA or school determines need help in meeting the challenging State academic standards; and
(D) identifying and implementing instructional and other strategies intended to strengthen academic programs and improve school conditions for student learning.

Overuse in Discipline Practices that Remove Students from the Classroom

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(11)	6 *(as applicable)*

Describe how the LEA will support efforts to reduce the overuse of discipline practices that remove students from the classroom, which may include identifying and supporting schools with high rates of discipline, disaggregated by each of the student groups, as defined in Section 1111(c)(2).

Career Technical and Work-based Opportunities

ESSA SECTION	STATE PRIORITY ALIGNMENT
1112(b)(12)(A–B)	2, 4, 7 *(as applicable)*

If determined appropriate by the LEA, describe how such agency will support programs that coordinate and integrate:

(A) academic and career and technical education content through coordinated instructional strategies, that may incorporate experiential learning opportunities and promote skills attainment important to in-demand occupations or industries in the State; and

(B) work-based learning opportunities that provide students in-depth interaction with industry professionals and, if appropriate, academic credit.

TITLE II, PART A

Title II, Part A Activities

ESSA SECTION	STATE PRIORITY ALIGNMENT
2102(b)(2)(A)	1, 2, 4 *(as applicable)*

Provide a description of the activities to be carried out by the LEA under this Section and how these activities will be aligned with challenging State academic standards.

TITLE III, PART A

Parent, Family, and Community Engagement

ESSA SECTION	STATE PRIORITY ALIGNMENT
3116(b)(3)	3, 6 *(as applicable)*

Describe how the eligible entity will promote parent, family, and community engagement in the education of English learners.

ESSA Provisions Addressed in the Consolidated Application and Reporting System

An LEA addresses the following ESSA provision as part of completing annual reporting through the Consolidated Application and Reporting System (CARS).

TITLE I, PART A

Poverty Criteria

ESSA SECTION(S)	STATE PRIORITY ALIGNMENT
1112(b)(4)	N/A

Describe the poverty criteria that will be used to select school attendance areas under Section 1113.

Santa Rosa Academy uses the National School Lunch Program, Free or Reduced Meal assistance as the poverty measure.

ESSA Provisions Not Addressed in the LCAP

For the majority of LEAs, the ESSA provisions on the following pages do not align with state priorities. **Each provision for each program provided on the following pages must be addressed** unless the provision is not applicable to the LEA. In addressing these provisions, LEAs must provide a narrative that addresses the provision **within this addendum**.

As previously stated, the CDE emphasizes that the LCAP Federal Addendum should not drive LCAP development. ESSA funds are supplemental to state funds, just as the LCAP Federal Addendum supplements your LCAP. **LEAs are encouraged to integrate their ESSA funds into their LCAP** development as much as possible to promote strategic planning of all resources; however, this is not a requirement. In reviewing the LCAP Federal Addendum, staff will evaluate the LEA's responses to the ESSA plan provisions. There is no standard length for the responses. LEAs will be asked to clarify insufficient responses during the review process.

TITLE I, PART A

Educator Equity
ESSA SECTION 1112(b)(2) – *Not Applicable to Charters and Single School Districts.*

Describe how the LEA will identify and address, as required under State plans as described in Section 1111(g)(1)(B), any disparities that result in low-income students and minority students being taught at higher rates than other students by ineffective, inexperienced, or out-of-field teachers.

NOTE: In this section, LEAs must identify and address disparities. Tools on the CDEs website (https://www.cde.ca.gov/pd/ee/peat.asp) can help with this process. LEAs are required to specifically address the following at comparable sites:

1. What # and % of teachers at sites are inexperienced, misassigned, or out-of-field in relation to:
    a. Number of low-income students
    b. Number of minority students
2. Does the LEA have an educator equity gap –
    a. If yes, must create a plan which must include root cause analysis of the disparity
    b. A plan must be created with meaningful educational partner engagement.

Educator Equity Data Tables available here.

THIS ESSA PROVISION IS ADDRESSED BELOW:

> The Human Resources Department closely monitors teacher credentialing. Hiring highly qualified credentialed certificated staff is a priority for our school. Data is gathered through the use of Human Resources records that include teacher credentialing, who is attending and completing induction programs, and what course work is being completed to fully and appropriately credential all of our teachers.

On November 6, 2019, the SBE approved updated definitions for "ineffective" and "out-of-field" teachers to be included in the amended California ESSA Consolidated State Plan.

Term	Definition
Ineffective teacher	An ineffective teacher is any of the following: • An individual whose assignment is legally authorized by an emergency permit that does not require possession of a full teaching license; or • A teacher who holds a teaching credential but does not possess a permit or authorization that temporarily allows them to teach outside of their credentialed area (misassigned) • An individual who holds no credential, permit, or authorization to teach in California.

	Under this definition, teachers with the following limited emergency permits would be considered ineffective: • **Provisional Internship Permits,** • **Short-Term Staff Permits** • **Variable Term Waivers** **Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record**
Out-of-field teacher	A credentialed out-of-field teacher is: A credentialed teacher who has not yet demonstrated subject matter competence in the subject area(s) or for the student population to which he or she is assigned. Under this definition, the following limited permits will be considered out of the field: • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • **Short-Term Waivers** • **Emergency English Learner or Bilingual Authorization Permits** **Local Assignment Options** (except for those made pursuant to the *California Code of Regulations*, Title 5, Section 80005[b])
Inexperienced Teacher	A teacher who has two or fewer years of teaching experience.
Minority Student	A student who is American Indian/Alaska Native, Asian, African American, Filipino, Native Hawaiian/Pacific Islander, Hispanic, or Two or More Races Not Hispanic.
Low-Income Student	A student who is eligible to receive Free or Reduced-Price Meals

Parent and Family Engagement
ESSA SECTIONS 1112(b)(3) and 1112(b)(7)

Describe the strategy the LEA will use to implement effective parent and family engagement under Section 1116.

Family engagement is a priority Santa Rosa Academy and our LCAP goal #3 focuses on facilitating educational partner involvement. Parents have opportunities to participate in a wide variety of school related events including parent workshops, back to school nights, Advisory Council, Townhall meetings, and parent volunteer opportunities. In addition, Santa Rosa Academy solicits parent input on surveys and through scheduled parent meetings and conferences. Parents of our underrepresented student groups (English learner students, socio-economically disadvantaged students, students with disabilities, homeless and foster youth parents/families) are recruited and included in the surveys. Parents of students receiving Title I services get regular communication on their child's academic progress through the Parent/Student Aeries Portal.

To meet this requirement, LEAs must provide a description of the following:

ESSA Section 1112(b)(3): how the LEA will carry out its responsibilities under paragraphs (1) and (2) of Section 1111(d);

1. How the LEA will involve parents and family members at identified schools in jointly developing Comprehensive Support and Improvement plans
2. How the LEA will involve parents and family members in identified schools in jointly developing the Targeted Support and Improvement plans
3. In the absence of the identification of any schools for Comprehensive Support and Improvement (CSI) or any schools for Targeted Assistance and Intervention (TSI), the LEA may write N/A. This provision will not be reviewed.

ESSA Section 1112(b)(7): the strategy the LEA will use to implement effective parent and family engagement under Section 1116; shall include how the LEA and its schools will build capacity for parent and family engagement by:

1. Describe the LEA parent and family engagement policy, and how it was developed jointly with, agree on with, and distribute to, parents and family members of participating children a written parent and family engagement policy (ESSA Section 1116(a)).
2. Describe how the LEA will provide assistance to parents of children served by the school or local educational agency, as appropriate, in understanding such topics as the challenging State academic standards, State and local academic assessments, the requirements of this part, and how to monitor a child's progress and work with educators to improve the achievement of their children; (ESSA Section 1116(e)(1))
3. Describe how the LEA will provide materials and training to help parents to work with their children to improve their children's achievement, such as literacy training and using technology (including education about the harms of copyright piracy), as appropriate, to foster parental involvement; (ESSA Section 1116(e)(2))
4. Describe how the LEA will educate teachers, specialized instructional support personnel, principals, other school leaders, and other staff, with the assistance of parents, in the value and utility of contributions of parents, and in how to reach out to, communicate with, and work with parents as equal partners, implement and coordinate parent programs, and build ties between parents and the school; (ESSA Section 1116(e)(3))
5. Describe how the LEA will to the extent feasible and appropriate, coordinate and integrate parent involvement programs and activities with other Federal, State, and local programs, including public preschool programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children; (ESSA Section 1116(e)(4))
6. Describe how the LEA will ensure that information related to school and parent programs, meetings, and other activities is sent to the parents of participating children in a format and, to the extent practicable, in a language the parents can understand (ESSA Section 1116(e)(5))
7. Describe how the LEA will provide such other reasonable support for parental involvement activities as parents may request (ESSA Section 1116(e)(14).
8. Describe how the LEA will provide opportunities for the informed participation of parents and family members (including parents and family members who have limited English proficiency, parents and family members with disabilities, and parents and family members of migratory children), including providing information and school reports in a format and, to the extent practicable, in a language, such parents understand (ESSA Section 1116(f)).

Also, include how the LEA will align parent involvement required in Section 1116 with the LCAP educational partner engagement process.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy helps parents understand the learning standards and expectations for their children, and ways to monitor their child's progress. Parents are encouraged to create an Aeries Parent account to help monitor student progress. SRA coordinates fall and spring parent conference week for our elementary campus. Santa Rosa Academy notifies all parents of their child's progress by sending out the CAASPP Student Score Report (SSR) including a letter explaining how to access SSRs and resources for understanding SSRs, provided by the CDE. Guidance on how to read student score reports is sent with parent communication in English and Spanish, and ELACs and our DELAC will review the ELPAC summative reports with parents.

Santa Rosa Academy provides educators training on the importance of and how to include parent concerns and input on a student's IEP, 504 Plan, or during SSTs to create an academic or behavior plan for student success. Information and strategies are also shared with parents to help support student success from home. Teachers are trained on how to share benchmark assessment information to inform parents of where their child is at academically. Santa Rosa Academy supports site administration on messaging around the state standards, their value, and what it means to be college and career ready by the time a student graduates. Communications sent from school site can be translated into Spanish or other languages as needed.

Santa Rosa Academy is a small charter school. Collaboration with local agencies allow us to forward resources that provide parents with assistance and access.

Schoolwide Programs, Targeted Support Programs, and Programs for Neglected or Delinquent Children
ESSA SECTIONS 1112(b)(5) and 1112(b)(9)

Describe, in general, the nature of the programs to be conducted by the LEA's schools under sections 1114 and 1115 and, where appropriate, educational services outside such schools for children living in local institutions for neglected or delinquent children, and for neglected and delinquent children in community day school programs.

Describe how teachers and school leaders, in consultation with parents, administrators, paraprofessionals, and specialized instructional support personnel, in schools operating a targeted assistance school program under Section 1115, will identify the eligible children most in need of services under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

We are not in Targeted Assistance

Homeless Children and Youth Services
ESSA SECTION 1112(b)(6)

Describe the services the LEA will provide homeless children and youths, including services provided with funds reserved under Section 1113(c)(3)(A), to support the enrollment, attendance, and success of homeless children and youths, in coordination with the services the LEA is providing under the McKinney-Vento Homeless Assistance Act (42 United States Code 11301 et seq.).

THIS ESSA PROVISION IS ADDRESSED BELOW:

Title I funds are reserved to support the individual needs of Foster Youth and Homeless students. Our Foster Youth Liaison monitors our Foster Youth and Homeless students in our community. The liaison stays abreast of community based services available and coordinates services. In an effort to enroll, maintain attendance, and support the success of foster youth and homeless students, the Foster Youth/Homeless Student Liaison attends and provides training to teachers and staff. Services provided to Foster Youth/Homeless students comply with state and federal regulations. Funds are also used to provide temporary assistance for these students to support success in school, including, food, school supplies, gym clothes, uniforms and connection with community services.

Supplemental and Title funds are used to help our secondary foster youth and homeless students understand their post-high school options through developing a comprehensive four-year high school plan that includes a system to monitor students and interventions for those who fall off track. Counselors will meet with homeless and foster youth to monitor their progress and schedule tutoring appointments provide the support our foster and homeless youth may need to meet yearly learning expectations to graduate on- time and ready for college or career.

Student Transitions
ESSA SECTIONS 1112(b)(8), 1112(b)(10), and 1112(b)(10) (A–B)

Describe, if applicable, how the LEA will support, coordinate, and integrate services provided under this part with early childhood education programs at the LEA or individual school level, including plans for the transition of participants in such programs to local elementary school programs.

In the spring, students attending Kindergarten tour their future elementary schools, meeting the teachers and school employees. The students get to see the school grounds and get a feel for how it will be the following year. Parents also meet the school staff, and gather information needed to implement a smooth transition into the school. To facilitate the transition of our middle school students to high school, our high school counselors meet with 8th graders to talk about the four year plan, high school graduation requirements, and provide guidance on selecting courses for their 9th grade school year. In these meetings, CTE pathways and A-G requirements are also reviewed. In partnership with a local community college, students can take college courses and receive credits to meet college and career readiness requirements upon graduation.

Describe, if applicable, how the LEA will implement strategies to facilitate effective transitions for students from middle grades to high school and from high school to postsecondary education including:
    (A) through coordination with institutions of higher education, employers, and other local partners; and

(B) through increased student access to early college high school or dual or concurrent enrollment opportunities, or career counseling to identify student interests and skills.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy works in collaboration with a local community college. All high school students have access to free courses through the community college while still attending high school and can receive dual credit for approved and passed classes. High School counselors meet with students at our middle school at the end of the students' eighth grade year. Students are presented a four-year plan and the four-year plan is reviewed annually to support on-track graduation, A-G compliance, and being prepared for career or college after graduation.

Additional Information Regarding Use of Funds Under this Part
ESSA SECTION 1112(b)(13) (A–B)

Provide any other information on how the LEA proposes to use funds to meet the purposes of this part, and that the LEA determines appropriate to provide, which may include how the LEA will:

(A) assist schools in identifying and serving gifted and talented students; and
(B) assist schools in developing effective school library programs to provide students an opportunity to develop digital literacy skills and improve academic achievement.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy elects not to use Title I funds to serve gifted students. Santa Rosa Academy's library provides access to literature both digitally and in hard-copy form.

TITLE I, PART D

Description of Program
ESSA SECTION 1423(1)

Provide a description of the program to be assisted [by Title I, Part D].

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title I, Part D Funds.

Formal Agreements
ESSA SECTION 1423(2)

Provide a description of formal agreements, regarding the program to be assisted, between the
  (A) LEA; and
  (B) correctional facilities and alternative school programs serving children and youth involved with the juvenile justice system, including such facilities operated by the Secretary of the Interior and Indian tribes.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title I, Part D Funds.

Comparable Education Program
ESSA SECTION 1423(3)

As appropriate, provide a description of how participating schools will coordinate with facilities working with delinquent children and youth to ensure that such children and youth are participating in an education program comparable to one operating in the local school such youth would attend.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title I, Part D Funds.

Successful Transitions
ESSA SECTION 1423(4)

Provide a description of the program operated by participating schools to facilitate the successful transition of children and youth returning from correctional facilities and, as appropriate, the types of services that such schools will provide such children and youth and other at-risk children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title I, Part D Funds.

Educational Needs
ESSA SECTION 1423(5)

Provide a description of the characteristics (including learning difficulties, substance abuse problems, and other special needs) of the children and youth who will be returning from correctional facilities and, as appropriate, other at-risk children

and youth expected to be served by the program, and a description of how the school will coordinate existing educational programs to meet the unique educational needs of such children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title I, Part D Funds.

Social, Health, and Other Services
ESSA SECTION 1423(6)

As appropriate, provide a description of how schools will coordinate with existing social, health, and other services to meet the needs of students returning from correctional facilities, at-risk children or youth, and other participating children or youth, including prenatal health care and nutrition services related to the health of the parent and the child or youth, parenting and child development classes, child care, targeted reentry and outreach programs, referrals to community resources, and scheduling flexibility.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title I, Part D Funds.

Postsecondary and Workforce Partnerships
ESSA SECTION 1423(7)

As appropriate, provide a description of any partnerships with institutions of higher education or local businesses to facilitate postsecondary and workforce success for children and youth returning from correctional facilities, such as through participation in credit-bearing coursework while in secondary school, enrollment in postsecondary education, participation in career and technical education programming, and mentoring services for participating students.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title I, Part D Funds.

Parent and Family Involvement
ESSA SECTION 1423(8)

As appropriate, provide a description of how the program will involve parents and family members in efforts to improve the educational achievement of their children, assist in dropout prevention activities, and prevent the involvement of their children in delinquent activities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title I, Part D Funds.

Program Coordination
ESSA SECTION 1423(9–10)

Provide a description of how the program under this subpart will be coordinated with other Federal, State, and local programs, such as programs under title I of the Workforce Innovation and Opportunity Act and career and technical education programs serving at-risk children and youth.

Include how the program will be coordinated with programs operated under the Juvenile Justice and Delinquency Prevention Act of 1974 and other comparable programs, if applicable.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title I, Part D Funds.

Probation Officer Coordination
ESSA SECTION 1423(11)

As appropriate, provide a description of how schools will work with probation officers to assist in meeting the needs of children and youth returning from correctional facilities.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title I, Part D Funds.

Individualized Education Program Awareness
ESSA SECTION 1423(12)

Provide a description of the efforts participating schools will make to ensure correctional facilities working with children and youth are aware of a child's or youth's existing individualized education program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title I, Part D Funds.

Alternative Placements
ESSA SECTIONS 1423(13)

As appropriate, provide a description of the steps participating schools will take to find alternative placements for children and youth interested in continuing their education but unable to participate in a traditional public school program.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title I, Part D Funds.

TITLE II, PART A

Professional Growth and Improvement
ESSA SECTION 2102(b)(2)(B)

Provide a description of the LEA's systems of professional growth and improvement, such as induction for teachers, principals, or other school leaders and opportunities for building the capacity of teachers and opportunities to develop meaningful teacher leadership.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:
1. Please provide a description of the LEA's systems of professional growth and improvement for teachers, principals, and other school leaders.
2. Please address principals, teachers, and other school leaders separately.
3. Please explain how the systems promote professional growth and ensure improvement, including how the LEA measures growth and improvement
4. Please describe how the systems support principals, teachers, and other school leaders from the beginning of their careers, throughout their careers, and through advancement opportunities
5. Please describe how the LEA evaluates its systems of professional growth and improvement and makes adjustments to ensure continuous improvement within these systems.

Santa Rosa Academy does not receive Title II, Part A Funds.

Prioritizing Funding
ESSA SECTION 2102(b)(2)(C)

Provide a description of how the LEA will prioritize funds to schools served by the agency that are implementing comprehensive support and improvement activities and targeted support and improvement activities under Section 1111(d) and have the highest percentage of children counted under Section 1124(c).

Address these questions:
1. Please describe the LEA's process for determining Title II, Part A funding among the schools it serves.
2. Please describe how the LEA determines funding that prioritizes CSI and TSI schools and schools serving the highest percentage of children counted under Section 1124(c).
3. Please describe how CSI and TSI schools and schools that have the highest percentage of children counted under Section 1124(c) that the LEA serves receive priority in Title II, Part A funding decisions compared to other schools the LEA serves.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title II, Part A Funds.

Data and Ongoing Consultation to Support Continuous Improvement
ESSA SECTION 2102(b)(2)(D)

Provide a description of how the LEA will use data and ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under this part.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Address these questions:
1. Please explain how the LEA coordinates its Title II, Part A activities with other related strategies, programs, and activities.
2. Please describe how the LEA uses data to continually update and improve activities supported under Title II, Part A.

3. Please describe how the LEA uses ongoing consultation described in Section 2102(b)(3) to continually update and improve activities supported under Title II, Part A.
4. Please describe the sources of data the LEA monitors to evaluate Title II, Part A activities and how often it analyzes this data.
5. Please describe the ways in which the LEA meaningfully consults with the following educational partners to update and improve Title II, Part A-funded activities:
    a. Teachers
    b. Principals and other school leaders
    c. Paraprofessionals (including organizations representing such individuals)
    d. Specialized instructional support personnel
    e. Charter school leaders (in a local educational agency that has charter schools)
    f. Parents
    g. Community partners
    h. Organizations or partners with relevant and demonstrated expertise in programs and activities
6. Please explain how often the LEA meaningfully consults with these educational partners.

Santa Rosa Academy does not receive Title II, Part A Funds.

TITLE III, PART A

Title III Professional Development
ESSA SECTION 3115(c)(2)

Describe how the eligible entity will provide effective professional development to classroom teachers, principals and other school leaders, administrators, and other school or community-based organizational personnel.

Complete responses will:

Address professional development activities specific to English learners/Title III purposes that are:

1. designed to improve the instruction and assessment of English learners;
2. designed to enhance the ability of such teachers, principals, and other school leaders to understand and implement curricula, assessment practices and measures, and instructional strategies for English learners;
3. effective in increasing children's English language proficiency or substantially increasing the subject matter knowledge, teaching knowledge, and teaching skills of such teachers;
4. of sufficient intensity and duration (which shall not include activities such as one-day or short-term workshops and conferences) to have a positive and lasting impact on the teachers' performance in the classroom; and
5. supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title III, Part A Funds.

Enhanced Instructional Opportunities
ESSA SECTIONS 3115(e)(1) and 3116

Describe how the eligible entity will provide enhanced instructional opportunities for immigrant children and youth.

Complete responses will:

1. Describe the activities implemented, supplemental to all other funding sources for which the LEA is eligible, that provide enhanced instructional opportunities for immigrant children and youth.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title III, Part A Funds.

Title III Programs and Activities
ESSA SECTIONS 3116(b)(1)

Describe the effective programs and activities, including language instruction educational programs, proposed to be developed, implemented, and administered under the subgrant that will help English learners increase their English language proficiency and meet the challenging State academic standards.

Complete responses will:
1. Address the effective language instruction programs specific to English learners.
2. Address Title III activities that:
   o are focused on English learners and consistent with the purposes of Title III;
   o enhance the core program; and
   o are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title III, Part A Funds.

English Proficiency and Academic Achievement
ESSA SECTIONS 3116(b)(2)(A-B)

Describe how the eligible entity will ensure that elementary schools and secondary schools receiving funds under Subpart 1 assist English learners in:

- (A) achieving English proficiency based on the State's English language proficiency assessment under Section 1111(b)(2)(G), consistent with the State's long-term goals, as described in Section 1111(c)(4)(A)(ii); and
- (B) meeting the challenging State academic standards.

Complete responses will:

1. Address how sites will be held accountable for meeting English acquisition progress and achievement goals for English learners.
2. Address site activities that are supplemental to all other funding sources for which the LEA is eligible.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title III, Part A Funds.

TITLE IV, PART A

Title IV, Part A Activities and Programs
ESSA SECTION 4106(e)(1)

Each LEA, or consortium of LEAs, shall conduct the Title IV needs assessment once every 3 years. (see below)

Describe the activities and programming that the LEA, or consortium of such agencies, will carry out under Subpart 1, including a description of:

   (A) any partnership with an institution of higher education, business, nonprofit organization, community-based organization, or other public or private entity with a demonstrated record of success in implementing activities under this subpart;
   (B) if applicable, how funds will be used for activities related to supporting well-rounded education under Section 4107;
   (C) if applicable, how funds will be used for activities related to supporting safe and healthy students under Section 4108;
   (D) if applicable, how funds will be used for activities related to supporting the effective use of technology in schools under Section 4109; and
   (E) the program objectives and intended outcomes for activities under Subpart 1, and how the LEA, or consortium of such agencies, will periodically evaluate the effectiveness of the activities carried out under this section based on such objectives and outcomes.

NOTE: If the LEA received more than $30,000 in Title IV, Part A funding and did not transfer the allocation, the LEA must:

   1. use not less than 20 percent of Title IV, Part A funds to support one or more safe and healthy student activities;
   2. use not less than 20 percent of Title IV, Part A funds to support one or more well-rounded education activities;
   3. use a portion of Title IV, Part A funds to support one or more effective use of technology activities; and
      a) 15 percent max cap on effective use of technology for purchasing technology infrastructure.

THIS ESSA PROVISION IS ADDRESSED BELOW:

Santa Rosa Academy does not receive Title IV, Part A Funds

Title IV, Part A Needs Assessment

According to the Every Student Succeeds Act (ESSA), all local educational agencies (LEAs) receiving at least $30,000 must conduct a needs assessment specific to Title IV, Part A (ESSA Section 4106[f]). Each LEA, or consortium of LEAs, shall conduct the needs assessment once every three year (ESSA Section 4106[d][3]).

Well-rounded Education Opportunities (ESSA Section 4107)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Santa Rosa Academy does not receive Title III, Part A Funds.

What activities will be included within the support for a well-rounded education?

Santa Rosa Academy does not receive Title III, Part A Funds.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Santa Rosa Academy does not receive Title III, Part A Funds.

Safe and Healthy Students (ESSA Section 4108)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Santa Rosa Academy does not receive Title III, Part A Funds.

What activities will be included within the support for safety and health of students?

Santa Rosa Academy does not receive Title III, Part A Funds.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Santa Rosa Academy does not receive Title III, Part A Funds.

Effective Use of Technology (ESSA Section 4109)

Identify any indicators, or measures/data points to examine needs for improvement of the Title IV, Part A priority content areas.

Santa Rosa Academy does not receive Title III, Part A Funds.

What activities will be included within the support of effective use of technology? Note: No more than 15 percent on technology infrastructure (ESSA Section 4109[b])

Santa Rosa Academy does not receive Title III, Part A Funds.

How will the activities be evaluated for the effectiveness of strategies and activities funded under Title IV, Part A. Include the indicators, or measures/data points used to determine future program planning?

Santa Rosa Academy does not receive Title III, Part A Funds.

- o Note: All planned activities must meet the authorized use of funds criteria located on the Title IV, Part A Authorized Use of Funds web page at https://www.cde.ca.gov/sp/st/tivpaauthuseoffunds.asp.

Date of LEA's last conducted needs assessment:

Santa Rosa Academy does not receive Title III, Part A Funds.

Title IV, Part A Program
Rural Education and Student Support Office
California Department of Education
Email: TitleIV@cde.ca.gov Web site: https://www.cde.ca.gov/sp/st/

California Department of Education
February 2022

Local Performance Indicator Self-Reflection

Local Educational Agency (LEA)	Contact Name and Title	Email and Phone
Santa Rosa Academy	Dr. Robert Hennings Executive Director	(951) 672-2400 Ext. 1201 (951) 672-2400

Introduction

The State Board of Education (SBE) approved standards for the local indicators that support a local educational agency (LEA) in measuring and reporting progress within the appropriate priority area. The approved performance standards require an LEA to:

- Annually measure its progress in meeting the requirements of the specific Local Control Funding Formula (LCFF) priority.
- Report the results as part of a non-consent item at a regularly scheduled public meeting of the local governing board/body in conjunction with the adoption of the Local Control and Accountability Plan (LCAP).
- Report results to the public through the Dashboard utilizing the SBE-adopted self-reflection tools for each local indicator.

This Quick Guide identifies the approved standards and self-reflection tools that an LEA will use to report its progress on the local indicators.

Performance Standards

The performance standards for the local performance indicators are:

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

The LEA annually measures its progress in meeting the Williams settlement requirements at 100% at all of its school sites, as applicable, and promptly addresses any complaints or other deficiencies identified throughout the academic year, as applicable; the LEA then reports the results to its local governing board at a regularly scheduled meeting and to reports to educational partners and the public through the Dashboard.

Implementation of State Academic Standards (LCFF Priority 2)

The LEA annually measures its progress implementing state academic standards; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Parent and Family Engagement (LCFF Priority 3)

This measure addresses Parent and Family Engagement, including how an LEA builds relationships between school staff and families, builds partnerships for student outcomes and seeks input for decision-making.

LEAs report progress of how they have sought input from parents in decision-making and promoted parent participation in programs to its local governing board or body using the SBE-adopted self-reflection tool for Priority 3 at the same meeting at which the LEA adopts its LCAP, and reports to educational partners and the public through the Dashboard.

School Climate (LCFF Priority 6)

The LEA administers a local climate survey at least every other year that provides a valid measure of perceptions of school safety and connectedness, such as the California Healthy Kids Survey, to students in at least one grade within the grade span(s) that the LEA serves (e.g., K-5, 6-8, 9-12), and reports the results to its local governing board at a regularly scheduled meeting of the local governing board and to educational partners and the public through the Dashboard.

Access to a Broad Course of Study (LCFF Priority 7)

The LEA annually measures its progress in the extent to which students have access to, and are enrolled in, a broad course of study that includes the adopted courses of study specified in the California Education Code (EC) for Grades 1-6 and Grades 7-12, as applicable, including the programs and services developed and provided to unduplicated students and individuals with exceptional needs; the LEA then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Expelled Students – County Office of Education (COE) Only (LCFF Priority 9)

The county office of education (COE) annually measures its progress in coordinating instruction as required by California EC Section 48926; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Coordination of Services for Foster Youth – COE Only (LCFF Priority 10)

The COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board at a regularly scheduled meeting and reports to educational partners and the public through the Dashboard.

Self-Reflection Tools

An LEA uses the self-reflection tools included within the Dashboard to report its progress on the local performance indicator to educational partners and the public.

The self-reflection tools are embedded in the web-based Dashboard system and are also available in Word document format. In addition to using the self-reflection tools to report its progress on the local performance indicators to educational partners and the public, an LEA may use the self-reflection tools as a resource when reporting results to its local governing board. The approved self-reflection tools are provided below.

Appropriately Assigned Teachers, Access to Curriculum-Aligned Instructional Materials, and Safe, Clean and Functional School Facilities (LCFF Priority 1)

LEAs will provide the information below:

- Number/percentage of misassignments of teachers of ELs, total teacher misassignments, and vacant teacher positions
- Number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home
- Number of identified instances where facilities do not meet the "good repair" standard (including deficiencies and extreme deficiencies)

Teachers	Number	Percent
Misassignments of Teachers of English Learners	0	0
Total Teacher Misassignments	2	.02
Vacant Teacher Positions	0	0

Access to Instructional Materials	Number	Percent
Students Without Access to Own Copies of Standards-Aligned Instructional Materials for Use at School and at Home	0	0

Facility Conditions	Number
Identified Instances Where Facilities Do Not Meet The "Good Repair" Standard (Including Deficiencies and Extreme Deficiencies)	0

Implementation of State Academic Standards (LCFF Priority 2)

LEAs may provide a narrative summary of their progress in the implementation of state academic standards based on locally selected measures or tools (Option 1). Alternatively, LEAs may complete the optional reflection tool (Option 2).

OPTION 1: Narrative Summary (Limited to 3,000 characters)
In the narrative box provided on the Dashboard, identify the locally selected measures or tools that the LEA is using to track its progress in implementing the state academic standards adopted by the state board and briefly describe why the LEA chose the selected measures or tools.

Additionally, summarize the LEA's progress in implementing the academic standards adopted by the SBE, based on the locally selected measures or tools. The adopted academic standards are:

- English Language Arts (ELA) - Common Core State Standards for ELA
- English Language Development (ELD) (Aligned to Common Core State Standards for ELA)
- Mathematics - Common Core State Standards for Mathematics
- Next Generation Science Standards
- History-Social Science
- Career Technical Education
- Health Education Content Standards
- Physical Education Model Content Standards
- Visual and Performing Arts
- World Language

* Grade levels/departments use Otus to create common assessments that are both formative (quick quizzes) and summative (every 6 weeks) in all grade levels/subjects.
* Otus tracks student progress on state adopted standards over time.
* Renaissance STAR Math and Reading tests are aligned to state standards, and are given as another measure to track and report student progress/mastery of standards.
* Edgenuity is used to determine which students are not progressing as expected and are in need of academic intervention and/or credit recovery.

Implementation of State Academic Standards (LCFF Priority 2)

OPTION 2: Reflection Tool

Recently Adopted Academic Standards and/or Curriculum Frameworks

1. **Rate the LEA's progress in providing professional learning for teaching to the recently adopted academic standards and/or curriculum frameworks identified below.**

   Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA					5
ELD (Aligned to ELA Standards)					5
Mathematics – Common Core State Standards for Mathematics					5
Next Generation Science Standards					5
History-Social Science					5

2. **Rate the LEA's progress in making instructional materials that are aligned to the recently adopted academic standards and/or curriculum frameworks identified below available in all classrooms where the subject is taught.**

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

3. **Rate the LEA's progress in implementing policies or programs to support staff in identifying areas where they can improve in delivering instruction aligned to the recently adopted academic standards and/or curriculum frameworks identified below (e.g., collaborative time, focused classroom walkthroughs, teacher pairing).**

Rating Scale (lowest to highest) -
- 1 - Exploration and Research Phase
- 2 - Beginning Development
- 3 - Initial Implementation
- 4 - Full Implementation
- 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
ELA – Common Core State Standards for ELA				4	
ELD (Aligned to ELA Standards)				4	
Mathematics – Common Core State Standards for Mathematics				4	
Next Generation Science Standards				4	
History-Social Science				4	

Other Adopted Academic Standards

4. **Rate the LEA's progress implementing each of the following academic standards adopted by the state board for all students.**

    Rating Scale (lowest to highest) -
    - 1 - Exploration and Research Phase
    - 2 - Beginning Development
    - 3 - Initial Implementation
    - 4 - Full Implementation
    - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Career Technical Education				4	
Health Education Content Standards				4	
Physical Education Model Content Standards				4	
Visual and Performing Arts				4	
World Language				4	

Support for Teachers and Administrators

5. **Rate the LEA's success at engaging in the following activities with teachers and school administrators during the prior school year (including the summer preceding the prior school year).**

    Rating Scale (lowest to highest) -
    - 1 - Exploration and Research Phase
    - 2 - Beginning Development
    - 3 - Initial Implementation
    - 4 - Full Implementation
    - 5 - Full Implementation and Sustainability

Academic Standards	1	2	3	4	5
Identifying the professional learning needs of groups of teachers or staff as a whole				4	
Identifying the professional learning needs of individual teachers				4	
Providing support for teachers on the standards they have not yet mastered				4	

Optional Narrative (Limited to 1,500 characters)
6. **Provide any additional information in the text box provided in the Dashboard that the LEA believes is relevant to understanding its progress implementing the academic standards adopted by the state board.**

Parental Involvement and Family Engagement (LCFF Priority 3)

Introduction
Family engagement is an essential strategy for building pathways to college and career readiness for all students and is an essential component of a systems approach to improving outcomes for all students. More than 30 years of research has shown that family engagement can lead to improved student outcomes (e.g., attendance, engagement, academic outcomes, social emotional learning, etc.).

Consistent with the California Department of Education's (CDE's) Family Engagement Toolkit: [1]

- Effective and authentic family engagement has been described as an intentional partnership of educators, families and community members who share responsibility for a child from the time they are born to becoming an adult.
- To build an effective partnership, educators, families, and community members need to develop the knowledge and skills to work together, and schools must purposefully integrate family and community engagement with goals for students' learning and thriving.

The LCFF legislation recognized the importance of family engagement by requiring LEAs to address Priority 3 within their LCAP. The self-reflection tool described below enables LEAs to reflect upon their implementation of family engagement as part of their continuous improvement process and prior to updating their LCAP.

For LEAs to engage all families equitably, it is necessary to understand the cultures, languages, needs and interests of families in the local area. Furthermore, developing family engagement policies, programs, and practices needs to be done in partnership with local families, using the tools of continuous improvement.

Instructions
This self-reflection tool is organized into three sections. Each section includes research and evidence-based practices in family engagement:

1. Building Relationships between School Staff and Families
2. Building Partnerships for Student Outcomes
3. Seeking Input for Decision-Making

Based on an evaluation of data, including educational partner input, an LEA uses this self-reflection tool to report on its progress successes and area(s) of need related to family engagement policies, programs, and practices. This tool will enable an LEA to engage in continuous improvement and determine next steps to make improvements in the areas identified. The results of the process should be used to inform the LCAP and its development process, including assessing prior year goals, actions and services and in modifying future goals, actions, and services in the LCAP.

LEAs are to implement the following self-reflection process:

1. Identify the diverse educational partners that need to participate in the self-reflection process in order to ensure input from all groups of families, staff and students in the LEA, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

2. Engage educational partners in determining what data and information will be considered to complete the self-reflection tool. LEAs should consider how the practices apply to families of all student groups, including families of unduplicated students and families of individuals with exceptional needs as well as families of underrepresented students.

3. Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each of the 12 practices using the following rating scale (lowest to highest):

   1 – Exploration and Research
   2 – Beginning Development
   3 – Initial Implementation
   4 – Full Implementation
   5 – Full Implementation and Sustainability

4. Based on the analysis of educational partner input and local data, respond to each of the prompts pertaining to each section of the tool.

5. Use the findings from the self-reflection process to inform the annual update to the LCAP and the LCAP development process, as well as the development of other school and district plans.

Sections of the Self-Reflection Tool

Section 1: Building Relationships Between School Staff and Families

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Building Relationships	1	2	3	4	5
1. Rate the LEA's progress in developing the capacity of staff (i.e., administrators, teachers, and classified staff) to build trusting and respectful relationships with families.				4	
2. Rate the LEA's progress in creating welcoming environments for all families in the community.				4	
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.				4	
4. Rate the LEA's progress in developing multiple opportunities for the LEA and school sites to engage in 2-way communication between families and educators using language that is understandable and accessible to families.				4	

Building Relationships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Relationships Between School Staff and Families.

Although Covid affected parent participation in the 2021-2022 school year, during the 2022-2023 school year, parent volunteers returned to the campus. Parents volunteered in the classrooms and attended school field trips. Open house and Back to School night resumed in person. Parents participated in various school events, including Trunk or Treat, Freedom Run, and other school events. Parent surveys were sent out in which parents responded that 90% of families feel Santa Rosa provides community events to build parent/staff relationships.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Relationships Between School Staff and Families.

The LEA's focus area for improving educational partner input is to plan multiple in person town hall events and parent events with the Principals in the 2023/2024 school year to gather input and share information with educational partners.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Relationships Between School Staff and Families.

Santa Rosa Academy offers several programs to cultivate parent relationships, which offered parents the opportunity to listen to administration regarding new policies and procedures being implemented, and provided a educational partners to share feedback. A target area for this 2023-2024 school year is to increase school events that strategically focus on incorporating a multicultural perspective. A new website was created, LCAP Goal 3 Action 2, to increase clear and concise communication with all stakeholders.

Section 2: Building Partnerships for Student Outcomes

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
   1 - Exploration and Research Phase
   2 - Beginning Development
   3 - Initial Implementation
   4 - Full Implementation
   5 - Full Implementation and Sustainability

Building Partnerships	1	2	3	4	5
5. Rate the LEA's progress in providing professional learning and support to teachers and principals to improve a school's capacity to partner with families.				4	
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.				4	
7. Rate the LEA's progress in implementing policies or programs for teachers to meet with families and students to discuss student progress and ways to work together to support improved student outcomes.				4	
8. Rate the LEA's progress in supporting families to understand and exercise their legal rights and advocate for their own students and all students.				4	

Building Partnerships Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Building Partnerships for Student Outcomes.

Santa Rosa Academy affords many opportunities for parents to communicate with teachers regarding student progress and improvement of student outcomes. All teachers, K through 12th grade have email and respond to parents within 24 hours of the work week. Teachers in the full-time site-based program (Blue Track) K-8th grade, offer parent teacher conferences twice a year. In the partial site partial homeschool program (White Track) parents and teachers meet on a monthly basis, and in the full homeschool program (Red Track) parents meet with their educational advisor on a weekly basis to support student learning and discuss student progress. In addition, LCAP Goal 2 Action 1 (to monitor students through Safety Net and Student Study Team Meetings) occurs monthly and involves parents, teachers, and other support staff when a need is identified for more intense strategies to improve student outcomes. A parent training for incoming Transitional Kindergarten and Kindergarten parents is offered annually and provides parents with resources for school readiness. An area identified to improve is communication with our middle and high school families. We appropriated resources and launched our new parent communication system (Parentsquare). This allows teachers to create classroom posts, newsletters, and reminders of upcoming events in a very user friendly approach.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Building Partnerships for Student Outcomes.

Educational partner engagement is the focus area for the LEA in the 2023/2024 school year. Several community events are planned with the outcome being to have the educational partners being involved in on campus activities in the coming year. The goal of this involvement is to booster relationships with teachers and its educational partners to build relationships and improve student outcomes.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Building Partnerships for Student Outcomes.

The LEA plans to improve engagement of underrepresented families by offering community involvement events on multiple days and times to accommodate working parents and guardians. Communication for these events will be sent through email, phone calls and mail to increase communication and participation.

Section 3: Seeking Input for Decision-Making

Based on the analysis of educational partner input and local data, identify the number which best indicates the LEA's current stage of implementation for each practice in this section using the following rating scale (lowest to highest):

Rating Scale (lowest to highest) -
    1 - Exploration and Research Phase
    2 - Beginning Development
    3 - Initial Implementation
    4 - Full Implementation
    5 - Full Implementation and Sustainability

Seeking Input	1	2	3	4	5
9. Rate the LEA's progress in building the capacity of and supporting principals and staff to effectively engage families in advisory groups and with decision-making.				4	
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.				4	
11. Rate the LEA's progress in providing all families with opportunities to provide input on policies and programs, and implementing strategies to reach and seek input from any underrepresented groups in the school community.				4	
12. Rate the LEA's progress in providing opportunities to have families, teachers, principals, and district administrators work together to plan, design, implement and evaluate family engagement activities at school and district levels.				4	

Seeking Input for Decision-Making Dashboard Narrative Boxes (Limited to 3,000 characters)

1. Based on the analysis of educational partner input and local data, briefly describe the LEA's current strengths and progress in Seeking Input for Decision-Making.

The LEA has a very involved advisory council that meets on a monthly basis and offers input for a multitude of school related decisions. The members of the advisory council also attend monthly board meetings and report back input and decisions that were made.

2. Based on the analysis of educational partner input and local data, briefly describe the LEA's focus area(s) for improvement in Seeking Input for Decision-Making.

Santa Rosa Academy developed a Advisory Committee that consists of parents and staff members. This committee offers educational partners an opportunity to provide input on policies and programs school-wide. Members serve a two-year term with the ability to serve an additional two year term. This ensures a diverse population and a variety of voices and opinions to be part of the policies and procedures. Training for the committee is provided for new members by veteran members. In alignment with LCAP Goal 3 Action 2 (increase educational partner involvement), Santa Rosa Academy's parent committee and administration meet on a monthly basis to plan family engagement activities for diverse populations, such as a Family Fun Run, STEM Expo, Annual Gala, golf tournament, and a

school carnival. A focus area for this school year is to increase engaging communication methods with parents to expand awareness of school events. Additional social media posts and community forums have been utilized this year which has increased communication with families regarding events. Educational Partners with students who participate in Title 1 were invited to an annual meeting where student progress was discussed and resources given to families about how to support their students academically. A survey was given to these partners and feedback from the survey was utilized to create actions on the LCAP to increase and improve services.

3. Based on the analysis of educational partner input and local data, briefly describe how the LEA will improve engagement of underrepresented families identified during the self-reflection process in relation to Seeking Input for Decision-Making.

The LEA plans to expand the advisory committee to include educational partners of underrepresented families. Educational partners are able to participate via Zoom in the evening to accommodate working schedules. Input on planning of community events is also a focus for the 2023/2024 school year.

School Climate (LCFF Priority 6)

LEAs will provide a narrative summary of the local administration and analysis of a local climate survey that captures a valid measure of student perceptions of school safety and connectedness in at least one grade within the grade span (e.g., K–5, 6– 8, 9–12) in a text box provided in the California School Dashboard (response limited to 3,000 characters). LEAs will have an opportunity to include differences among student groups, and for surveys that provide an overall score, such as the California Healthy Kids Survey, report the overall score for all students and student groups. This summary may also include an analysis of a subset of specific items on a local survey and additional data collection tools that are particularly relevant to school conditions and climate.

1. **DATA:** Reflect on the key learnings from the survey results and share what the LEA learned.

2. **MEANING:** What do the disaggregated results (if applicable) of the survey and other data collection methods reveal about schools in the LEA, such as areas of strength or growth, challenges, and barriers?

3. **USE:** What revisions, decisions, or actions has, or will, the LEA implement in response to the results for continuous improvement purposes? Why? If you have already implemented actions, did you see the results you were seeking?

1. DATA
CA School Dashboard Suspension Rates: 2.4 (Maintained from prior year) +0.2%
Student Survey grades 9-12 School Safety: 93.7% of students feel Santa Rosa Academy's facilities are clean and 97.1% of students feel it is a safe place for students to attend school.
Student Survey grades 9-12 School Connectedness:
79.3% of students feel their families are welcome on campus
46.1% of students believe SRA gives the opportunity to voice ideas that will enhance the school's programs and procedures
66.75 of students feel SRA does a good job with community building activities
67% of students are happy to attend SRA (another 25% are somewhat happy)
46.1% of students feel that their input matters most or all of the time
66.6% of students feel that SRA does a good job clearly communicating events or how to get involved

2. MEANING: Suspension data shows that SRA maintained green on the CA School Dashboard, but the goal is to be blue. The data also reveals a clear strength in school safety. When it comes to school connectedness, most students feel like their families are welcome on campus, but we do need to grow in the area of student input/voice in enhancing the school's programs and procedures. SRA also needs to continue to improving communication for how students can get involved. We also need to develop more opportunities for community building activities.

3. USE: In response to suspension data rates, we will continue to provide staff training and student programs/services to facilitate character and social skills development. We will maintain our high standards for excellence with school cleanliness and safety. To improve student sense of school connectedness we plan to try student led spirit building activities and increase student-body assemblies (pep-rallies, campus spirit events, etc.).

We will continue our red track social events and to facilitate on-campus enrichment opportunities for home schooled students.

Access to a Broad Course of Study (LCFF Priority 7)

LEAs provide a narrative summary of the extent to which all students have access to and are enrolled in a broad course of study by addressing, at a minimum, the following four prompts:

1. Briefly identify the locally selected measures or tools that the LEA is using to track the extent to which all students have access to, and are enrolled in, a broad course of study, based on grade spans, unduplicated student groups, and individuals with exceptional needs served. (response limited to 1,500 characters)

SRA examines annually the course selections available to students. For the 2023-24 SY the Middle School will have several elective options added, including Spanish. High School students are having expanded options to take concurrent, dual, and articulated credit courses with the local community college. Elementary has had added an enriched PE program that is teacher co-lead with student coaches from the HS.

2. Using the locally selected measures or tools, summarize the extent to which all students have access to, and are enrolled in, a broad course of study. The summary should identify any differences across school sites and student groups in access to, and enrollment in, a broad course of study, and may describe progress over time in the extent to which all students have access to, and are enrolled in, a broad course of study. (response limited to 1,500 characters)

All students at SRA have access to a broad course of study and have ample opportunity and resource to fulfill an A-G graduation pathway and pursue completing college credits whilst in HS.

3. Given the results of the tool or locally selected measures, identify the barriers preventing the LEA from providing access to a broad course of study for all students. (response limited to 1,500 characters)

SRA is a small school and the options to students is limited by the size of the current facilities. Additional school buildings would need to be added in order to expand program offerings on site. However the current campus size provides a robust and broad course of study for all students.

4. In response to the results of the tool or locally selected measures, what revisions, decisions, or new actions will the LEA implement, or has the LEA implemented, to ensure access to a broad course of study for all students? (response limited to 1,500 characters)

All students, inclusive of all student groups, have access to a broad course of study. As a single site charter, our staffing and course scheduling decisions are based on the enrollment needs of our student population. The high school academic counselor ensures that all students are provided with access to courses to fulfill the A-G requirements of the CSU-UC system and are enrolled in courses that fulfill graduation requirements. For example, our students on our independent study track, enrollment in classes for lab sciences are offered on our campus so that those students can fulfill the requirements for eligibility to apply to CSU-UC universities. In addition, for students with exceptional needs, transition plans are developed for high school and post-graduation planning as a part of their IEPs. For students who are designated as at risk, English Learner, or have a learning disability, additional support and services are provided by designated support staff to meet their individual needs during the school day. Students in the 9-12 grade span who are enrolled in classes on campus are enrolled in college preparatory levels of all courses and additional classes are offered for students who have a learning disability and require additional support. All students, regardless of student group, are required to attend mandatory tutoring if they are not demonstrating progress in any of their classes. As a result of participation with support in a broad course of study, we have had a 100% graduation rate for all students including students with exceptional needs who earn regular diplomas, and not certificates of completion.

For our current enrollment, there are no barriers preventing the LEA from providing access to a broad course of study in both our home school and our site based programs.

Goal 2 Actions 1, 3, 5 and 6 will continue to ensure that students have continued access to and are successfully enrolled in a broad course of study. These actions include increasing CTE course offerings, providing additional support and services for unduplicated pupil student groups including English Learner and Special Education, providing additional services for at-promise student groups and monitoring their progress through Safety Net and SST.

2023–24 Local Control and Accountability Plan Annual Update

The instructions for completing the 2023–24 Local Control and Accountability Plan (LCAP) Annual Update follow the template.

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa Academy	Dr. Robert Hennings Superintendent	(951) 672-2400 Ext. 1201 (951) 672-2400

Goals and Actions

Goal

Goal #	Description
1	Achieve academic excellence in core content areas.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Annual SARC Report	98% Teachers appropriately assigned 100% Access to instructional materials	100% Teachers appropriately assigned 100% Access to instructional materials	100% Teachers appropriately assigned 100% Access to instructional materials	98% Teachers appropriately assigned. 100% Access to instructional materials	Maintain 98% teachers appropriately assigned. Maintain 100% access to instructional materials as new programs are adopted.
CDE Self Reflection Tool	Full implementation of ELA/ELD and Math CA CCSS Full implementation of NGSS Full implementation HSS Full implementation CTE Beginning implementation of identifying the professional development needs of individual teachers	Maintained	Maintained	Maintained	Maintain full implementation and sustainability of ELA/ELD and Math CA CCSS and NGSS Full implementation of HSS and CTE Full implementation of identifying the professional development needs of individual teachers Full implementation of providing support for teachers on the

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	Exploration and research phase for providing support for teachers on the standards they have not yet mastered.				standards they have not yet mastered.
SBS Math Standard Met/Exceeded	38.07% All grades (2018-2019) No state data (2019-2020)	No state data (2020-2021) Local metric 39% met/exceeded (2021-2022)	New state baseline established. 33.38% meet/or exceed on the 2021-2022 CASSPP test results.	37.56% of All Students Met or Exceeded the standard for Math during the 2022-2023 school year.	Increase 2% or more
SBS ELA Standard Met/Exceeded	60% All grades (2018) No state data (2019-2020)	No state data (2020-2021) Local metric 33% met/exceeded (2021-2022)	New state baseline established. 47.06% meet/or exceed on the 2021-2022 CASSPP test results.	57.47% of All Students Met or Exceeded the standard for ELA during the 2022-2023 school year.	Increase 2% or more
Academic Indicator: Math 3-8, 11	CAASPP State DATA (% of students meets or exceeds) All students -39.73% SED- 27.48% SWD -12.61% African American-20.55 % Hispanic-28.05% White- 55.23% EL- 12.58% Homeless Youth-22.69%	No state data (2020-2021) Local Assessment Data (met/exceeded) All students 39% SED - N/A SWD - 17% African-American - 28% Hispanic - 34% White - 46%	New baseline CAASPP Data (2021-2022) All Students-33.38 % SWD-11.41% SED-21.23% African-American-15.93% Hispanic- 21.24% White- 48.18% EL- 9.71% Homeless Youth-15.9%	37.56% of All Students Met or Exceeded the standard for Math during the 2022-2023 school year. 33.33% of SED(socioeconomically disadvantaged) students Met or Exceeded the Standard for Math during the 2022-2023 school year.	All students (+2% or more) SED (+3% or more) SWD (+3% or more) African American (+4% or more) Hispanic (+3 % or more) White (+2% or more) EL-(+4% or more) Homeless Youth-(+4% or more)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				13.25% of SWD (students with disabilities) students Met or Exceeded the Standard for Math during the 2022-2023 school year. 15.15% of African-American students Met or Exceeded the Standard for Math during the 2022-2023 school year. 34.43% of Hispanic or Latino students Met or Exceeded the Standard for Math during the 2022-2023 school year. 41.16% of White students Met or Exceeded the Standard for Math during the 2022-2023 school year. EL students testing size was too small to desegregate Homeless Youth, testing size was too small to desegregate.	

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Academic Indicator: ELA 3-8, 11	CAASPP State DATA (% of students meets or exceeds) All students -51.1% SED- 39.19% SWD -16.34% African American- 33.19 % Hispanic- 40.81% White- 65.64% EL-12.81% Homeless Youth- 32.86%	No state data (2020-2021) Local Assessment Data (met/exceeded) All students 33% SED - N/A SWD - 17% African-American - 19% Hispanic - 33% White - 35%	New baseline CAASPP Data All Students- 47.06% SWD-15.61% SED-35.24% African-American- 30.33% Hispanic- 36.4% White- 61.63% EL- 12.47% Homeless Youth- 27.79%	57.47% of All Students Met or Exceeded the standard for Math during the 2022-2023 school year. 48.17% of SED(socioeconomically disadvantaged) students Met or Exceeded the Standard for Math during the 2022-2023 school year. 19.05% of SWD (students with disabilities) students Met or Exceeded the Standard for Math during the 2022-2023 school year. 39.39% of African-American students Met or Exceeded the Standard for Math during the 2022-2023 school year. 57.08% of Hispanic or Latino students Met or Exceeded the Standard for Math	All students (+2% or more) SED (+3% or more) SWD (+3% or more) African American (+4% or more) Hispanic (+3 % or more) White (+2% or more) EL-(+4% or more) Homeless Youth- (+4% or more)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				during the 2022-2023 school year. 56.37% of White students Met or Exceeded the Standard for Math during the 2022-2023 school year. EL students testing size was too small to desegregate Homeless Youth, testing size was too small to desegregate	
College and Career Indicator	65.5% prepared for College and Career	No dashboard data available.	No state dashboard data available.	66.7% of High School completers are enrolled in college.	All completer increase by (+2% or more)

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The LEA did not make any substantive differences in the planned actions and actual implementation of these actions. The LEA implemented the planned action steps and met the three year goal of an increase in student achievement. Although the LEA showed growth in both ELA and Math, there is still additional growth needed for all 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.

The LEA implemented all the actions listed to achieve increased academic achievement. The introduction of Interim assessments, increased professional development, and planning time, assisted in the increase of student scores.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in raising overall student achievement. However, there is a need in specific subgroups, for more intentional and targeted actions and interventions.

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

The LEA will develop actions to continue the upward trajectory of student achievement for all students. Additional actions will be written to address the needs of subgroups that did not show academic progress and to improve College Preparedness for all students.

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

Goals and Actions

Goal

Goal #	Description
2	Address individualized student need to develop skills necessary to be college and career ready.

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
EL performance on language assessment/Reclassification Rate	9 English Learners - 0.6% of student population Reclassify 56% 0% At Risk for LTEL	11 English Learners Increased reclassification by 2 additional students 0% At Risk LTEL	24 English Learners Increased reclassification by 2 additional students, reclassification is at 13% 0% At Risk LTEL	SRA continues to increase reclassification and maintains 0% At Risk for LTEL.	Continue to increase reclassification rates Maintain 0% At Risk for LTEL
Chronic Absence Indicator	Green Performance Level	No dashboard color	State has new data criteria for 2022-2023. Chronic Absence Indicator is Medium at 10% chronically absent.	Chronic Absenteeism rate is 10.9%	Decrease chronically absent percentage by 2%.
Graduation Rate Indicator	Blue Performance Level for all student groups	No dashboard color. 97.6% graduation rate	State has new data criteria for 2022-2023. Graduation Rate Indicator is Very High at 99.2% graduation rate.	Graduation Rate continues to be high at 99.1%	Maintain or increase current graduation rate.
Drop Out Rate	0%	0%	0%	Maintain 0%	Maintain 0%
Attendance Rate	97% attendance rate	maintained 97% attendance	maintained 97% attendance	Currently at 96%, working on an	Maintain or increase attendance rate

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Attendance Incentive program.	
Suspension Rate Indicator	Green Performance Level for All Students	No dashboard color	State has new data criteria for 2022-2023. Suspension Rate Indicator is low at 2.5% suspended at least one day. Suspension data shows	Currently 3.6%	Maintain or decrease suspension rates for all students.
Expulsion Rate	0 students	1 student	1 student	3 students in the 2022-2023 school year	0 students
Climate surveys of pupils and parents	Increased parent satisfaction by 2% Increase HS connectedness by 1% Maintained HS excitement Decreased HS satisfaction with course offerings by 6% Decreased HS satisfaction with college career preparedness by 6%	Climate surveys show significant increases of at least 10% in all areas climate surveys.	State has new data criteria for 2022-2023. California School Dashboard Local Climate Survey shows "Standard Met"	California School Dashboard Local Climate Survey shows "Standard Met. Santa Rosa received "Standard Met" in all California Dashboard climate areas.	Maintain parent and student satisfaction. Continue receive "Standard Met" on the California School Dashboard.
Local Measure: Internships (WASC)	Two community based internships per high school academy per semester	Limited internships due to COVID pandemic.	Returned to community based internships	Community based internships continue through our pathway classes.	Maintain two or more community based internships per high school academy per semester

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
College/Career Indicator	Green Performance Level	No dashboard color	Unavailable in 2022	63% of students are Prepared or Approaching Prepared for College and Career.	In 2023, the CCI will be reported using Status levels only. In 2024, the CCI will be reported using Status, Change (the difference from prior year), and performance colors.
Academic Indicator: Math 3-8	All students Green (Increased significantly by +32.1%) SED Green (Increased significantly by +44.7%) SWD Yellow (Increased significantly by +71.4%) African American Yellow (Increased significantly by +29.4%) Hispanic Green (Increased significantly by +34.6%) White Blue (Increased significantly by +31.4%)	No state data (2020-2021) Local Assessment Data (met/exceeded) All students 39% SED - N/A SWD - 17% African-American - 28% Hispanic - 34% White - 46%	New baseline CAASPP Data (2021-2022) All Students- 33.38 % SWD-11.41% SED-21.23% African-American- 15.93% Hispanic- 21.24% White- 48.18% EL- 9.71% Homeless Youth- 15.9%	2022-2023 CAASPP Math Data 3rd grade- 50.57% of students Met or Exceeded the Standard. 4th grade: 51.11%% of students Met or Exceeded the Standard. 5th grade: 43.76% of students Met or Exceeded the Standard. 6th grade: 34.72% of students Met or Exceeded the Standard. 7th grade: 32.87% of students Met or	All students (+2% or more) SED (+3% or more) SWD (+3% or more) African American (+4% or more) Hispanic (+3 % or more) White (+2% or more) EL-(+4% or more) Homeless Youth- (+4% or more)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				Exceeded the Standard. 8th grade: 30.07% of students Met or Exceeded the Standard.	
Academic Indicator: ELA 3-8	All students Blue (Increased significantly by +21.1%) SED Green (Increased by +11.8%) SWD Yellow (Increased significantly by +51.9%) African American Green (Increased by +5.6%) Hispanic Blue (Increased significantly by +17.4%) White Blue (Increased significantly by +22.7%)	No state data (2020-2021) Local Assessment Data (met/exceeded) All students 33% SED - N/A SWD - 17% African-American - 19% Hispanic - 33% White - 35%	New baseline CAASPP Data All Students- 47.06% SWD-15.61% SED-35.24% African-American- 30.33% Hispanic- 36.4% White- 61.63% EL- 12.47% Homeless Youth- 27.79%	2022-2023 CAASPP ELA Data 3rd grade- 49.44% of students Met or Exceeded the Standard. 4th grade: 62.22%% of students Met or Exceeded the Standard. 5th grade: 58.16% of students Met or Exceeded the Standard. 6th grade: 58.16% of students Met or Exceeded the Standard. 7th grade: 55.17% of students Met or Exceeded the Standard.	All students (+2% or more) SED (+3% or more) SWD (+3% or more) African American (+4% or more) Hispanic (+3 % or more) White (+2% or more) EL-(+4% or more) Homeless Youth-(+4% or more)

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
				8th grade: 51.72% of students Met or Exceeded the Standard.	

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The dashboard shows the LEA increase in student academic performance across grade levels. These were attributed to the improvements in the MTSS program, the introduction of the PBIS program, and the introduction of the new Character Education curriculum. There were no actions not implemented nor any that were substantively different then stated.

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 no material differences between the Budgeted Expenditures and Estimated Actual Expenditures. The budget expenditures aligned closely to what was estimated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in raising overall student achievement. However, there is a need in specific subgroups, for more intentional and targeted actions and interventions.

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

The LEA will develop actions to continue to address the needs of subgroups that did not show academic progress and to improve College Preparedness for all students.

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

Goals and Actions

Goal

Goal #	Description
3	Facilitate stakeholder involvement

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
Family Survey	Survey results: 83.5% of families feel welcome on campus 63.1% believe SRA gives the opportunity to voice ideas that will enhance the school's programs and procedures 75% feel SRA does a good job with community building activities 73.7% of students want to come to school 69.1% feel that their input matters 68.5% feel that SRA clearly communicates events/how to get involved An average of 30% of parents would attend a parent workshop	Survey results: 97% of families feel welcome on campus 86.5% believe SRA gives the opportunity to voice ideas that will enhance the school's programs and procedures 92.1% feel SRA does a good job with community building activities 76.4% of students want to come to school 89.1% feel that their input matters 94% feel that SRA clearly communicates events/how to get involved An average of 78% of parents would attend a parent workshop	Survey results: 96.7% of families feel welcome on campus 83% believe SRA gives the opportunity to voice ideas that will enhance the school's programs and procedures 96.7% feel SRA does a good job with community building activities 68.5% of students want to come to school 87% feel that their input matters 96.2% feel that SRA clearly communicates events/how to get involved An average of 75% of parents would attend a parent workshop	No data at this time.	Desired Survey Results 100% of families feel welcome on campus 85% believe SRA gives the opportunity to voice ideas that will enhance the school's programs and procedures 90% feel SRA does a good job with community building activities 85% of students want to come to school 85% feel that their input matters 85% feel that SRA clearly communicates events/how to get involved An average of 50% of parents would attend a parent workshop

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
	66.4% feel there are enough activities at school to build upon our school community.	91% feel there are enough activities at school to build upon our school community.	91.6% feel there are enough activities at school to build upon our school community.		80% feel there are enough activities at school to build upon our school community.

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The dashboard shows the LEA Meets the Standard in Parent engagement. The LEA affords many opportunities for parents to communicate with teachers regarding student progress and improvement of students outcomes. Parents volunteered in the classrooms, attended school field trips, and attended school-wide events.

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 no material differences between the Budgeted Expenditures and Estimated Actual Expenditures. The budget expenditures aligned closely to what was estimated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in increasing educational partner connectedness. The actions helped in building capacity of and supporting families to effectively engage in school activities, participate in decision- making, and strengthen relationships between school staff and families.

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

The current actions the LEA has in place has proven effective. The LEA will develop additional actions to continue to address the feedback provided by all Educational Partners.

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.

Goals and Actions

Goal

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

Measuring and Reporting Results

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for 2023–24
SARC/FIT	All systems received a rating of Good and an overall rating of Exemplary	Maintained baseline.	Maintained baseline.	Maintained baseline.	Maintain systems and overall rating
Safety Committee Needs Assessment	Minimal findings in threat assessment	Maintained baseline.	Maintained baseline.	Maintained baseline.	Continue to maintain minimal findings in threat assessment

Goal Analysis

An analysis of how this goal was carried out in the previous year.

A description of any substantive differences in planned actions and actual implementation of these actions.

The dashboard shows the LEA Meets the Standard for safe, clean, and functional school facilities.

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 no material differences between the Budgeted Expenditures and Estimated Actual Expenditures. The budget expenditures aligned closely to what was estimated.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

The actions were effective in maintaining a safe, clean, functional, and welcoming school facility.

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

The current actions the LEA has in place has proven effective. The LEA will develop additional actions to continue to address the feedback provided by all Educational Partners.

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.

Instructions

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.

Complete the prompts as instructed for each goal included in the 2023–24 LCAP. Duplicate the tables as needed. The 2023–24 LCAP Annual Update must be included with the 2024–25 LCAP.

Goals and Actions

Goal(s)

Description:

Copy and paste verbatim from the 2023–24 LCAP.

Measuring and Reporting Results

- Copy and paste verbatim from the 2023–24 LCAP.

Metric:

- Copy and paste verbatim from the 2023–24 LCAP.

Baseline:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 1 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 2 Outcome:

- Copy and paste verbatim from the 2023–24 LCAP.

Year 3 Outcome:

- When completing the 2023–24 LCAP Annual Update, enter the most recent data available. Indicate the school year to which the data applies.

Desired Outcome for 2023–24:

- Copy and paste verbatim from the 2023–24 LCAP.

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

Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Year 3 Outcome	Desired Outcome for Year 3 (2023–24)
Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Copy and paste verbatim from the 2023–24 LCAP.	Enter information in this box when completing the 2023–24 LCAP Annual Update.	Copy and paste verbatim from the 2023–24 LCAP.

Goal Analysis

Using actual annual measurable outcome data, including data from the Dashboard, analyze whether the planned actions were effective in achieving the goal. Respond to the prompts as instructed.

A description of any substantive differences in planned actions and actual implementation of these actions.

- Describe the overall implementation of the actions to achieve the articulated goal. Include a discussion of relevant challenges and successes experienced with the implementation process. This 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.

An explanation of how effective or ineffective the specific actions were in making progress toward the goal during the three-year LCAP cycle.

- Describe the effectiveness or ineffectiveness of the specific actions in making progress toward the goal during the three-year LCAP cycle. "Effectiveness" means the degree to which the actions were successful in producing the desired result and "ineffectiveness" means that the actions did not produce any significant or desired result.
    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.
    o 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.
    o 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, desired 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.
    o 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.

California Department of Education
November 2023

Local Control and Accountability Plan

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

Local Educational Agency (LEA) Name	Contact Name and Title	Email and Phone
Santa Rosa Academy	Dr. Robert Hennings Superintendent	(951) 672-2400 Ext. 1201 (951) 672-2400

Plan Summary [2024-25]

General Information

A description of the LEA, its schools, and its students in grades transitional kindergarten–12, as applicable to the LEA.

Santa Rosa Academy is an independent public charter school for grades K-12 and chartered out of the Menifee Union School District. Santa Rosa Academy serves students in Riverside County with site-based, home study, and combination site-based/home study programs with accreditation approved by the Schools Commission of the Western Association of Schools and Colleges.

Our mission and vision is to create a highly regarded school for academic excellence within a flexible and innovative learning environment that will effectively develop, sustain, and enhance the skills necessary to be lifelong learners and productive citizens.

We believe in challenging students to become productive citizens of our society. Character Development is an integral part of our foundation. Students are taught grade-level specific Character Education curriculum which instills a commitment to being trustworthy, responsible, respectful, fair, and caring individuals. Individualized achievement is a focus of our program. Teachers and staff in partnership with parents closely monitor and support each student's progress.

Santa Rosa Academy serves students throughout Riverside County, including Lake Elsinore, Menifee, Murrieta Valley, Temecula Valley, and Romoland. Our demographics continue a similar trend as seen in our authorizing district, Menifee Union School District. Some notable information about special populations. Our Special Education is now up to just under 10% and we continue to see an increase in students eligible for the National School Lunch Program and Title 1.

Santa Rosa Charter School does not receive Equity Multiplier Funding.

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

Reflections: Annual Performance

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

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts	Mathematics	College/Career
All Students	N/A	Orange	Orange	Blue	Yellow	Orange	Low
English Learners	--	--	--	--	--	--	--
Foster Youth	N/A	--	--	N/A	--	--	N/A
Homeless	N/A	--	--	--	--	--	--
Socio Disadvantaged	N/A	Yellow	Orange	Blue	Green	Yellow	Low
Students with Disabilities.	N/A	Orange	Green	--	Red	Red	--
African American	N/A	Orange	Orange	--	Orange	Red	--
American Indian	N/A	--	--	--	--	--	--
Asian	N/A	--	Orange	--	--	--	--
Filipino	N/A	--	Orange	--	--	--	--
Hispanic	N/A	Orange	Yellow	Blue	Yellow	Orange	Low
Native Hawaiian	N/A	--	--	--	--	--	--
White	N/A	Green	Orange	Blue	Yellow	Orange	Medium
Two or More Races	N/A	Orange	Red	--	Green	Yellow	--

Our testing data from the last years shows we continue to be ahead of the curve for county- and state-wide data. However, Math is our leading focus for improvement within all student groups. Math was an area of focus in our 2022-2023 WASC Study and our Special Education CIM report. The LCAP will address Math Improvement school-wide. Additionally, focus goals on our student groups with RED

performance levels. The plan will address our Students with Disabilities in both ELA and Math, African-American students in Math, and our students with Two or More Races in the area of suspensions.

Based on our WASC, CIM, Local Indicators, and local and state-wide assessments, our identified program needs are math, character education/school culture and climate, and teacher retention.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

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

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

This LCAP was significantly influenced by the feedback provided by educational partners. The LEA recognized the importance of engaging with our partners to ensure that the LCAP reflects the needs and priorities of our school and community. The feedback received from educational partners helped to create a comprehensive and inclusive plan. The LEA carefully considered the input received and incorporated it into the goal-setting process. For example, based on the feedback, we included a specific focus goal aimed at addressing the achievement gap among underserved groups. In addition to the required metrics, the feedback prompted us to include additional metrics that would

provide a more comprehensive understanding of student performance. Furthermore, the feedback influenced the determination of target outcomes for these metrics. The process also helped to determine the allocation of budgetary resources. We carefully considered the requests and priorities expressed by our educational partners and made every effort to allocate funds accordingly.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Within three years, Santa Rosa Academy will ensure all students demonstrate growth towards meeting or exceeding standards in ELA and Math as measured by CAASPP by receiving high-quality, standards-aligned instruction to increase academic achievement in core content areas and college and career readiness.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 2: State Standards (Conditions of Learning)
Priority 4: Pupil Achievement (Pupil Outcomes)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Our analysis of our 2023 Dashboard data, WASC Action Plan, and our Compliance and Improvement Monitoring Process CDE- Special Education Division indicated a need to continue supporting ELA specifically for Students with Disabilities and continuing support in Math school-wide, with a focus on African-American students and Students with Disabilities. The LEA has developed this goal with feedback from educational partners to enhance students' achievement by implementing various strategies. These strategies include fostering teacher collaboration, ensuring vertical alignment, providing targeted professional development, and utilizing testing methods to measure and report results.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP measured by Distance from standard (DFS) Source: CA School Dashboard	2022-2023: All: 7.4 points above standard AA: 42.8 points below standard			2026-2027 All: Increase by 5 points AA: Increase by 10 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 3.3 points above standard White: 9 points above standard Asian: 55.8 points above standard Two or More Races: 15.8 points above standard EL: 0.2 points above standard SED: 5 points below standard SWD: 82.8 points below standard			Hispanic: Increase by 6 points White: Increase by 12 points Asian: Maintain above standard status Two or More Races: Increase by 15 points EL: Increase by 9 points SED: Increase by 9 points SWD: Increase by 9 points	
1.2	MATH CAASPP measured by Distance from standard (DFS) Source: CA School Dashboard	2022-2023: All: 37.4 points below standard AA: 104.4 points below standard Hispanic: 48.5 points below standard			2022-2023: All: Increase by 12 points AA: Increase by 10 points Hispanic: Increase by 10 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 25.7 points below standard Asian: 21.2 points below standard Two or More Races: 12 points below standard EL: 62.4 points below standard SED: 51.8 points below standard SWD: 113.6 points below standard			White: Increase by 10 points Asian: Increase by 10 points Two or More Races: Increase by 10 points EL: Increase by 10 points SED: Increase by 10 points SWD: Increase by 9 points	
1.3	Chronic Absenteeism Rate Source: Dataquest	2022-2023 All Students: 10.9% AA: 6.3% Asian: 8.3% Filipino: 2.1% Hispanic: 11.7% White: 10.9% Two or more Races: 12.5% SED: 11.7%			Decrease Chronic Absenteeism Rate by 2% for all students and all student groups	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		SWD: 11%				
1.4	College/Career Indicator Source: Ca Dashboard	The percent of students in Class of 2023 that qualify as: Not Prepared: 36.9% Approaching Prepared: 33.3 % Prepared: 29.7%			The percent of students in Class of 2027 that qualify as : Not Prepared: 5% Approaching Prepared: 10% Prepared: 85%	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development Opportunities	- Secondary and Elementary grade level teachers will attend Math professional development focused on curriculum, teaching strategies, and data management to keep them current on subject-based skills and techniques that can be applied in the classroom and foster 21st-century learning. - Teachers will attend educational conferences, workshops, seminars, and interactive sessions to enhance their professional growth, share experiences, incorporate new pedagogical techniques, and gain insights to maintain effective teaching and classroom management. - Professional development opportunities, EduProtocols, EmPower, or programs to help differentiate learning, and training to increase student engagement. - Support journalism students by attending the National High School Journalism Conference. - Data teams will analyze ELA data of Students with Disabilities and Math data of Students with Disabilities and African-American students per quarter to determine growth and improve instructional practices among these student groups. - Secondary teachers will attend professional development opportunities for building the Ethnic Studies curriculum that will begin to be implemented in the 2025-2026 school year. - Purchase Goalbook for increased reading, math, and intervention support.	$158,344.57	Yes
1.2	Curriculum	Implement a more engaging, hands-on curriculum for phonics and reading, such as Heide Songs and Secret Stories, etc.	$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
		- Implement reading programs for struggling elementary students, such as Linda Mood Bell, Orton Gillingham, etc. - Add CommonLit resources for High school English classes - Purchase a grammar program for English courses to assist in teaching grammar and improving writing, such as NoRedInk, Quill.org, IXL, Big Blue Book of Grammar, etc. - Add a variety of electives through Edgenuity that students are interested in - Continue 4th period Red Track Tutoring - Materials, supplies, software, and curriculum for CTE electives and Pathways. - Differentiate instructional strategies- lectures, presentations, small groups, visual aids, etc. - AI Checker for Teachers - Update computers with longer-lasting batteries - School-wide internet upgrade - Purchase the supplemental Kahoot and Edpuzzle programs for formative assessments and engagement activities.		
1.3	Assessment	- Elementary and Core Subject Secondary Teachers will have release time to recreate and revamp assessments for core subjects and grade levels to align with appropriate DOK levels and rigor. - Purchase various data sources and programs to measure student achievement and readiness. - Teachers will receive Professional development and training on creating common assessments with standardized Depth of Knowledge (DOK) rigor for all core subjects. - General and Special Education teachers can use, AERIES, OTUS, Renaissance DnA, IXL, and local assessments to measure student achievement and readiness for College and Career.	$94,223.71	Yes

Action #	Title	Description	Total Funds	Contributing
1.4	College and Career Readiness	- Identify the academic pathways and interests of students within the school, such as STEM, technology, business, healthcare, etc. - Add an Internship Program option to all Pathways, including skill development, career exploration, and real-world application knowledge. - Establish criteria for selecting internship hosts. - Establish partnerships and agreements with potential internship opportunities and match students with suitable hosts. - Provide guidance and support to students in preparing resumes, cover letters, and interview skills to secure internship placements. - Develop a system for tracking student attendance, progress, and feedback during their internship experience, including presentations and portfolio development. - Increase externships for CTE pathways. - Create more CTE courses, Pathways, and electives. - Increase opportunities for Work Experience within classes. - Integrate Speaking modules across Subjects: incorporate public speaking modules into various subjects across the high school curriculum. - Establish a Speaking Club: create a school-wide speaking club where students can practice speaking skills in a supportive environment. - Host an Annual Speaking Showcase to include speeches, debates, and presentations. etc. - In High School offer an alternative A-G third-year math course and second-year Science course. - Counselors provide In-Class presentations: A-G, College Courses, Career Paths, etc. - Counselors arrange and plan College tours/field trips, College and Career Fairs, and Community Speakers. - Offer Calculus to High School students. - Host CTE Night to market CTE classes - Create additional opportunities for students to complete certifications for Microsoft, Google, and Adobe for students if students are in their 4th-year pathway class. - Purchase Centerpoint Certifications	$618,296.51	Yes

Action #	Title	Description	Total Funds	Contributing
		• Additional recognition or incentives to students who complete 4 years of their pathway.		
1.5	English Learner Curriculum and EL Advisor Professional Development	• EL Advisors will attend professional development on how to support the varying needs of English Language learners. • Purchase English Language Development curriculum for Elementary students to improve reading and writing skills during designated EL support.	$7,690.79	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Provide a comprehensive system of support that includes individualized prevention and intervention strategies to address achievement gaps, provide equitable access, foster a positive school culture, promote student and family engagement, and prioritize social-emotional learning through targeted programs and activities.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)

Priority 2: State Standards (Conditions of Learning)

Priority 3: Parental Involvement (Engagement)

Priority 4: Pupil Achievement (Pupil Outcomes)

Priority 6: School Climate (Engagement)

Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Efforts in prevention, intervention, and targeted support are crucial to meeting the academic needs of all students. Our analysis of academic achievement data on the 2023 Dashboard highlights the ongoing importance of focusing intentionally on these efforts to address learning gaps and close achievement disparities, particularly for students with disabilities and identified student groups. Mathematics performance is rated low for most student groups, while English Language Arts performance, overall high, still shows low performance among emergent or struggling readers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	ELA CAASPP measured by Distance from standard (DFS) Source: CA School Dashboard	2022-2023: All: 7.4 points above standard AA: 42.8 points below standard			2026-2027 All: Increase by 5 points AA: Increase by 10 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 3.3 points above standard White: 9 points above standard Asian: 55.8 points above standard Two or More Races: 15.8 points above standard EL: 0.2 points above standard SED: 5 points below standard SWD: 82.8 points below standard			Hispanic: Increase by 6 points White: Increase by 12 points Asian: Maintain above standard status Two or More Races: Increase by 15 points EL: Increase by 9 points SED: Increase by 9 points SWD: Increase by 9 points	
2.2	MATH CAASPP measured by Distance from standard (DFS) Source: CA School Dashboard	2022-2023: All: 37.4 points below standard AA: 104.4 points below standard Hispanic: 48.5 points below standard White: 25.7 points below standard			2022-2023: All: Increase by 12 points AA: Increase by 10 points Hispanic: Increase by 10 points White: Increase by 10 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Asian: 21.2 points below standard Two or More Races: 12 points below standard EL: 62.4 points below standard SED: 51.8 points below standard SWD: 113.6 points below standard			Asian: Increase by 10 points Two or More Races: Increase by 10 points EL: Increase by 10 points SED: Increase by 10 points SWD: Increase by 9 points	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Facilitate educational partner involvement in character education and positive behavioral intervention initiatives to create safe, inclusive, and engaging learning environments that prioritize family and community partnerships, enhance student outcomes, increase staff retention, and foster improved engagement and collaboration.	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.

Efforts in prevention, intervention, and targeted support are crucial to meeting the academic needs of all students. Our analysis of academic achievement data on the 2023 Dashboard highlights the ongoing importance of focusing intentionally on these efforts to address learning gaps and close achievement disparities, particularly for students with disabilities and identified student groups. Mathematics performance is rated low for most student groups, while English Language Arts performance, overall high, still shows low performance among emergent or struggling readers.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	ELA CAASPP measured by Distance from standard (DFS) Source: CA School Dashboard	2022-2023: All: 7.4 points above standard AA: 42.8 points below standard			2026-2027 All: Increase by 5 points AA: Increase by 10 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 3.3 points above standard White: 9 points above standard Asian: 55.8 points above standard Two or More Races: 15.8 points above standard EL: 0.2 points above standard SED: 5 points below standard SWD: 82.8 points below standard			Hispanic: Increase by 6 points White: Increase by 12 points Asian: Maintain above standard status Two or More Races: Increase by 15 points EL: Increase by 9 points SED: Increase by 9 points SWD: Increase by 9 points	
3.2	MATH CAASPP measured by Distance from standard (DFS) Source: CA School Dashboard	2022-2023: All: 37.4 points below standard AA: 104.4 points below standard Hispanic: 48.5 points below standard			2026-2027 All: Increase by 12 points AA: Increase by 10 points Hispanic: Increase by 10 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White: 25.7 points below standard Asian: 21.2 points below standard Two or More Races: 12 points below standard EL: 62.4 points below standard SED: 51.8 points below standard SWD: 113.6 points below standard			White: Increase by 10 points Asian: Increase by 10 points Two or More Races: Increase by 10 points EL: Increase by 10 points SED: Increase by 10 points SWD: Increase by 9 points	
3.3	Educational Partner Input Source: WASC School-wide Action plan	2022-2023 WASC Action Plan address the following Critical Learner Needs • Increase Math Achievement • Increase Staff Retention • Increase student modeling of Character pillars of excellence, integrity, and respect.			2026-2027 • Decrease percentage of students in bands "standard not met" and "standard nearly met" • Decrease in the number of students receiving D's and	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					F's, especially in the area of math • Improve Character Education, documented reduction in office referral, detentions, and expulsions. • Build a well supportive, well compensated staff of teachers to increase the number of retained teachers.	

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase Community/Family Engagement Interactions	- Bring in guest speakers from the community members or motivational speakers who can share stories/experiences relating to the character trait of the month, or other experts who would be able to share their experiences or culture with students with relevance to the topics in which they are studying. - Continue Coffee with the Counselors and Doughnuts with the Principals. - Create Art Night/Night at the Museum and other Cultural evening events	$72,794.49	No

Action #	Title	Description	Total Funds	Contributing
3.2	Create a Career Fair (for Middle School and Elementary)	Community members from diverse industries and charities will schedule classroom visits to provide students with the opportunity to interact with the professional.	$43,897.25	No
3.3	Character-Building Activities	- Continue to review and revisit the Character Education Program so it aligns with monthly character traits. - Create opportunities for students at different grade levels to interact positively, such as the Big Brother/Big Sister type cohort, so older students can help guide younger students in character-building activities.	$10,000.00	No
3.4	Supporting Existing School Programs to create safe, inclusive, and Engaging Learning Environments.	- Staff training in Positive Behavior Support and Interventions - CPI or Pro-Act Training for Crisis Intervention - Expand PBIS reward opportunities to Red Track students - Social and Emotional Support in Elementary - Hire an additional support staff to provide student SEL support	$60,000.00	No
3.5	Increase school spirit, community and culture.	- Create more opportunities for different grade levels to collaborate - Have 8th-grade shadow Sophomores or Juniors to learn more about High School - Create a "Link Crew" program - Hold day camps where students/athletes work with younger children in the community on how to play different sports.	$15,000.00	No

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Educational Partner Input Source: WASC School-wide Action plan	- Improve dedicated instructional space for Special Education			Create dedicated instructional space for Special Education	
4.2	Educational Partner Input Source: Parent/Staff/Student LCAP Survey	Agree SRA Facilities are clean: • Parents: 98.3% • Students: 88.2% • Staff: 94.8% Agree SRA is Safe and			Percentages for all Educational Partners will increase to 98% or above in both Cleanliness and Safety and Security.	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Secure: • Parent: 97.8% • Students: 92.8% • Staff: 94.8%				

Goal Analysis [2023-24]

An analysis of how this goal was carried out in the previous year.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

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

Not Applicable.

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Additional Classroom Space	• Create additional classroom space for the K-12 SPED program to house students in support classes and provide pull-out services, testing, sensory needs, etc.	$927,349.89	No

Action #	Title	Description	Total Funds	Contributing
		• Provide more cubicles or classrooms for teachers to use as workspace. • Create additional storage for the science department as needed for all lab materials and chemicals		
4.2	Increase environmentally friendly facilities improvements	• Purchase Solar LED lights for blacktop and small elementary fields to help with light coverage. • Purchase LED exterior and interior lights for the entire school site to help save on energy on campus. This would be in phases and installed during school breaks.	$89,904.32	No

Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2024-25]

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1026058	$

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
5.607%	0.945%	$164,996.00	6.552%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Professional Development Opportunities **Need:** LEA benchmarks and the 2023 CAASPP scores show that all students are below standard in area math, so math is an area of need school-wide. However, our students with disabilities and our African-American students are significantly below standard in comparison to their peers.	These actions will create an opportunity to significantly decrease the achievement gap in math, specifically with our Students with Disabilities and our African-American students. However, these actions are being provided on an LEA-wide basis to maximize the impact in increasing achievement for all students.	The LEA will monitor progress in consistently implementing Interim assessments, local assessment measures, and district benchmarks, and review the data in data team meetings.

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		
1.2	**Action:** Curriculum **Need:** 2023 CAASPP scores show that school-wide students were 7.6 points above the standard, however, that is a 6.8 decline. Also, Students with Disabilities showed a 6.7 decline and are below the standard. African-American students showed a 29.9 decline and were below the standard. **Scope:** LEA-wide	This action addresses the needs of all students ELA and Writing improvements are necessary to maintain our current students who are meeting the standards and to bring up our students who are below the standard.	The LEA will monitor progress in consistently implementing Interim assessments, local assessment measures, district benchmarks, and data team collection.
1.3	**Action:** Assessment **Need:** Standardized common assessments are needed to assist with reteaching, vertical alignment, and grade-level articulation. **Scope:** LEA-wide	Data collection and common assessments are needed to drive instruction and to improve teaching and intervention practices.	The LEA will monitor progress in consistently implementing Interim assessments, local assessment measures, district benchmarks, and data team collection.
1.4	**Action:** College and Career Readiness **Need:**	These actions will create an opportunity to significantly increase the percentage rates of graduates who are prepared for College and Career. These actions are being provided on an	The LEA will utilize surveys, post-secondary surveys, counseling data, graduate spotlights, and

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
	The LEA needs to increase the percentage of students in each graduating class that qualify as Approaching Prepared and Prepared for College and Career. **Scope:** LEA-wide	LEA-wide basis to maximize the impact of increasing College and Career preparedness for all students.	College and Career Indicators to obtain data on College and Career readiness.
1.5	**Action:** English Learner Curriculum and EL Advisor Professional Development **Need:** **Scope:** LEA-wide		
2.1	**Action:** Targeted Interventions and Supports **Need:** The identified need is to provide targeted interventions and support for students who are below benchmark standards in ELA Math, and other subjects, with a particular focus on students with disabilities and African American subgroups. **Scope:** LEA-wide	These actions will create an opportunity to significantly decrease the achievement gap specifically with our students with disabilities and our African-American students. However, these actions are being provided on an LEA-wide basis to maximize the impact in increasing achievement for all students.	Local benchmark measures, unit assessments, data collection, CAASPP data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.2	**Action:** Math Intervention Support **Need:** Our Dashboard Academic Indicator for math shows an identified need in math for all students, particularly for students with disabilities and African American students. **Scope:** LEA-wide	These actions address students' math challenges by providing specialized support through tutors/specialists, offering alternative courses, continuing targeted math support classes, and training teachers in interventions, all tailored to individual student needs through collaboration with Special Education.	Local benchmark measures, unit assessments, data collection, CAASPP data
2.3	**Action:** ELA/Reading Support **Need:** There is a need in elementary grade levels to address struggling readers who do not show proficiency in various subject areas due to reading difficulties. **Scope:** LEA-wide	These actions address ELA/Reading needs by offering targeted support, using research-based programs for improved phonics and word attack strategies, and enhancing reading proficiency and overall language skills. Struggling readers will receive tailored interventions, one-on-one or small group support, and learn from research-based strategies to improve reading skills.	Benchmark assessment data, local assessment data, standards-based report cards
2.4	**Action:** Social-Emotional Learning and Support **Need:** There is a need for social-emotional learning (SEL) and support for students across different grade levels and backgrounds, including those in foster care, experiencing homelessness, English learners, low-income households, African Americans, and students with disabilities.	These actions support Social Emotional Learning (SEL) by providing curriculum and counseling services to enhance students' emotional well-being and academic readiness. Priority access is given to students from diverse backgrounds, and flexible seating options promote physical comfort and engagement in SEL activities.	Student surveys, behavioral data, academic performance, attendance 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
	Scope: LEA-wide		

Limited Actions

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

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

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

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

Additional Concentration Grant Funding

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

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

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

2024-25 Total Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	18298700	1026058	5.607%	0.945%	6.552%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,892,225.90	$386,000.00	$331,000.00	$9,100.00	$2,618,325.90	$1,177,225.90	$1,441,100.00

Goal #	Action #	Action Title	Student Group(s)		Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Professional Development Opportunities	Foster Low	Youth Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	$88,344.57	$70,000.00	$158,344.57				$158,344.57	
1	1.2	Curriculum			Yes	LEA-wide		All Schools	Ongoing	$0.00	$150,000.00	$150,000.00				$150,000.00	
1	1.3	Assessment			Yes	LEA-wide		All Schools	Ongoing	$65,723.71	$28,500.00	$94,223.71				$94,223.71	
1	1.4	College and Career Readiness	Low	Income	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Low Income	All Schools		$548,296.51	$70,000.00	$618,296.51				$618,296.51	
1	1.5	English Learner Curriculum and EL Advisor Professional Development	English	Learners	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools Elementary Students	Ongoing	$2,190.79	$5,500.00	$7,690.79				$7,690.79	
2	2.1	Targeted Interventions and Supports	English	Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	$0.00	$50,500.00	$16,000.00	$16,000.00	$16,000.00	$2,500.00	$50,500.00	
2	2.2	Math Intervention Support			Yes	LEA-wide		All Schools	Ongoing	$68,724.37	$110,000.00	$78,724.37	$50,000.00	$50,000.00	$0.00	$178,724.37	
2	2.3	ELA/Reading Support			Yes	LEA-wide		All Schools	Ongoing	$50,000.00	$60,000.00	$50,000.00	$55,000.00		$5,000.00	$110,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.4	Social-Emotional Learning and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$10,000.00	$21,600.00	$30,000.00			$1,600.00	$31,600.00	
3	3.1	Increase Community/Family Engagement Interactions	All	No			All Schools	Ongoing	$57,794.49	$15,000.00	$62,794.49	$5,000.00	$5,000.00		$72,794.49	
3	3.2	Create a Career Fair (for Middle School and Elementary)	All	No				Ongoing	$28,897.25	$15,000.00	$33,897.25	$5,000.00	$5,000.00		$43,897.25	
3	3.3	Character-Building Activities	All	No				Ongoing	$0.00	$10,000.00	$5,000.00		$5,000.00		$10,000.00	
3	3.4	Supporting Existing School Programs to create safe, inclusive, and Engaging Learning Environments.	All	No				Ongoing	$50,000.00	$10,000.00	$55,000.00	$5,000.00			$60,000.00	
3	3.5	Increase school spirit, community and culture.	All	No				Ongoing	$0.00	$15,000.00	$15,000.00				$15,000.00	
4	4.1	Additional Classroom Space	All Students with Disabilities	No				Ongoing	$177,349.89	$750,000.00	$427,349.89	$250,000.00	$250,000.00		$927,349.89	
4	4.2	Increase environmentally friendly facilities improvements	All	No				Ongoing	$29,904.32	$60,000.00	$89,904.32				$89,904.32	

2024-25 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
18298700	1026058	5.607%	0.945%	6.552%	$1,203,279.95	0.000%	6.576 %	**Total:**	$1,203,279.95
								LEA-wide Total:	$1,203,279.95
								Limited Total:	$625,987.30
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development Opportunities	Yes	LEA-wide	Foster Youth Low Income	All Schools	$158,344.57	
1	1.2	Curriculum	Yes	LEA-wide		All Schools	$150,000.00	
1	1.3	Assessment	Yes	LEA-wide		All Schools	$94,223.71	
1	1.4	College and Career Readiness	Yes	LEA-wide Limited to Unduplicated Student Group(s)	Low Income	All Schools	$618,296.51	
1	1.5	English Learner Curriculum and EL Advisor Professional Development	Yes	LEA-wide Limited to Unduplicated Student Group(s)	English Learners	All Schools Elementary Students	$7,690.79	
2	2.1	Targeted Interventions and Supports	Yes	LEA-wide	English Learners	All Schools	$16,000.00	
2	2.2	Math Intervention Support	Yes	LEA-wide		All Schools	$78,724.37	
2	2.3	ELA/Reading Support	Yes	LEA-wide		All Schools	$50,000.00	

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	2.4	Social-Emotional Learning and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$30,000.00	
3	3.1	Increase Community/Family Engagement Interactions				All Schools	$62,794.49	

2023-24 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,226,414.00	$1,099,650.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.1	Professional Development	Yes	$251,460.00	69289
1	1.2	Curriculum	Yes	$116,341.00	82042
1	1.3	Assessment	No Yes	$53,100.00	24811
1	1.4	After School Enrichment Program	No Yes	$0.00	0.00
2	2.1	Multi-Tiered System of Support (MTSS)	Yes	$359,112.00	467573
2	2.2	Character Ed/Social Skills/Counseling	Yes	$43,100.00	22612
2	2.3	ELD	Yes	$1,650.00	2632
2	2.4	School Connectedness	No	$32,000.00	31495
2	2.5	CTE/Electives/Pathways	No	$5,301.00	5173
2	2.6	College and Career Readiness	Yes	$15,000.00	13789

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	3.1	Educational Partners awareness and involvement	No	$20,850.00	6167
3	3.2	Parent Workshops	Yes	$58,500.00	43616
4	4.1	Ongoing Repairs and services	No	$270,000.00	330451

2023-24 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
891360	$898,263.00	$726,364.00	$171,899.00	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	Professional Development	Yes	$251,460	$69,289		
1	1.2	Curriculum	Yes	$116,341	$82,042		
1	1.3	Assessment	Yes	$53,100	$24,811		
1	1.4	After School Enrichment Program	Yes	$0	$0		
2	2.1	Multi-Tiered System of Support (MTSS)	Yes	$359,112	$467,573		
2	2.2	Character Ed/Social Skills/Counseling	Yes	$43,100	$22,612		
2	2.3	ELD	Yes	$1,650	$2,632		
2	2.6	College and Career Readiness	Yes	$15,000	$13,789		
3	3.2	Parent Workshops	Yes	$58,500	$43,616		

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

2023-24 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
17455643	891360	0	5.106%	$726,364.00	0.000%	4.161%	$164,996.00	0.945%

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:

  o 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]).

  o 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.

- o Annually reviewing and updating the LCAP to reflect progress toward the goals (*EC* Section 52064[b][7]).

- o 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.

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.

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.

- 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.

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

School districts and COEs: *EC* sections [52060(g) (California Legislative Information)](#) and [52066(g) (California Legislative Information)](#) 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) (California Legislative Information)](#) 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 (California Legislative Information)](#);

    o **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 (California Legislative Information)](#); and

- For charter schools, see [Education Code Section 47606.5 (California Legislative Information)](#).

- **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.

    o   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,

    o   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) (California Legislative Information)](#) 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.

  o 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:

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

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

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.

  o 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).

  o 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.

  o Indicate the school year to which the baseline data applies.

  o 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.
  - o 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.

  - o 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.

  - o 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.

  - o 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.

  - o 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.

    o Include a discussion of relevant challenges and successes experienced with the implementation process.

    o 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.

    o In some cases, not all actions in a goal will be intended to improve performance on all of the metrics associated with the goal.

    o 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.

    o 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.

    o 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.

- o 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.

- o 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.

- o 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.

  - o **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
- 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:

  - o Language acquisition programs, as defined in *EC* Section 306, provided to students, and

  - o Professional development for teachers.

  - o 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.

- 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.

- 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:

  o 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.

  o These required actions will be effective for the three-year LCAP cycle.

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.

- o 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.

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

  - o 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.

- o **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.

- o **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).

  - o **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.

  - o **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.

- o 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%).

    o 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)**

    o This amount is the total of the Planned Expenditures for Contributing Actions (LCFF Funds) column.

- **5. Total Planned Percentage of Improved Services**

    o 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)**

- o 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**

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

- **4. Total Planned Contributing Expenditures (LCFF Funds)**

  - o 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**

  - o 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)**

  - o 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 (%)**

  - o This amount is the total of the Planned Percentage of Improved Services column.

- **8. Total Estimated Actual Percentage of Improved Services (%)**

  - o 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)**

  - o 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 %)**

- o 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)**

  - o 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)**

  - o 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)**

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

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