

LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Santa Rosa Academy

CDS Code: 33671160109843

School Year: 2025-26

LEA contact information:

Dr. Robert Hennings

Superintendent

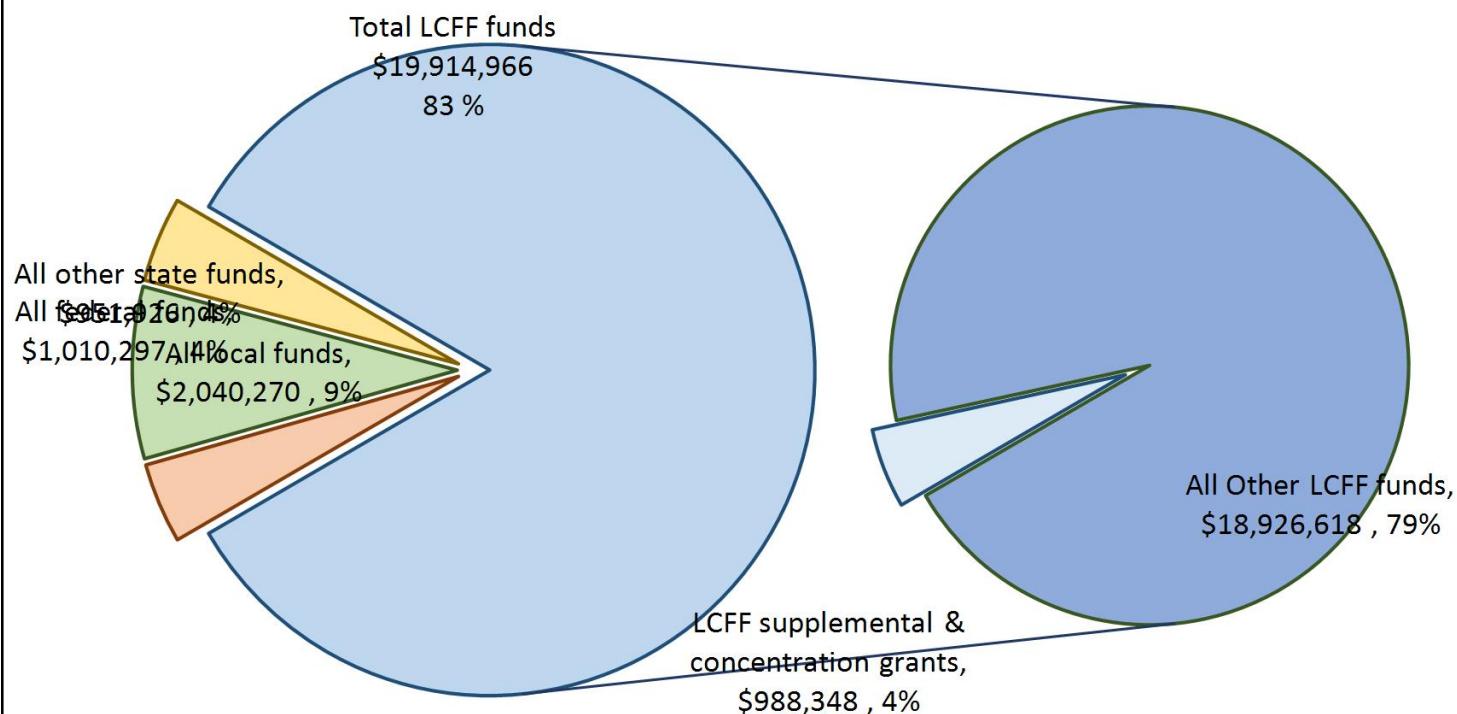
rhennings@sra.mn

(951) 672-2400

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

Budget Overview for the 2025-26 School Year

Projected Revenue by Fund Source



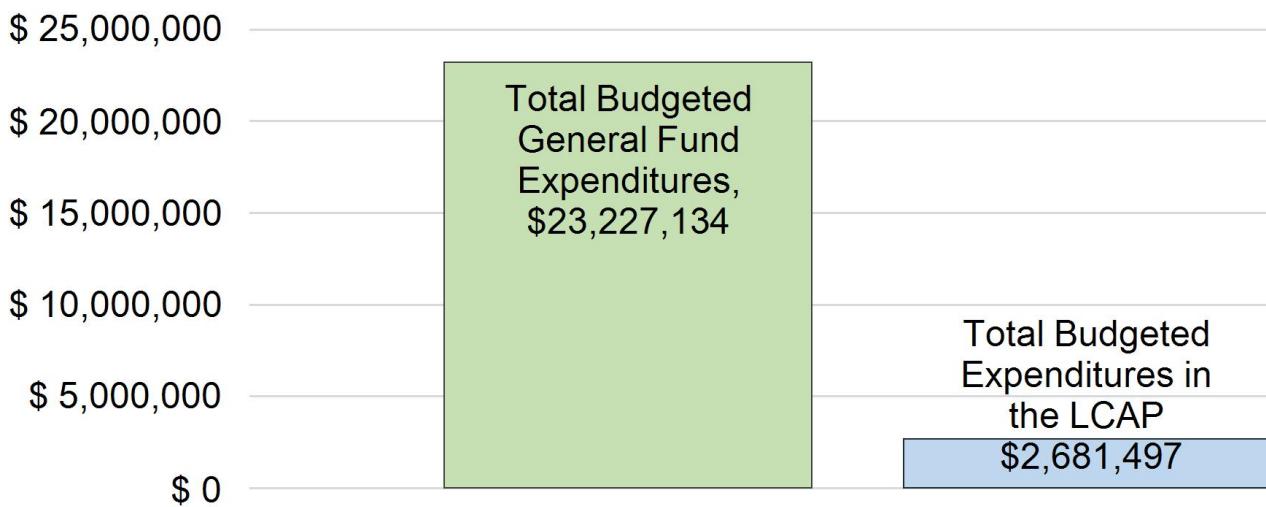
This chart shows the total general purpose revenue Santa Rosa Academy expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Santa Rosa Academy is \$23,917,459, of which \$19914966 is Local Control Funding Formula (LCFF), \$951926 is other state funds, \$2040270 is local funds, and \$1010297 is federal funds. Of the \$19914966 in LCFF Funds, \$988348 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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

Budgeted Expenditures in the LCAP



This chart provides a quick summary of how much Santa Rosa Academy plans to spend for 2025-26. It shows how much of the total is tied to planned actions and services in the LCAP.

The text description of the above chart is as follows: Santa Rosa Academy plans to spend \$23227134 for the 2025-26 school year. Of that amount, \$2681497.32 is tied to actions/services in the LCAP and \$20,545,636.68 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

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

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

In 2025-26, Santa Rosa Academy is projecting it will receive \$988348 based on the enrollment of foster youth, English learner, and low-income students. Santa Rosa Academy must describe how it intends to increase or improve services for high needs students in the LCAP. Santa Rosa Academy plans to spend \$1290252.94 towards meeting this requirement, as described in the LCAP.

To meet and exceed the requirement to increase or improve services for these high needs student groups, Santa Rosa Academy plans to allocate funds toward targeted actions and supports as outlined in the LCAP. This investment represents a deliberate effort to go beyond the minimum funding requirement and reflects the school's 2025-26 Local Control and Accountability Plan for Santa Rosa Academy

commitment to closing achievement gaps and promoting equitable outcomes. Planned services include expanded intervention programs, increased access to counseling and mental health support, professional development focused on equity and inclusion, and enhanced family engagement initiatives tailored to the needs of high needs students. These actions are designed to ensure that foster youth, English learners, and low-income students receive meaningful, impactful support to thrive academically and socially.

LCFF Budget Overview for Parents

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

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



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

The text description of the above chart is as follows: In 2024-25, Santa Rosa Academy's LCAP budgeted \$1203279.95 for planned actions to increase or improve services for high needs students. Santa Rosa Academy actually spent \$1116868 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of \$86,411.94,999,999,995 had the following impact on Santa Rosa Academy's ability to increase or improve services for high needs students:

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

Local Control and Accountability Plan

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

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

Plan Summary [2025-26]

General Information

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

Santa Rosa Academy is an independent public charter school serving students in grades K-12. Chartered through the Menifee Union School District, our academy provides educational opportunities for students throughout Riverside County. We offer a variety of learning models, including site-based instruction, home study, and a combination of both. Our programs are fully accredited by the Schools Commission of the Western Association of Schools and Colleges (WASC).

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

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

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

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

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

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

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

Reflections: Annual Performance

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

Student Group	English Learner Progress	Chronic Absenteeism	Suspension Rate	Graduation Rate	English Language Arts
Mathematics	College/Career				
All Students	N/A	Orange	Blue.	Blue.	Yellow.
Orange.	Green				
English Learners.	--	--	--	--	--
--					
Foster Youth	N/A	--	--	--	--
--					
Homeless.	N/A.	--	--	--	--
--					
Socio Disadvantaged.	N/A.	Red	Green	Blue	Orange.
Orange.	Green				
Students with Disabilities	Orange	Orange.	Blue	--	Orange.
Green					Red.
African American	N/A	Red.	Orange	--	Yellow
Yellow	--				

American Indian	N/A.	--	--	--	--	--	--
Asian	N/A	--	Blue	--	--	--	--
Filipino	N/A.	Blue	Blue	--	--	--	--
Hispanic	N/A	Yellow	Blue	Blue	Yellow		
Orange.	Green						
Native Hawaiian	N/A	--	--	--	--	--	--
White	N/A.	Orange	Green	Blue.	Yellow		
Orange	Orange						
Two or More Races	N/A.	Yellow.	Green	--	Green		
Orange	--						

Our recent assessment data indicate that we continue to perform above county and state averages. However, mathematics remains a primary area for improvement across all student groups. Math was a key focus in our 2022-2023 WASC study and our Special Education Comprehensive Improvement Monitoring (CIM) report. To address this, our Local Control and Accountability Plan (LCAP) includes a school-wide strategy for math improvement, with targeted interventions for student groups identified at the RED performance level. Specifically, the plan prioritizes:

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

African American Students – Targeted improvement in Math.

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

Based on findings from our WASC study, CIM report, Local Indicators, and both state and local assessments, we have identified three critical program needs:

Mathematics Achievement – Strengthening instructional practices and support for all student groups.

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

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

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

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.

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

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

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Within three years, Santa Rosa Academy will ensure 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.

Based on our analysis of the 2023- 2024 Dashboard data, WASC Action Plan, and the Compliance and Improvement Monitoring Process through the CDE Special Education Division, there is a continued need to strengthen English Language Arts (ELA) outcomes, particularly for Students with Disabilities. Additionally, school-wide support in Mathematics remains a priority, with a specific focus on improving outcomes for African American students and Students with Disabilities.

This goal was developed with input from educational partners and is designed to enhance student achievement through a multi-faceted approach. Strategies include fostering collaborative teacher practices, ensuring vertical alignment of curriculum, offering targeted professional development, and utilizing assessment tools to monitor and report progress.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	ELA CAASPP measured by Distance from standard (DFS)	2022-2023: All: 7.4 points above standard	2023-2024: All: 6.2 points distance from standard		2026-2027 All: Increase by 5 points	All: 1.2 from baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Source: CA School Dashboard	AA: 42.8 points below standard Hispanic: 3.3 points above standard White: 9 points above standard Asian: 55.8 points above standard Two or More Races: 15.8 points above standard EL: 0.2 points above standard SED: 5 points below standard SWD: 82.8 points below standard	AA: Increased 28.1 points; 14.7 distance from standard Hispanic: Decreased 5.4 points; 2.1 distance from standard White: 4.1 points distance from standard Asian: 46.9 above standard. Standard Met Two or More Races: decreased 8.6 points; 12.9 points above standard EL: No Change SED: Decreased 8.6 points; 12.9 distance from standard SWD: Increased 6.9 points; 76 points distance from Standard.		AA: Increase by 10 points Hispanic: Increase by 6 points White: Increase by 12 points Asian: Maintain above standard status Two or More Races: Increase by 15 points EL: Increase by 9 points SED: Increase by 9 points SWD: Increase by 9 points	AA: Increased 14.7 points; from Baseline Hispanic: -2.1 points; from Baseline White: -4.9 points; from Baseline Asian: 8.9 points; from Baseline Two or More Races: 2.9 points; from Baseline EL: No Change SED: -7.9 points from Baseline SWD: Improved 6.8 points from the baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.2	MATH CAASPP measured by Distance from standard (DFS) Source: CA School Dashboard	2022-2023: All: 37.4 points below standard AA: 104.4 points below standard Hispanic: 48.5 points below standard White: 25.7 points below standard Asian: 21.2 points below standard Two or More Races: 12 points below standard EL: 62.4 points below standard SED: 51.8 points below standard SWD: 113.6 points below standard	2023-2024: All: Declined 6.8 points; 44.3 points distance from standard AA: Increased significantly by 22.1 points; 82.2 points distance from standard. Hispanic: Maintained 0.5 points; 48.1 points from standard White: Declined 20.2 points; 46 points from standard Asian: 29.4 points above the standard Two or More Races: Declined 26.9 points; 38.9 points distance from standard EL: 11.4 below standard SED: Decreased 5.1 points; 57		2022-2023: All: Increase by 12 points AA: Increase by 10 points Hispanic: Increase by 10 points White: Increase by 10 points Asian: Increase by 10 points Two or More Races: Increase by 10 points EL: Increase by 10 points SED: Increase by 10 points SWD: Increase by 9 points	All: -6.9 points from Baseline AA: Increased 22.2 points; from Baseline Hispanic: maintained White:-20.3 points from Baseline Asian: -8.2 points from Baseline Two or More Races: -26.9 points; from Baseline EL: Improved 51 points from Baseline SED: -5.2 points from Baseline SWD: -2.6 points from the Baseline

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points away from standard SWD: Maintained 2.6 points; 116.2 points distance from standard			
1.3	Chronic Absenteeism Rate Source: Dataquest	2022-2023 All Students: 10.9% AA: 6.3% Asian: 8.3% Filipino: 2.1% Hispanic: 11.7% White: 10.9% Two or more Races: 12.5% SED: 11.7% SWD: 11%	2024-2025 All Students: 0.2% AA: 21.6% Asian: 0.0% Filipino: 0.0% Hispanic: 11.6% White: 10.8% Two or more Races: 10.8% SED: 15.5% SWD: 19.4% EL: Maintained		Decrease Chronic Absenteeism Rate by 2% for all students and all student groups	Chronic Absenteeism Rate All Students: improved 10.7% from Baseline AA: Declined by 15.3% from Baseline Asian: Improved 8.3% from Baseline; no chronic absenteeism Filipino: Improved 2.1% from bBaseline; no chronic absenteeism Hispanic: Maintained White: Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						<p>Two or more Races: Improved 1.7% from Baseline</p> <p>SED: Declined by 7.7% from baseline</p> <p>SWD: Declined 8.4% from Baseline</p> <p>EL: Maintained</p>
1.4	College/Career Indicator Source: Ca Dashboard	The percent of students in Class of 2023 that qualify as: Not Prepared: 36.9% Approaching Prepared: 33.3 % Prepared: 29.7%	The percent of students in Class of 2024 that qualify as: Prepared: 38% Approaching: 32.6% Not Prepared: 29.55		The percent of students in Class of 2027 that qualify as : Not Prepared: 5% Approaching Prepared: 10% Prepared: 85%	<p>The percent of students in Class of 2027 that qualify as</p> <p>Not Prepared: Improved 7.35% from Baseline</p> <p>Approaching Prepared: Improved 0.7% from Baseline</p> <p>Prepared: Improved 8.3% from Baseline</p>
1.5	Summative ELPAC Source: Data Quest	ELPAC Proficiency 10% (Well Developed Level 4)	ELPAC 63.6% making progress towards ELPAC Proficiency.		ELPAC Proficiency Increase by 5% (Well Developed Level 4)	ELPAC Proficiency improved 53.6% from Baseline

Goal Analysis [2024-25]

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

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

In 2023–2024, efforts to improve ELA and Math outcomes—particularly for Students with Disabilities (SWD) and African American students—were partially successful. SWD showed growth in ELA (+6.9 points) but remain significantly below standard (–76 points). African American students made strong gains in both ELA (+28.1) and Math (+22.1), though overall performance remains below standard.

Implementation included targeted professional development, collaborative planning, and use of assessment tools, but staffing limitations and inconsistent follow-through impacted full execution. While 63.6% of English Learners made progress on ELPAC, overall college and career readiness remains a concern, with only 38% of the Class of 2024 classified as "Prepared."

Key successes include growth in priority subgroups and improved data use. Challenges include large performance gaps, uneven implementation, and continued support needs for SWD and other underserved groups.

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.

In 2023–2024, some services were underutilized while others required additional expenditures due to evolving student needs. Professional development and certain contracted services came in under budget due to staffing vacancies, scheduling issues, and vendor delays. In contrast, increased needs for student support—particularly for Students with Disabilities and English Learners—led to higher spending on interventions, paraprofessional support, and behavioral services.

These shifts resulted in differences between planned and actual percentages of improved services. While core goals remained unchanged, service delivery was adjusted to ensure resources were directed where most needed.

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

Overall, the actions implemented in 2023–2024 showed mixed effectiveness in advancing progress toward the goal. Targeted supports for Students with Disabilities and African American students contributed to measurable gains, particularly in ELA and Math, indicating that intervention strategies and increased support staffing were effective. However, the underutilization of some planned actions—such as professional development and certain instructional programs—limited the full impact of the goal.

Adjustments made during the year, including redirecting resources to areas of greatest need, helped maintain momentum, but inconsistent implementation across sites affected overall progress. Continued focus on full execution and alignment of services will be critical to sustaining and expanding growth in the coming year.

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

Based on implementation review and data analysis, several adjustments will be made in 2024–2025 to strengthen effectiveness and improve student outcomes, particularly for Students with Disabilities (SWD), English Learners (EL), and African American students. The overall goal remains consistent; however, refinements to actions, metrics, and service delivery will increase alignment with student needs and improve implementation fidelity.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Professional Development Opportunities	<p>-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.</p> <p>-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.</p> <ul style="list-style-type: none">• Staff will participate in professional development opportunities, including PLCs and charter school conferences, engage with technology aimed at differentiating learning, and utilize data analysis to enhance student engagement and inform instructional practices.• Support journalism students by attending the National High School Journalism Conference.• Data teams will continue to analyze ELA data of Students with Disabilities and Math data of Students with Disabilities and African-American students per quarter to determine growth and improve instructional practices among these student groups.	\$230,344.57	Yes

Action #	Title	Description	Total Funds	Contributing
		<p>-Secondary teachers will continue to participate in professional development opportunities to build the Ethnic Studies curriculum, which will be implemented starting in the 2025–2026 school year.</p> <p>-Purchase Goalbook for increased reading, math, and intervention support for struggling students and students with disabilities.</p>		
1.2	Curriculum	<ul style="list-style-type: none"> Continue to implement a more engaging, hands-on curriculum for phonics and reading, such as Heide Songs and Secret Stories etc. Continue to implement reading programs for struggling elementary students, such as Linda Mood Bell, Orton Gillingham, etc, and provide training opportunities. Add CommonLit resources for High school English classes <p>-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.</p> <ul style="list-style-type: none"> Add a variety of electives and online courses for all Secondary students through online platforms such as Edgenuity, Subject.com, etc. Continue 4th period Red Track Tutoring <p>-Provide Materials, supplies, software, and curriculum for CTE electives and Pathways.</p> <ul style="list-style-type: none"> Differentiate instructional strategies- lectures, presentations, small groups, visual aids, etc. <p>-AI Checker for Teachers</p> <ul style="list-style-type: none"> Update computers with longer-lasting batteries School-wide internet upgrade Purchase the supplemental Kahoot and Edpuzzle programs for formative assessments and engagement activities. 	\$150,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
1.3	Assessment	<ul style="list-style-type: none"> 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. 	\$106,223.71	Yes
1.4	College and Career Readiness	<ul style="list-style-type: none"> Support the academic pathways and interests of students within the school, such as STEM, technology, business, healthcare, etc. Create an Internship Program option to all Pathways, including skill development, career exploration, and real-world application knowledge. Establish criteria for selecting internship hosts. Establish partnerships and agreements with potential internship opportunities and match students with suitable hosts. Provide guidance and support to students in preparing resumes, cover letters, and interview skills to secure internship placements. <p>-Develop or purchase a system for tracking student attendance, progress, and feedback during their internship experience, including presentations and portfolio development.</p> <ul style="list-style-type: none"> Increase externships for CTE pathways. Create more CTE courses, Pathways, and electives. <p>-Increase opportunities for Work Experience within classes.</p> <ul style="list-style-type: none"> Integrate Speaking modules across Subjects: incorporate public speaking modules into various subjects across the high school curriculum. 	\$618,269.50	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> 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 Additional recognition or incentives to students who complete 4 years of their pathway. 		
1.5	English Learner Curriculum and EL Advisor Professional Development	<p>-EL Advisors will attend professional development on how to support the varying needs of English Language learners.</p> <ul style="list-style-type: none"> Purchase English Language Development curriculum for Elementary students to improve reading and writing skills during designated EL support. 	\$10,690.79	Yes

Goals and Actions

Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Efforts in prevention, intervention, and targeted support are crucial to meeting the academic needs of all students. Our analysis of academic achievement data on the 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	2023-2024: All: 6.2 points distance from standard AA: Increased 28.1 points; 14.7		2026-2027 All: Increase by 5 points AA: Increase by 10 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 3.3 points above standard White: 9 points above standard Asian: 55.8 points above standard Two or More Races: 15.8 points above standard EL: 0.2 points above standard SED: 5 points below standard SWD: 82.8 points below standard	distance from standard Hispanic: Decreased 5.4 points; 2.1 distance from standard White: 4.1 points distance from standard Asian: 46.9 above standard. Standard Met Two or More Races: decreased 8.6 points; 12.9 points above standard EL: No Change SED: Decreased 8.6 points; 12.9 distance from standard SWD: Increased 6.9 points; 76 points distance from Standard.		Hispanic: Increase by 6 points White: Increase by 12 points Asian: Maintain above standard status Two or More Races: Increase by 15 points EL: Increase by 9 points SED: Increase by 9 points SWD: Increase by 9 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.2	MATH CAASPP measured by Distance from standard (DFS) Source: CA School Dashboard	2022-2023: All: 37.4 points below standard AA: 104.4 points below standard Hispanic: 48.5 points below standard White: 25.7 points below standard Asian: 21.2 points below standard Two or More Races: 12 points below standard EL: 62.4 points below standard SED: 51.8 points below standard SWD: 113.6 points below standard	2023-2024: All: Declined 6.8 points; 44.3 points distance from standard AA: Increased significantly by 22.1 points; 82.2 points distance from standard. Hispanic: Maintained 0.5 points; 48.1 points from standard White: Declined 20.2 points; 46 points from standard Asian: 29.4 points above the standard Two or More Races: Declined 26.9 points; 38.9 points distance from standard EL: 11.4 below standard SED: Decreased 5.1 points; 57		2022-2023: All: Increase by 12 points AA: Increase by 10 points Hispanic: Increase by 10 points White: Increase by 10 points Asian: Increase by 10 points Two or More Races: Increase by 10 points EL: Increase by 10 points SED: Increase by 10 points SWD: Increase by 9 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			points away from standard SWD: Maintained 2.6 points; 116.2 points distance from standard.			

Goal Analysis [2024-25]

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

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

In 2023–2024, the goal to provide a comprehensive system of support was partially implemented, with key efforts focused on prevention and intervention strategies, social-emotional learning, and improved student engagement. The planned actions included professional development, academic interventions, increased paraprofessional support, and social-emotional programs designed to close achievement gaps and improve equitable access. Several initiatives were successfully launched or expanded, such as increased paraprofessional support in high-need classrooms and targeted academic interventions for Students with Disabilities (SWD) and English Learners (EL). Professional development in inclusive practices and differentiation also helped improve instructional quality. Social-emotional learning (SEL) was promoted through staff training and character education contributing to a more positive school culture. Overall, while not all components were implemented as originally planned, the flexible and needs-based approach allowed schools to address emerging student needs effectively. Lessons learned have informed key adjustments for the 2024–2025 school year to strengthen implementation fidelity and expand reach across all student groups.

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

During the 2023–2024 school year, material differences between budgeted and estimated actual expenditures primarily stemmed from shifts in implementation timelines and adjustments based on site-level needs. Some planned services and professional development sessions—particularly those involving outside consultants—were underutilized or delayed due to scheduling conflicts and staffing limitations. As a result, expenditures in these areas came in below the original budget. Other areas required additional investment beyond what was budgeted. This included increased paraprofessional support for high-need students, expansion of intervention blocks, and supplemental materials and technology to support differentiated instruction and student engagement. These responsive reallocations addressed emerging needs, particularly for Students with Disabilities (SWD) and other targeted subgroups. Overall, while the total percentage of improved services remained within the expected range, variations in how funds were allocated reflect the LEA's commitment to responsive, student-centered decision-making.

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

The actions implemented in 2023–2024 were moderately effective in supporting progress toward the goal of providing a comprehensive support system that addresses achievement gaps, promotes equity, and fosters positive school culture. Targeted academic interventions and increased support staff contributed to measurable progress in certain subgroups, such as Students with Disabilities (SWD), who showed slight gains in ELA performance. Professional development in inclusive practices helped lay the foundation for more differentiated instruction and improved classroom engagement.

Social-emotional learning initiatives, including advisory programs and trauma-informed training, positively impacted school climate, though implementation varied by site. Student engagement data and stakeholder feedback indicate increased connection and support in schools where SEL programs were more fully integrated. However, inconsistent implementation and limited utilization of some planned services, such as external training or contracted support, reduced the overall effectiveness of the strategy. Additionally, the frequency and use of data analysis for real-time intervention adjustments were not as robust as intended, limiting the system's ability to respond quickly to student needs. Despite these challenges, the foundation laid in 2023–2024 has informed more focused and strategically aligned efforts for the 2024–2025 school year.

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
2.1	Targeted Interventions and Supports	<ul style="list-style-type: none">Provide targeted intervention support for students with disabilities through small group instruction, allowing for more personalized attention and support.	\$50,500.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> 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. 		
2.2	Math Intervention Support	<ul style="list-style-type: none"> 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
2.3	ELA/Reading Support	<ul style="list-style-type: none"> Offer additional intervention support for reading interventions. Hire a Reading intervention specialist for struggling readers. Implement research-based systematic intervention programs for phonics, word attack strategies, and struggling readers. 	\$110,000.00	Yes
2.4	Social-Emotional Learning and Support	<ul style="list-style-type: none"> Provide SEL curriculum for K-8 teachers (Second Step, Second Step Bullying Prevention Program, Character Strong) 	\$31,600.00	Yes

Action #	Title	Description	Total Funds	Contributing
		<ul style="list-style-type: none"> 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. Provide flexible seating options and adjustable height tables that allow for movement. 		

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	2023-2024: All: 6.2 points distance from standard AA: Increased 28.1 points; 14.7		2026-2027 All: Increase by 5 points AA: Increase by 10 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Hispanic: 3.3 points above standard White: 9 points above standard Asian: 55.8 points above standard Two or More Races: 15.8 points above standard EL: 0.2 points above standard SED: 5 points below standard SWD: 82.8 points below standard	distance from standard Hispanic: Decreased 5.4 points; 2.1 distance from standard White: 4.1 points distance from standard Asian: 46.9 above standard. Standard Met Two or More Races: decreased 8.6 points; 12.9 points above standard EL: No Change SED: Decreased 8.6 points; 12.9 distance from standard SWD: Increased 6.9 points; 76 points distance from Standard.		Hispanic: Increase by 6 points White: Increase by 12 points Asian: Maintain above standard status Two or More Races: Increase by 15 points EL: Increase by 9 points SED: Increase by 9 points SWD: Increase by 9 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.2	MATH CAASPP measured by Distance from standard (DFS) Source: CA School Dashboard	2022-2023: All: 37.4 points below standard AA: 104.4 points below standard Hispanic: 48.5 points below standard White: 25.7 points below standard Asian: 21.2 points below standard Two or More Races: 12 points below standard EL: 62.4 points below standard SED: 51.8 points below standard SWD: 113.6 points below standard	2023-2024: All: Declined 6.8 points; 44.3 points distance from standard AA: Increased significantly by 22.1 points; 82.2 points distance from standard. Hispanic: Maintained 0.5 points; 48.1 points from standard White: Declined 20.2 points; 46 points from standard Asian: 29.4 points above the standard Two or More Races: Declined 26.9 points; 38.9 points distance from standard EL: 11.4 below standard SED: Decreased 5.1 points; 57		2026-2027 All: Increase by 12 points AA: Increase by 10 points Hispanic: Increase by 10 points White: Increase by 10 points Asian: Increase by 10 points Two or More Races: Increase by 10 points EL: Increase by 10 points SED: Increase by 10 points SWD: Increase by 9 points	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			<p>points away from standard</p> <p>SWD: Maintained 2.6 points; 116.2 points distance from standard</p>			
3.3	<p>Educational Partner Input</p> <p>Source: WASC School-wide Action plan</p>	<p>2022-2023 WASC Action Plan address the following Critical Learner Needs</p> <ul style="list-style-type: none"> • Increase Math Achievement • Increase Staff Retention • Increase student modeling of Character pillars of excellence, integrity, and respect. 	<p>2022-2023 WASC Action Plan address the following Critical Learner Needs</p> <ul style="list-style-type: none"> • Increase Math Achievement • Increase Staff Retention • Increase student modeling of Character pillars of excellence, integrity, and respect. 		<p>2026-2027</p> <ul style="list-style-type: none"> • Decrease percentage of students in bands "standard not met" and "standard nearly met" • Decrease in the number of students receiving D's and F's, especially in the area of math • Improve Character Education , document 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<p>ed reduction in office referral, detentions, and expulsions.</p> <ul style="list-style-type: none"> • Build a well supported, well compensated staff of teachers to increase the number of retained teachers. 	
3.4	Suspension and Expulsion Rate Source: CA School Dashboard	2022-2023: Suspension rate: 3.6 % suspended at least one day; this increased by 1.1% Expulsion rate: 0.18%	2023-2024: Suspension rate: 1.4% suspended at least one day; this declined by 2.2% Expulsion rate: 0.07%		2026-2027 <ul style="list-style-type: none"> • Continue to utilize PBIS and MTSS interventions to maintain the suspension rate below 8%. 	

Goal Analysis [2024-25]

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

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

In 2023–2024, implementation of the WASC Action Plan priorities—improving math achievement, increasing staff retention, and fostering student modeling of character pillars—was carried out with varying levels of success. Overall, the school made measurable progress in improving school climate and student behavior, while efforts to strengthen math achievement and staff retention are ongoing and have informed adjustments for the coming year. Positive gains were observed in student behavior and school culture. The suspension rate declined by 2.2%, with only 1.4% of students suspended at least once, and the expulsion rate remained extremely low at 0.07%. These outcomes reflect the effectiveness of ongoing social-emotional learning efforts, character education programming, and restorative practices implemented across grade levels.

Efforts to increase math achievement included targeted intervention support. While foundational steps were taken—such as scheduling intervention blocks and expanding the use of assessment tools—challenges such as staffing shortages and inconsistent use of data limited the full implementation of the math achievement plan. Gains were modest and varied by student subgroup, underscoring the need for deeper instructional support and progress monitoring moving forward.

Staff retention efforts included mentoring for new teachers, opportunities for leadership, and professional learning aligned to teacher needs. While some staff reported increased support, other areas (e.g., planning time, compensation, and workload) continued to pose challenges. Retention rates held steady, but further improvements are needed to create a sustainable and supportive work environment.

Overall, while focus areas were addressed, implementation varied. The school has reflected on these outcomes and is making strategic changes for 2024–2025 to enhance consistency, deepen support for math instruction, and further embed a positive, character-driven school culture.

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

Some material differences emerged between budgeted and actual expenditures due to shifts in implementation timelines and evolving site-level priorities. Other areas required additional funding, including expanded paraprofessional support, increased student mental health services, and supplemental curriculum materials to support intervention. These adjustments reflected the need to respond to real-time student needs and ensure equitable access to support services. Although the total percentage of improved services provided to unduplicated students remained aligned with the overall plan, the distribution of services varied based on implementation effectiveness and changing needs. These differences have informed more targeted budgeting and resource alignment for the 2024–2025 school year.

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

The specific actions implemented during the 2023–2024 school year showed varying degrees of effectiveness in addressing the identified goals. Character development programs, restorative practices, and increased focus on school climate had a positive impact, as evidenced by a 2.2% decline in the suspension rate and a continued low expulsion rate of 0.07%. These outcomes suggest that efforts to foster the school's pillars of excellence, integrity, and respect are taking root across campuses. Targeted SEL lessons and behavior intervention systems helped improve overall student behavior and engagement. Actions aimed at improving math achievement—including intervention supports, professional development, and curricular alignment—yielded mixed results. While foundational structures were put in place, the consistency of implementation varied by site and student subgroup. Some progress was made, particularly where data-driven instruction were strongest, but overall achievement gaps persist and require deeper support and accountability.

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

Based on analysis of implementation and outcomes from 2023–2024, several key adjustments have been made to the planned goals, metrics, and actions for the upcoming year to strengthen impact and improve alignment with student needs. Actions will include increased use of formative assessments to guide instruction, continued math intervention blocks during the school day, and targeted professional development focused on data-driven instruction and conceptual math strategies. PLC structures will more intentionally focus on math performance data. Metrics have been adjusted to better reflect progress, including site-level tracking of suspension/attendance trends and subgroup performance in both academics and social-emotional development. Targets have been recalibrated based on actual growth rates observed in 2023–2024 to ensure goals remain ambitious yet attainable. These changes reflect a commitment to using evidence from prior practice to inform continuous improvement and promote equitable outcomes for all students.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Increase Community/Family Engagement Interactions	<ul style="list-style-type: none">-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.	\$20,000.00	No
3.3	Character-Building Activities	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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.	<ul style="list-style-type: none"> 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. <p>-Community Engagement activities</p>	\$25,000.00	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	Created an 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: 97.1% very/mostly clean -Students: 70.8% very/mostly clean -Staff: 100% very/mostly clean	Agree SRA Facilities are clean: -Parents: 97.1% -Students: 88.2% -Staff: 94.8% Agree SRA is Safe and Secure:		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
		<p>Agree SRA is Safe and Secure:</p> <ul style="list-style-type: none"> -Parent: 97.1% very/mostly safe -Students: 93.1% very/mostly • Staff: 100% very/mostly 	<p>-Parent: 97.8%</p> <p>-Students: 92.8%</p> <ul style="list-style-type: none"> • Staff: 94.8% 			
4.3	Priority 1 Metrics Source: Local Indicators	<ul style="list-style-type: none"> -Appropriately Assigned Teachers: Above Average -Percent of Students without Access to their own copies of Standards-Aligned Instructional Materials for Use At school and At Home: 0% • Instances Where Facilities Do Not Meet the "Good Repair" Standard: 0% 	<ul style="list-style-type: none"> -Appropriately Assigned Teachers: 89.1% -Percent of Students without Access to their own copies of Standards-Aligned Instructional Materials for Use At school and At Home: 0% • Instances Where Facilities Do Not Meet the "Good Repair" Standard: 0% 		<ul style="list-style-type: none"> • Continue to maintain a Above the Statewide comparison in the area of Appropriately Assigned Teachers. • Continue to provide Instructional materials to all students for use at school and at home. 	

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
					<ul style="list-style-type: none"> Continue to Meet the "Good Repair" Standard for all school facilities. 	

Goal Analysis [2024-25]

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

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

During the 2023–2024 school year, the goal of maintaining clean, safe, and well-equipped facilities was effectively implemented across all sites. Survey results reflect strong stakeholder confidence: 97.1% of parents, 93.1% of students, and 100% of staff reported that SRA is safe and secure. Similarly, 97.1% of parents and 100% of staff agreed that facilities are clean, although student satisfaction in this area (70.8%) indicates an opportunity for further engagement or perception improvement.

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

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

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

There were minimal material differences between budgeted and actual expenditures related to maintaining clean, safe, and well-equipped facilities. Most planned projects were carried out as anticipated, including routine maintenance, safety upgrades, and access to instructional materials. However, slight underspending occurred in the area of facilities upgrades due to delayed timelines for improving dedicated Special Education instructional spaces. These improvements were postponed to align with long-term planning and construction schedules, resulting

in the reallocation of some funds to the following year. The percentage of improved services provided remained consistent with original projections, as core conditions of learning and access to materials were successfully maintained for all students.

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

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

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

Based on reflections from the 2023–2024 implementation, the primary adjustment for the coming year will be to accelerate and prioritize improvements to dedicated instructional spaces for Special Education to better support student needs. Additionally, student perception data indicating a lower rating on cleanliness (70.8%) compared to staff and parents prompted plans to increase student voice in facilities-related feedback and implement more visible cleanliness and maintenance efforts. While core goals and metrics remain the same—focused on safety, cleanliness, and access to materials—actions will include enhanced student engagement strategies and more targeted facilities upgrades aligned with evolving program needs.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Additional Classroom Spaces	<ul style="list-style-type: none">• Create additional classroom space for the K-12 SPED program to house students in support classes and provide pull-out services, testing, sensory needs, etc.• Provide more cubicles or classrooms for teachers to use as workspace.• Create additional storage for the science department as needed for all lab materials and chemicals	\$927,349.89	No

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

Goals and Actions

Goal

Goal #	Description	Type of Goal
5		

State Priorities addressed by this goal.

An explanation of why the LEA has developed this goal.

Measuring and Reporting Results

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

Goal Analysis [2024-25]

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

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

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

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

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

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

Actions

Action #	Title	Description	Total Funds	Contributing
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Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students [2025-26]

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

Required Percentage to Increase or Improve Services for the LCAP Year

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

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	<p>Action: Professional Development Opportunities</p> <p>Need: Based on the analysis of the 2023–2024 implementation, several key changes will be made to strengthen progress toward the goal in 2024–2025. While the overall goal remains focused on improving outcomes in ELA and Math, particularly for Students with Disabilities and African American students, specific</p>	<p>These actions will continue to create an opportunity to significantly decrease the achievement gap in math, specifically with our Students with Disabilities and our African-American students, and students overall. However, these actions are being provided on an LEA-wide basis to maximize the impact in increasing achievement for all students.</p>	<p>The LEA will monitor progress in consistently implementing Interim assessments, local assessment measures, and district benchmarks, and review the data in data team meetings.</p>

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
	<p>actions and supports will be refined for greater effectiveness.</p> <p>Scope: LEA-wide</p>		
1.2	<p>Action: Curriculum</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>The LEA will monitor progress in consistently implementing Interim assessments, local assessment measures, district benchmarks, and data team collection.</p>
1.3	<p>Action: Assessment</p> <p>Need: Standardized common assessments are needed to assist with reteaching, vertical alignment, and grade-level articulation.</p> <p>Scope: LEA-wide</p>	<p>Data collection and common assessments are needed to drive instruction and to improve teaching and intervention practices.</p>	<p>The LEA will monitor progress in consistently implementing Interim assessments, local assessment measures, district benchmarks, and data team collection.</p>
1.4	<p>Action: College and Career Readiness</p>	<p>These actions will create an opportunity to significantly increase the percentage rates of</p>	<p>The LEA will utilize surveys, post-secondary</p>

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
	<p>Need: The LEA needs to increase the percentage of students in each graduating class that qualify as Approaching Prepared and Prepared for College and Career.</p> <p>Scope: LEA-wide</p>	<p>graduates who are prepared for College and Career. These actions are being provided on an LEA-wide basis to maximize the impact of increasing College and Career preparedness for all students.</p>	<p>surveys, counseling data, graduate spotlights, and College and Career Indicators to obtain data on College and Career readiness.</p>
2.1	<p>Action: Targeted Interventions and Supports</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>Local benchmark measures, unit assessments, data collection, CAASPP data</p>
2.2	<p>Action: Math Intervention Support</p> <p>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.</p>	<p>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.</p>	<p>Local benchmark measures, unit assessments, data collection, CAASPP data</p>

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
	<p>Scope: LEA-wide</p>		
2.3	<p>Action: ELA/Reading Support</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>Benchmark assessment data, local assessment data, standards-based report cards</p>
2.4	<p>Action: Social-Emotional Learning and Support</p> <p>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.</p> <p>Scope: LEA-wide</p>	<p>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.</p>	<p>Student surveys, behavioral data, academic performance, attendance rates</p>

Limited Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
1.5	<p>Action: English Learner Curriculum and EL Advisor Professional Development</p> <p>Need: EL students need more reading and writing support across subject matter to be able to access grade-level curriculum.</p> <p>Scope: Limited to Unduplicated Student Group(s)</p>	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	

2025-26 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		18926618	988348	5.222%	0.000%	5.222%		
Totals		LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals		\$1,955,397.32	\$386,000.00	\$331,000.00	\$9,100.00	\$2,681,497.32	\$904,262.57	\$1,777,234.75

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 Youth Low Income	Yes	LEA-wide	Foster Youth Low Income	All Schools	Ongoing	\$88,344.57	\$142,000.00	\$230,344.57				\$230,344.57	
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	\$40,500.00	\$106,223.71				\$106,223.71	
1	1.4	College and Career Readiness	Low Income	Yes	LEA-wide	Low Income	All Schools		\$309,134.75	\$309,134.75	\$618,269.50				\$618,269.50	
1	1.5	English Learner Curriculum and EL Advisor Professional Development	English Learners	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Elementary Students	Ongoing	\$2,190.79	\$8,500.00	\$10,690.79				\$10,690.79	
2	2.1	Targeted Interventions and Supports	English Learners	Yes	LEA-wide	English Learners	All Schools	Ongoing	\$0.00	\$50,500.00	\$16,000.00	\$16,000.00	\$16,000.00	\$2,500.00	\$50,500.00	
2	2.2	Math Intervention Support		Yes	LEA-wide		All Schools	Ongoing	\$68,724.37	\$110,000.00	\$78,724.37	\$50,000.00	\$50,000.00	\$0.00	\$178,724.37	
2	2.3	ELA/Reading Support		Yes	LEA-wide		All Schools	Ongoing	\$40,000.00	\$70,000.00	\$50,000.00	\$55,000.00		\$5,000.00	\$110,000.00	
2	2.4	Social-Emotional Learning and Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	Ongoing	\$10,000.00	\$21,600.00	\$30,000.00				\$1,600.00	\$31,600.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
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			All Schools	Ongoing	\$5,000.00	\$15,000.00	\$10,000.00	\$5,000.00	\$5,000.00		\$20,000.00	
3	3.3	Character-Building Activities	All	No			All Schools	Ongoing	\$0.00	\$10,000.00	\$5,000.00		\$5,000.00		\$10,000.00	
3	3.4	Supporting Existing School Programs to create safe, inclusive, and Engaging Learning Environments.	All	No			All Schools	Ongoing	\$50,000.00	\$10,000.00	\$55,000.00	\$5,000.00			\$60,000.00	
3	3.5	Increase school spirit, community and culture.	All	No			All Schools	Ongoing	\$0.00	\$25,000.00	\$25,000.00				\$25,000.00	
4	4.1	Additional Classroom Spaces	All Students with Disabilities	No				Ongoing	\$177,349.89	\$750,000.00	\$427,349.89	\$250,000.00	\$250,000.00		\$927,349.89	
4	4.2	Increase environmentally friendly facilities improvements	All	No			All Schools	Ongoing	\$30,000.00	\$50,000.00	\$80,000.00				\$80,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
18926618	988348	5.222%	0.000%	5.222%	\$1,290,252.94	0.000%	6.817 %	Total:	\$1,290,252.94
								LEA-wide Total:	\$1,279,562.15
								Limited Total:	\$10,690.79
								Schoolwide Total:	\$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	1.1	Professional Development Opportunities	Yes	LEA-wide	Foster Youth Low Income	All Schools	\$230,344.57	
1	1.2	Curriculum	Yes	LEA-wide		All Schools	\$150,000.00	
1	1.3	Assessment	Yes	LEA-wide		All Schools	\$106,223.71	
1	1.4	College and Career Readiness	Yes	LEA-wide	Low Income	All Schools	\$618,269.50	
1	1.5	English Learner Curriculum and EL Advisor Professional Development	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools Elementary Students	\$10,690.79	
2	2.1	Targeted Interventions and Supports	Yes	LEA-wide	English Learners	All Schools	\$16,000.00	
2	2.2	Math Intervention Support	Yes	LEA-wide		All Schools	\$78,724.37	
2	2.3	ELA/Reading Support	Yes	LEA-wide		All Schools	\$50,000.00	
2	2.4	Social-Emotional Learning and Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	\$30,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
3	3.1	Increase Community/Family Engagement Interactions				All Schools	\$62,794.49	

2024-25 Annual Update Table

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

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

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.3	Character-Building Activities	No	\$10,000.00	4142
3	3.4	Supporting Existing School Programs to create safe, inclusive, and Engaging Learning Environments.	No	\$60,000.00	57405
3	3.5	Increase school spirit, community and culture.	No	\$15,000.00	4412
4	4.1	Additional Classroom Space	No	\$927,349.89	979751
4	4.2	Increase environmentally friendly facilities improvements	No	\$89,904.32	70473

2024-25 Contributing Actions Annual Update Table

6. Estimated LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	4. Total Planned Contributing Expenditures (LCFF Funds)	7. Total Estimated Expenditures for Contributing Actions (LCFF Funds)	Difference Between Planned and Estimated Expenditures for Contributing Actions (Subtract 7 from 4)	5. Total Planned Percentage of Improved Services (%)	8. Total Estimated Percentage of Improved Services (%)	Difference Between Planned and Estimated Percentage of Improved Services (Subtract 5 from 8)
992489	\$1,203,279.95	\$1,116,868.00	\$86,411.95	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Professional Development Opportunities	Yes	\$158,344.57	146816		
1	1.2	Curriculum	Yes	\$150,000.00	79243		
1	1.3	Assessment	Yes	\$94,223.71	99399		
1	1.4	College and Career Readiness	Yes	\$618,296.51	495815		
1	1.5	English Learner Curriculum and EL Advisor Professional Development	Yes	\$7,690.79	3540		
2	2.1	Targeted Interventions and Supports	Yes	\$16,000.00	223428		
2	2.2	Math Intervention Support	Yes	\$78,724.37	43327		
2	2.3	ELA/Reading Support	Yes	\$50,000.00	0		
2	2.4	Social-Emotional Learning and Support	Yes	\$30,000.00	25300		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
18434039	992489	0	5.384%	\$1,116,868.00	0.000%	6.059%	\$0.00	0.000%

Local Control and Accountability Plan Instructions

[Plan Summary](#)

[Engaging Educational Partners](#)

[Goals and Actions](#)

[Increased or Improved Services for Foster Youth, English Learners, and Low-Income Students](#)

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.
- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.
- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:
 - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).
 - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).
 - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

Comprehensive Support and Improvement

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

- A sufficient response to this prompt must include general information about the timeline of the process and meetings or other engagement strategies with educational partners. A response may also include information about an LEA's philosophical approach to engaging its educational partners.
- An LEA receiving Equity Multiplier funds must also include a summary of how it consulted with educational partners at schools generating Equity Multiplier funds in the development of the LCAP, specifically, in the development of the required focus goal for each applicable school.

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

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

- A sufficient response to this prompt will provide educational partners and the public with clear, specific information about how the engagement process influenced the development of the LCAP. This may include a description of how the LEA prioritized requests of educational partners within the context of the budgetary resources available or otherwise prioritized areas of focus within the LCAP.
- An LEA receiving Equity Multiplier funds must include a description of how the consultation with educational partners at schools generating Equity Multiplier funds influenced the development of the adopted LCAP.
- For the purposes of this prompt, this may also include, but is not necessarily limited to:
 - Inclusion of a goal or decision to pursue a Focus Goal (as described below)
 - Inclusion of metrics other than the statutorily required metrics
 - Determination of the target outcome on one or more metrics
 - Inclusion of performance by one or more student groups in the Measuring and Reporting Results subsection
 - Inclusion of action(s) or a group of actions
 - Elimination of action(s) or group of actions
 - Changes to the level of proposed expenditures for one or more actions
 - Inclusion of action(s) as contributing to increased or improved services for unduplicated students
 - Analysis of effectiveness of the specific actions to achieve the goal
 - Analysis of material differences in expenditures
 - Analysis of changes made to a goal for the ensuing LCAP year based on the annual update process
 - Analysis of challenges or successes in the implementation of actions

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

- LEAs must identify metrics for specific student groups, as appropriate, including expected outcomes that address and reduce disparities in outcomes between student groups.
- The metrics may be quantitative or qualitative; but at minimum, an LEA's LCAP must include goals that are measured using all of the applicable metrics for the related state priorities, in each LCAP year, as applicable to the type of LEA.
- To the extent a state priority does not specify one or more metrics (e.g., implementation of state academic content and performance standards), the LEA must identify a metric to use within the LCAP. For these state priorities, LEAs are encouraged to use metrics based on or reported through the relevant local indicator self-reflection tools within the Dashboard.
- **Required metrics for LEA-wide actions:** For each action identified as 1) contributing towards the requirement to increase or improve services for foster youth, English learners, including long-term English learners, and low-income students and 2) being provided on an LEA-wide basis, the LEA must identify one or more metrics to monitor the effectiveness of the action and its budgeted expenditures.
 - These required metrics may be identified within the action description or the first prompt in the increased or improved services section, however the description must clearly identify the metric(s) being used to monitor the effectiveness of the action and the action(s) that the metric(s) apply to.
- **Required metrics for Equity Multiplier goals:** For each Equity Multiplier goal, the LEA must identify:
 - The specific metrics for each identified student group at each specific schoolsite, as applicable, to measure the progress toward the goal, and/or
 - The specific metrics used to measure progress in meeting the goal related to credentialing, subject matter preparation, or educator retention at each specific schoolsite.
- **Required metrics for actions supported by LREBG funds:** To implement the requirements of *EC* Section 52064.4, LEAs with unexpended LREBG funds must include at least one metric to monitor the impact of each action funded with LREBG funds included in the goal.
 - The metrics being used to monitor the impact of each action funded with LREBG funds are not required to be new metrics; they may be metrics that are already being used to measure progress towards goals and actions included in the LCAP.

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

- This is the total amount of LCFF supplemental and concentration grants the LEA estimates it will actually receive based on the number and concentration of unduplicated students in the current school year.
- **4. Total Planned Contributing Expenditures (LCFF Funds)**
 - This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).
- **7. Total Estimated Actual Expenditures for Contributing Actions**
 - This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).
- **Difference Between Planned and Estimated Actual Expenditures for Contributing Actions (Subtract 7 from 4)**
 - This amount is the Total Estimated Actual Expenditures for Contributing Actions (7) subtracted from the Total Planned Contributing Expenditures (4).
- **5. Total Planned Percentage of Improved Services (%)**
 - This amount is the total of the Planned Percentage of Improved Services column.
- **8. Total Estimated Actual Percentage of Improved Services (%)**
 - This amount is the total of the Estimated Actual Percentage of Improved Services column.
- **Difference Between Planned and Estimated Actual Percentage of Improved Services (Subtract 5 from 8)**
 - This amount is the Total Planned Percentage of Improved Services (5) subtracted from the Total Estimated Actual Percentage of Improved Services (8).

LCFF Carryover Table

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

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

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

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

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

California Department of Education
November 2024

2025-26 Local Performance Indicator Self-Reflection

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

Introduction

The California 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.

This template is intended as a drafting tool and based on the Local Performance Indicator Quick Guide published by CDE in January 2024.

Performance Standards

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 the same public meeting of the local governing board/body at which the Local Control and Accountability Plan (LCAP) is adopted.
- 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.

Local Indicators

The local indicators address the following state priority areas:

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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA's Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

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/body at the same public meeting at which the LCAP is adopted 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 public 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 an annual local climate survey that captures a valid measure of student perceptions of school safety and connectedness, in at least one grade within each grade span(s) the LEA serves (e.g., TK-5, 6-8, 9-12), and reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 COE annually measures its progress in coordinating services for foster youth; the COE then reports the results to its local governing board/body at the same public meeting at which the LCAP is adopted 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/body at the same public meeting at which the LCAP is adopted 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 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)

Note: The requested information are all data elements that are currently required as part of the School Accountability Report Card (SARC).

Note: LEAs are required to report the following to their local governing board/body in conjunction with the adoption of the LCAP:

- The LEA’s Teacher Assignment Monitoring and Outcome data available at <https://www.cde.ca.gov/ds/ad/tamo.asp>.
- The number/percentage of students without access to their own copies of standards-aligned instructional materials for use at school and at home, and
- The number of identified instances where facilities do not meet the “good repair” standard (including deficiencies and extreme deficiencies)

Academic Year	Total Teaching FTE	Clear	Out-of-Field	Intern	Ineffective	Incomplete	Unknown	N/A
2023-2024	74.92	96%	3%	0	0	1	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

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

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

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	N/A
Career Technical Education					5	
Health Education Content Standards					5	
Physical Education Model Content Standards					5	
Visual and Performing Arts					5	
World Language					5	

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					5
Identifying the professional learning needs of individual teachers					5
Providing support for teachers on the standards they have not yet mastered					5

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):

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

Practices	Rating Scale Number
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.	5
2. Rate the LEA's progress in creating welcoming environments for all families in the community.	5
3. Rate the LEA's progress in supporting staff to learn about each family's strengths, cultures, languages, and goals for their children.	5
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.	5

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.

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 homeschool program (White Track) parents and teachers meet every month, and in the full homeschool program (Red Track) parents meet with their educational advisor every week to support student learning and discuss student progress.

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 of improvement building stronger relationships between staff and families in the area of student interventions. The LEA continues to monitor students through Safety Net and Student Study Team Meetings which occur monthly and involves parents, teachers, and other support staff when a need is identified for more intense strategies to improve student outcomes. Parent training is offered and provides parents with resources for school readiness.

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.

An area identified to improve is communication with our middle and high school families. We continue to use Parent Square as a means of communication. Parent Square allows teachers and staff to create classroom posts, newsletters, and reminders of upcoming events.

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):

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

Practices	Rating Scale Number
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.	5
6. Rate the LEA's progress in providing families with information and resources to support student learning and development in the home.	5
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.	5
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.	5

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.

The LEA's current strength and progress in Building Partnerships for Student Outcomes is that more families are feeling welcomed on campus. Students feel that they have an opportunity to voice ideas that will enhance the school's programs and procedures. Many feel that their input matters and that they are heard.

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.

The LEA will continue to focus on providing more opportunities for educational partner involvement. Families are provided multiple opportunities throughout the year to meet with the Principals, Counselors, teachers, and other support staff.

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 will continue to engage underrepresented families with creating opportunities for families to come on campus for events such as Coffee with the Principals, Doughnuts with Counselors, and parent workshops.

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):

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

Practices	Rating Scale Number
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.	5
10. Rate the LEA's progress in building the capacity of and supporting family members to effectively engage in advisory groups and decision-making.	5
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.	5
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.	5

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 is doing a good job at Seeking Input for Decision-Making. Over 90% of students, families, and staff feel their input is valued and their voices are heard.

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.

The LEA needs to continue to foster opportunities for educational partners to provide feedback in various operations of the school. The LEA will continue to hold town hall meetings, meetings with the Principals, Counselors, parent meetings.

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 will continue to reach out to underrepresented families by utilizing Parent Square, email, holding school academic and social events, and holding parent workshops.

School Climate (LCFF Priority 6)

Introduction

The initial design of the Local Control Funding Formula recognized the critical role that positive school conditions and climate play in advancing student performance and equity. This recognition is grounded in a research base demonstrating that a positive school climate directly impacts indicators of success such as increased teacher retention, lower dropout rates, decreased incidences of violence, and higher student achievement.

In order to support comprehensive planning, LEAs need access to current data. The measurement of school climate provides LEAs with critical data that can be used to track progress in school climate for purposes of continuous improvement, and the ability to identify needs and implement changes to address local needs.

Introduction

LEAs are required, at a minimum, to annually administer a local climate survey. The survey must:

- Capture a valid measure of student perceptions of school safety and connectedness in at least one grade within each grade span the LEA serves (e.g. TK-5, 6-8, 9-12); and
- At a minimum, report disaggregated data by student groups identified in California Education Code 52052, when such data is available as part of the local school climate survey.

Based on the analysis of local data, including the local climate survey data, LEAs are to respond to the following three prompts. Each prompt response is limited to 3,000 characters. An LEA may provide hyperlink(s) to other documents as necessary within each prompt:

Prompt 1 (DATA): Describe the local climate survey data, including available data disaggregated by student groups. LEAs using surveys that provide an overall score, such as the California Healthy Kids Survey, are encouraged to report the overall score for all students as well as available student group scores. Responses 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.

Santa Rosa Academy regularly analyzes local climate survey data to better understand the experiences of our students, families, and staff. The survey results show positive trends across several key areas that reflect school conditions and climate.

Academic Support:

Survey results indicate that most families and students are satisfied with the academic support students receive. Both groups reported improvement in how well the school is meeting students' academic needs, with families maintaining a high level of satisfaction from the previous year.

Personal Needs and Student Engagement:

Families and students feel that the school is meeting students' personal needs. There was a noticeable improvement in how students perceive their ability to explore new interests and try different activities.

Campus Environment and Community Building:

The school continues to be seen as a welcoming place. Students in particular reported feeling more welcomed on campus this year. There was also a modest increase in how students feel about the school's efforts to build a strong sense of community. Families and staff continue to express strong confidence in the school's community-building efforts.

Communication and Input:

Educational partners report feeling more heard and valued. Families, students, and staff all noted that the school provides opportunities to share ideas and offer input, and more importantly, that this input is taken seriously. Communication continues to be a strength, with nearly all partners agreeing that the school communicates events and how to get involved.

Facilities and Safety:

Feedback indicates that the school maintains a clean and safe environment. While staff and student responses remained steady, families noted a slight improvement in the cleanliness of the campus. All groups reported increased confidence in the safety and security of the school.

Overall, the survey results affirm that Santa Rosa Academy is fostering a positive, inclusive, and engaging environment. Ongoing feedback helps us identify areas for continued improvement and align our practices with the needs of our students and families.

Prompt 2 (MEANING): Describe key learnings, including identified needs and areas of strength determined through the analysis of data described in Prompt 1, including the available data disaggregated by student group.

Survey data shows that Santa Rosa Academy is strong in creating a safe, clean, and welcoming environment. Families feel supported academically, and staff report positive relationships with the school community.

Key areas for growth include increasing student voice in shaping programs and improving how we communicate opportunities for student involvement. While general communication is strong, students seek clearer ways to engage. There is also a need to expand community-building activities that foster stronger student connections on campus.

Prompt 3 (USE): Describe any changes to existing plans, policies, or procedures that the LEA determines necessary in order to address areas of need identified through the analysis of local data and the identification of key learnings. Include any revisions, decisions, or actions the LEA has, or will, implement for continuous improvement purposes.

In response to the data, Santa Rosa Academy will continue to support student well-being through staff training and programs that promote character and social-emotional development. We will maintain our high standards for campus safety and cleanliness.

To strengthen school connectedness, student leadership will continue planning spirit-building events such as assemblies and campus activities. We will also expand social and enrichment opportunities for both independent study and traditional track students to ensure all students feel engaged and connected to the school community.

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)

Santa Rosa Academy will continue to review course offerings annually to ensure all students, including unduplicated student groups and students with exceptional needs, have access to a broad course of study. In the 2025–26 school year, middle school students will continue to receive targeted support through math intervention classes. High school students will maintain access to concurrent, dual, and articulated credit courses through our partnership with the local community college. Elementary students will continue to benefit from enriched physical education programs. Additionally, Professional Learning Communities (PLCs) will be introduced at the elementary level to support data-driven instruction and ensure all students have equitable access to the full curriculum. Enrollment data will be regularly monitored across all grade spans to track access and participation.

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)

Santa Rosa Academy ensures all students have access to a broad course of study, including core academics, visual and performing arts, PE, and career technical education. High school students are supported in completing A–G requirements and may earn college credit through concurrent, dual, and articulated courses. Middle school students have access to intervention and enrichment, with continued math and ELA support planned for 2025–26. Elementary students benefit from enriched PE and will begin participating in Professional Learning Communities (PLCs) to strengthen instructional consistency and access. Course offerings and enrollment data are reviewed regularly to monitor equitable access across student groups, including unduplicated students and students with exceptional needs. No significant differences in access across school sites or groups have been identified

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)

Santa Rosa Academy is a small school, and the range of options available to students is limited by the size of our current facilities. Expanding program offerings on-site will require building additional classrooms and specialized spaces to support new courses and services. We are exploring plans for future building expansion to enhance our capacity. Despite current space constraints, the existing campus continues to provide 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, including those from diverse groups, have access to a broad course of study. Staffing and scheduling are based on enrollment needs. The high school counselor ensures students enroll in courses that meet CSU-UC A-G and graduation requirements. Independent study students can take on-campus lab sciences to meet eligibility standards.

Students with exceptional needs receive individualized transition plans through their IEPs, while at-risk students, English Learners, and those with learning disabilities get additional support during the school day. All 9–12th-grade students take college preparatory courses, with extra support available as needed. Students not making progress must attend mandatory tutoring.

Local Control and Accountability Plan (LCAP)

Every Student Succeeds Act (ESSA)

Federal Addendum Template

School Year

2024-2025

Date of Board Approval

6/10/2024

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

TITLE II, PART A

Supporting Effective Instruction

TITLE III, PART A

Language Instruction for English Learners and Immigrant Students

TITLE IV, PART A

Student Support and Academic Enrichment Grants

(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.

For the 2024–2025 school year, Santa Rosa Academy's Local Control and Accountability Plan (LCAP) outlines clear priorities aligned to student academic achievement, school culture and climate, and staff retention. Federal funds will be strategically used to supplement—not supplant—state-funded initiatives and to expand services that support historically underserved students. The integration of federal funding enhances the LEA's ability to address equity gaps and accelerate learning outcomes across all student groups.

Santa Rosa's approach is guided by data and educational partner feedback, which identified key areas of need, including Mathematics achievement, social-emotional learning, and targeted supports for students with disabilities and socioeconomically disadvantaged students. These needs were affirmed through our WASC accreditation process, Special Education CIM findings, and California School Dashboard performance levels. The use of federal funds is grounded in evidence-based strategies and aligned with LCAP goals.

Strategic Uses of Federal Funds in 2024–2025

Math Intervention and Support Services (LCAP Goal 1 & 2)

Federal Title I funds will be used to support additional instructional aides and targeted intervention programs in Mathematics for students performing below grade level, particularly in grades 6–10. These funds will allow us to provide smaller group instruction, supplemental curriculum resources, and extended learning time, strategies supported by research on effective remediation and acceleration.

Multi-Tiered Systems of Support (MTSS) Expansion (LCAP Goal 2)

Federal funds will enhance MTSS structures by supporting professional development for teachers and staff in differentiated instruction and data-driven intervention. This includes training aligned with Professional Learning Communities (PLC) and Positive Behavior Interventions and Supports (PBIS). Title II and IDEA funds will also be used to support targeted supports for Students with Disabilities in both ELA and Math.

Student Engagement and School Climate (LCAP Goals 3 & 4)

Title IV funds will be used to increase access to enrichment activities, social-emotional learning curriculum, and community-building events aimed at fostering a safe and inclusive school environment. This aligns with educational partner feedback calling for increased student engagement and a stronger sense of belonging across all grade levels.

Parent and Family Engagement (LCAP Goal 3)

Federal funds will support expanded parent workshops, translation services, and technology tools to facilitate stronger home–school communication. These activities are designed to increase parent understanding of academic programs and provide tools to support learning at home.

Teacher Recruitment and Retention (LCAP Goal 1)

In response to teacher retention needs identified by staff and leadership, Title II funds will support mentoring programs for new teachers, professional learning communities (PLCs), and coaching in instructional best practices. These supports will improve instructional quality and increase teacher efficacy and satisfaction.

Rationale

The rationale for the use of federal funds is based on a continuous improvement model that prioritizes:

- Data-driven decision making to identify gaps and target support;
- Stakeholder engagement to ensure responsiveness to community priorities;
- Evidence-based strategies that are proven to improve outcomes for underserved students.

By layering federal resources on top of state-funded initiatives, the LEA is able to enhance the reach and effectiveness of our LCAP goals, close achievement gaps, and support whole-child development. These investments reflect our commitment to equity, access, and high-quality learning experiences for all students.

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 strategically aligns federal, state, and local funds to maximize support for students and ensure coherence across all initiatives. Federal funds, including Title I, Title II, Title IV, and IDEA, are used to supplement and expand the goals outlined in the current LCAP, not to supplant state-funded programs.

All expenditures are grounded in data from local and state assessments, WASC findings, the Special Education CIM report, and educational partner input. Key priorities—such as Math achievement, support for Students with Disabilities, school climate, and family engagement—are addressed through a unified plan of action.

Cross-department collaboration and regular data reviews ensure that funding decisions are intentional, coordinated, and equitable, supporting a continuous improvement model that meets the needs of all learners. Santa Rosa Academy's LCAP is developed through a collaborative and inclusive process that engages all Educational Partners. Input is gathered through surveys, advisory councils, public meetings, and ongoing dialogue with stakeholders. The plan is guided by student performance data, local indicators, and feedback from families, staff, students, and community members.

All fund sources—base, supplemental, federal (including Title I), and grants—are included in the LCAP. Educational Partners provide input on how these funds are used to meet LCAP goals, which focus on both academic achievement and social-emotional development. The annual update process ensures transparency and continuous improvement based on ongoing stakeholder input.

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 <i>(as applicable)</i>

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	<p>An ineffective teacher is any of the following:</p> <ul style="list-style-type: none">• 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.

	<p>Under this definition, teachers with the following limited emergency permits would be considered ineffective:</p> <ul style="list-style-type: none"> • Provisional Internship Permits, • Short-Term Staff Permits • Variable Term Waivers <p>Substitute permits or Teaching Permits for Statutory Leave (TSPL) holders serving as the teacher of record</p>
Out-of-field teacher	<p>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:</p> <ul style="list-style-type: none"> • General Education Limited Assignment Permit (GELAP) • Special Education Limited Assignment Permit (SELAP) • Short-Term Waivers • Emergency English Learner or Bilingual Authorization Permits <p>Local Assignment Options (except for those made pursuant to the <i>California Code of Regulations</i>, Title 5, Section 80005[b])</p>
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 at Santa Rosa Academy and is reflected in LCAP Goal #3, which emphasizes fostering meaningful involvement of all educational partners. Parents are offered multiple opportunities to participate in school-related events and decision-making processes, including Back-to-School Nights, parent workshops, Advisory Council meetings, Town Halls, and volunteer opportunities.

To ensure broad representation, Santa Rosa Academy actively seeks input from families through schoolwide surveys, scheduled parent meetings, and individual conferences. Special efforts are made to include voices from underrepresented groups, including families of English learners, socio-economically disadvantaged students, students with disabilities, foster youth, and students experiencing homelessness.

Parents of students receiving Title I services are kept informed through regular updates on academic progress, accessible via the Parent/Student Aeries Portal and through direct communication with teachers and staff. These ongoing efforts support a collaborative home-school partnership focused on student success.

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 (SRA) aligns its parent involvement practices to ensure meaningful collaboration with families to support student learning and academic achievement, particularly for students who receive Title I services. SRA helps parents understand academic standards, assessment expectations, and how to monitor their child's progress. Parents are encouraged to create and use their Aeries Parent Portal accounts to access grades, attendance, and teacher communications. For elementary families, fall and spring parent conference weeks are scheduled to facilitate one-on-one discussions with teachers.

SRA notifies families of student performance on state assessments by distributing CAASPP Student Score Reports (SSRs) with clear instructions—available in English and Spanish—on how to interpret results. English Learner families receive support from the Educational Services department to review ELPAC Summative Reports and provide guidance for understanding their child's language development progress.

Families are invited to participate in surveys, Advisory Council meetings, Town Halls, and the Parent Advisory Council, ensuring that feedback from parents, including those of English learners, socio-economically disadvantaged students, students with disabilities, foster youth, and homeless students, directly informs LCAP planning and Title I-funded activities.

Staff receive ongoing training on how to engage parents as partners in developing IEPs, 504 Plans, and SST support plans, share benchmark assessment results in clear, accessible ways, and communicate the value of state standards and college and career readiness goals. Site administrators are supported in messaging about academic expectations and student growth. School-to-home communications can be translated into Spanish and other languages as needed.

As a small charter school, SRA maintains close relationships with local agencies and community partners to refer families to external supports as needed, further enhancing access to academic, behavioral, and wellness resources.

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.

We do not receive these funds.

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 (SRA) has established a multi-tiered system of professional growth and improvement to support the continuous development of teachers, principals, and other school leaders. These systems are aligned with goals identified in the LCAP, particularly those related to academic achievement, teacher retention, and positive school climate.

1. Teachers

Beginning Teachers:

SRA partners with the RCOE Induction Program to support new teachers in meeting California's credentialing requirements. New teachers receive mentoring from veteran staff and engage in goal-setting, classroom observations, and reflective practice.

Ongoing Development:

All teachers participate in regular professional development (PD) aligned with school goals and student needs (e.g., math achievement, MTSS, character education, culturally responsive teaching). Teachers are trained to analyze assessment data using platforms like OTUS to inform instruction and support academic intervention planning.

Leadership Development:

Opportunities are available for teachers to serve as lead teachers, curriculum coordinators, or committee chairs, and Admin Designees filling in for Principals. This fosters teacher leadership and supports school-wide improvement efforts.

2. Principals

New Principals:

New site leaders are supported through mentorship from the Superintendent, Director of Educational Services, and Assistant Director of Program Development. They receive guidance in instructional leadership, school operations, and educational compliance.

Ongoing Growth:

Principals engage in monthly leadership meetings focused on analyzing school performance data, implementing LCAP goals, supporting teacher development, and improving student outcomes. They also attend external leadership workshops and network with other charter leaders through professional organizations.

Evaluation:

Principal performance is evaluated using student data, staff and parent feedback, and progress toward LCAP goals. Evaluations include reflective conversations and planning for continued leadership growth.

3. Other School Leaders (e.g., Coordinators, Counselors, Directors)

Growth Opportunities:

Leaders in non-principal roles are included in system-wide PD and participate in Leadership Team meetings, which

focus on aligning their work with school improvement goals. They are also provided training in program compliance, stakeholder engagement, and data-driven decision-making.

Leadership Pipeline:

Staff showing leadership potential are supported in transitioning into administrative or coordinator roles, often by shadowing current leaders or leading school-wide initiatives.

4. Measuring and Ensuring Growth

SRA uses a combination of tools to assess professional growth and its impact on student success, which include:

- Classroom observations and evaluations
- Analysis of benchmark and state assessment data
- Staff surveys
- Monitoring the implementation and impact of PD on instructional practice
- Progress is reviewed during Leadership Team meetings and is aligned with LCAP progress monitoring.

5. System Evaluation and Continuous Improvement

SRA regularly evaluates its professional growth systems by:

- Reviewing feedback from staff on PD effectiveness
- Analyzing student achievement data in relation to PD focus areas
- Monitoring teacher retention data (a key LCAP metric)
- Adjusting PD offerings and support structures based on ongoing needs assessment

This cycle of reflection and adaptation ensures that the professional learning system remains responsive, equitable, and focused on continuous improvement.

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 is a single charter LEA that serves a diverse population. While the school is not currently identified for Comprehensive Support and Improvement (CSI) or Targeted Support and Improvement (TSI), systems are in place to ensure equitable use of Title II, Part A funds should such identification occur.

Title II funds are allocated based on school-wide needs aligned with LCAP priorities, including teacher retention, professional development, and support for underserved student groups. Data from student achievement, staff input, and program reviews guide funding decisions.

Should any subgroup be identified for CSI or TSI, Santa Rosa Academy would prioritize Title II funding to address leadership development, intensive professional development, and targeted instructional support in those areas. Additionally, funding would support capacity-building efforts as well.

If applicable, CSI/TSI and at-risk students would receive priority access to resources, PD opportunities, and support staff funded through Title II. Title II spending would be aligned to directly support improvement activities and ensure that staff in high-need areas are equipped to accelerate student achievement and close equity gaps.

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 coordinates Title II, Part A activities with LCAP goals and other federal and state programs, including Title I and MTSS, to support instructional quality, leadership development, and student outcomes. Title II-funded professional development is aligned with needs identified through educational partner input, student data, and staff feedback.

Data such as assessment results, classroom observation trends, staff retention, and professional development feedback are reviewed at least twice annually by the Leadership Team to inform and adjust Title II-supported activities.

Ongoing consultation occurs through Advisory Council meetings, leadership team meetings, staff surveys, and parent/family engagement events. Teachers, principals, paraprofessionals, counselors, charter leaders, parents, and community partners all contribute input on professional development priorities.

Meaningful consultation with educational partners occurs quarterly or more frequently as needed to ensure that Title II, Part A activities remain responsive to evolving school needs and stakeholder feedback.

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 uses Title IV, Part A funds to support a well-rounded education, safe and healthy students, and the effective use of technology. Based on our triennial needs assessment, funds are allocated to enhance student engagement, well-being, and digital literacy.

(A) The LEA partners with local nonprofits and community organizations to implement programs aligned with Title IV priorities, including mental health awareness and enrichment opportunities.

(B) For well-rounded education (Section 4107), funds support STEAM activities, visual and performing arts, and enrichment electives.

(C) Under safe and healthy students (Section 4108), the LEA funds school safety enhancements, health and wellness education, and social-emotional learning initiatives.

(D) For effective use of technology (Section 4109), funds are used for student devices, digital tools, and staff professional development in educational technology integration.

(E) Program objectives include increased student access to enrichment, improved campus climate, and stronger digital learning environments. The LEA evaluates program effectiveness annually using student surveys, behavior data, and academic outcomes to guide adjustments and ensure continued alignment with identified needs.

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 years (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 received less than \$30,000

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

Santa Rosa Academy received less than \$30,000

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 received less than \$30,000

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 received less than \$30,000

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

Santa Rosa Academy received less than \$30,000

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 received less than \$30,000

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 received less than \$30,000

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 received less than \$30,000

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 received less than \$30,000

- 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 received less than \$30,000

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