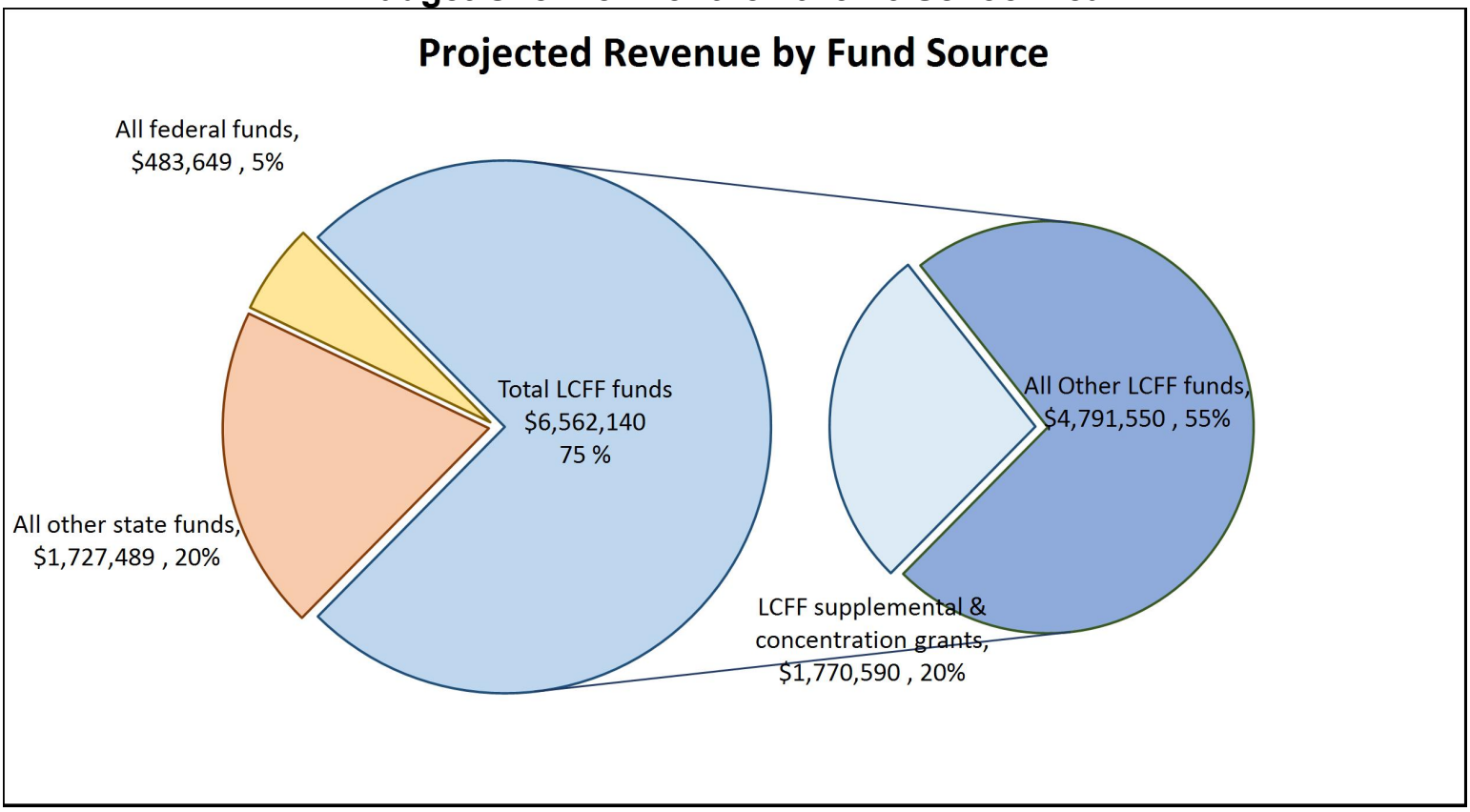
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: SOAR Charter Academy
CDS Code: 36 67876 0117192
School Year: 2025-26
LEA contact information:
Trisha Lancaster
Executive Director
tlancaster@soarcharteracademy.org
909-888-3300

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

Budget Overview for the 2025-26 School Year



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

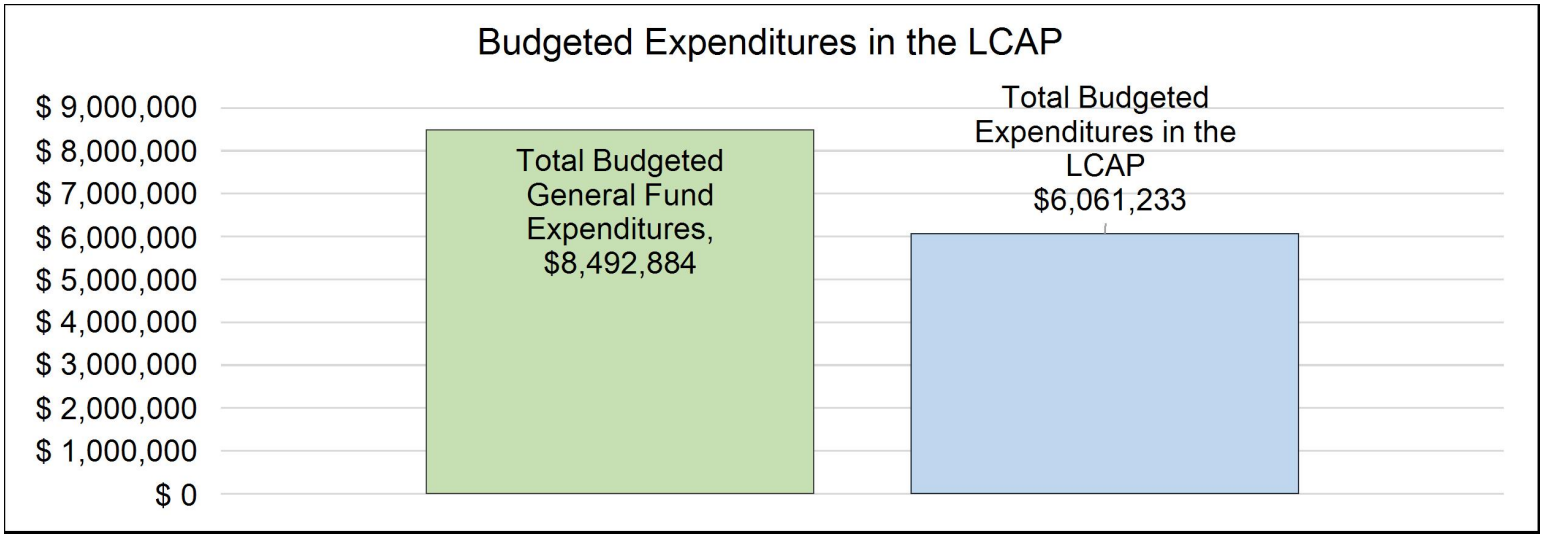
The text description for the above chart is as follows: The total revenue projected for SOAR Charter Academy is $8,773,278, of which $6,562,140 is Local Control Funding Formula (LCFF), $1,727,489 is other state funds, $0 is local funds, and $483,649 is federal funds. Of the $6,562,140 in LCFF Funds, $1,770,590 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

The charts in the Budget Overview for Parents are automatically generated based on your updates in the input form of the standalone template in DTS. There is no need to insert images.

Please contact DTS if you would like support with overlapping labels. Thank you!

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



This chart provides a quick summary of how much SOAR Charter 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: SOAR Charter Academy plans to spend $8,492,884 for the 2025-26 school year. Of that amount, $6061233 is tied to actions/services in the LCAP and $2,431,651 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

Expenditures not included in the 2025-26 Local Control and Accountability Plan include student meal services, facility operating costs, and administrative expenses.

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

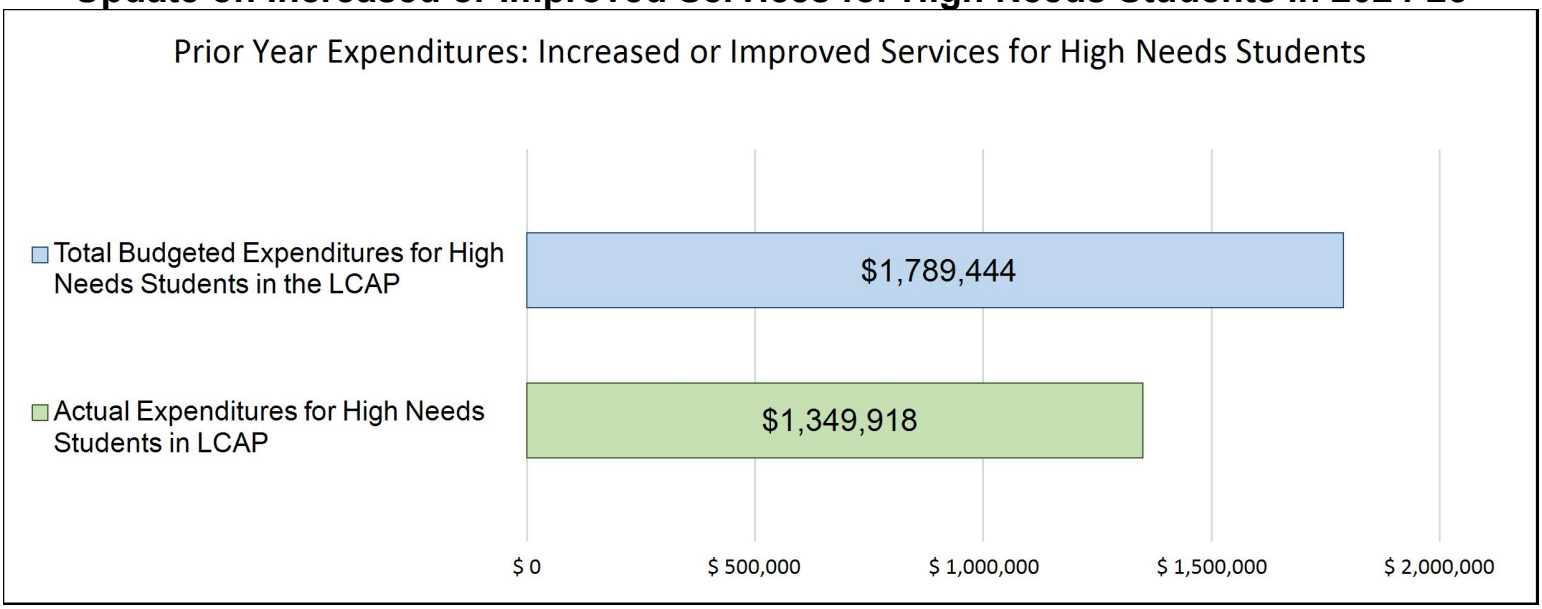
In 2025-26, SOAR Charter Academy is projecting it will receive $1,770,590 based on the enrollment of foster youth, English learner, and low-income students. SOAR Charter Academy must describe how it intends to increase or improve services for high needs students in the LCAP. SOAR Charter Academy plans to spend $2,394,945.25 towards meeting this requirement, as described in the LCAP.

The LEA recognizes that the amount budgeted to increase or improve services for high-needs students in 2025–26 is less than the projected revenue generated through LCFF Supplemental and Concentration (S&C) grants. To ensure compliance with the requirement to increase or improve services for unduplicated pupils proportionally, the LEA is implementing additional actions that reflect both quantitative and qualitative improvements. These include:
-Expanded Academic Interventions: Increasing targeted small-group instruction and tutoring for English Learners and low-income students, with extended learning time before and after school.
-Additional Mental Health Support: Hiring additional counselors and expanding partnerships with community-based organizations to provide trauma-informed care and social-emotional learning support.
-Enhanced Family Engagement Efforts: Investing in multilingual family liaisons and hosting culturally responsive family education workshops to better connect underserved families with school resources.
-Monitoring and Evaluation Systems: Expanding data systems and staff capacity to more effectively track outcomes and adjust supports for high-needs students in real-time.

These actions are designed to go beyond base-level services and directly address the unique needs of unduplicated students to ensure meaningful, measurable progress in academic achievement and well-being.

LCFF Budget Overview for Parents

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



This chart compares what SOAR Charter Academy budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what SOAR Charter 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, SOAR Charter Academy's LCAP budgeted $1,789,444 for planned actions to increase or improve services for high needs students. SOAR Charter Academy actually spent $1,349,918 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $439,526 had the following impact on SOAR Charter Academy’s ability to increase or improve services for high needs students:

The total actual expenditures for actions and services to increase or improve services for high-needs students in 2024–25 were less than the total budgeted amounts due to factors such as staffing model changes, lower than-expected Curriculum costs, and an increase in other state funding/revenue. While some services appear to be reduced in scope or implemented later than planned, the LEA remained committed to maintaining the integrity of the planned supports. Adjustments were made to prioritize the most impactful actions, ensuring that high-needs students continued to receive targeted assistance. As a result, the overall intent to increase or improve services was still achieved, though at a reduced scale of LCFF funding due to more than planned other state funds.

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
SOAR Charter Academy	Trisha Lancaster Executive Director	tlancaster@soarcharteracademy.org 909-888-3300

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.

SOAR Charter Academy is a TK-8 charter school located in San Bernardino, CA authorized by the San Bernardino City Unified School District. We opened our doors in 2008 with 130 K-3 graders and grew a grade level a year until we reached full capacity with TK-8th in 2013. Our vision is "Empowering SOAR students today to become world leaders tomorrow!" SOAR's mission is to equip students to become independent critical thinkers. Our program instills the values of making a positive impact by serving our community. Our emphasis on the whole child will produce leaders that not only excel beyond the state's academic standards but also become well-rounded, creative, life-long learners who will be prepared to make a difference in the 21st century. We became a Franklin Covey Leader in Me School in 2016 which focuses on the Seven Habits of Highly Effective People and developing the leader in each of us. Leader in Me gave us a framework for our character education and community service focus. We became a Leader in Me Lighthouse School in 2019, an accomplishment that we are very proud of. SOAR also prides itself on having a 1:1 technology device program along with embracing the common core standards for our students' future. We take pride in our warm, nurturing environment and high expectations for all students. Students are held accountable to themselves and all staff on campus. We also have a no personal device policy on our campus as of the 2023/24 school year which has led to more engagement and socialization. Teachers prepare lessons that will engage and benefit the individual needs of the students. The number of students that require extra support has grown since COVID and the lack of attendance. The goal for each teacher, instructional aide, and staff member is to support and challenge students to show personal and academic growth. As of May 2025, there were 445 students enrolled. Our student population is made up of 13.9% African Americans, 74% Hispanic, 7.6% White, 12% EL, 9% Homeless, 15% SPED, and 87% Socio Economically Disadvantaged. SOAR's unduplicated count of English Learners, Foster Youth, and those that qualify for Free or Reduced Priced Meals make up 85% of the total population. This unduplicated count allows us to receive additional supplemental and concentration grant funding to provide resources and experiences for our students to enable them to be successful academically, socially,

and emotionally. We are just finished year 2 of the planning stages of being a California Community School. We got notified that we got the Implementation grant for the next three years. Our Community Schools Coordinator has done a great job of laying a foundation the last two years and creating relationships with local agencies and businesses. Most programs, activities, and personnel are used school wide to ensure all students receive the best well-rounded education we can provide that meets their individual needs. Therefore, much of the supplemental and concentration funding is used school wide for all students to benefit from.

Reflections: Annual Performance

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

According to our 2023 CA Dashboard, All Students have Green in Chronic Absentee Indicator, Red in Suspension Rate Indicator, Orange in ELA Indicator, and Yellow in the Math Indicator. Our EL subgroup is Blue for English Learner Progress Indicator, Green in Chronic Absentee Indicator, Orange in Suspension Rate Indicator, Yellow in ELA Indicator, and Red in the Math Indicator. Our Homeless subgroup is Yellow in Chronic Absentee Indicator and Red in Suspension Rate Indicator. Socio Economically Disadvantaged is Green in Chronic Absentee Indicator, Red in Suspension Rate Indicator, Orange in ELA Indicator, and Yellow in the Math Indicator. Our Students with Disabilities is Yellow in Chronic Absentee Indicator, Red in Suspension Rate Indicator, Red in ELA Indicator, and Red in the Math Indicator. Our African American subgroup is Blue in Chronic Absentee Indicator, Red in Suspension Rate Indicator, Red in ELA Indicator, and Orange in the Math Indicator. Our Hispanic subgroup is Green in Chronic Absentee Indicator, Red in Suspension Rate Indicator, Orange in ELA Indicator, and Orange in the Math Indicator. Our White subgroup is Blue in Chronic Absentee Indicator, Red in Suspension Rate Indicator, Orange in ELA Indicator, and Yellow in the Math Indicator. Current EOY Proficiency Star Data (% Met or Exceeded) for each subgroup is as follows for Reading. All Students= 31.9%, EL= 23.7%, Homeless= 29.4%, SPED= 5.1%, Hispanic= 31%, African American= 26.2%, and White= 39.7%. Current EOY Proficiency Star Data (% Met or Exceeded) for each subgroup is as follows for Math. All Students= 25.4%, EL= 22.4%, Homeless= 31.6%, SPED= 8.8%, Hispanic= 26.3%, African American= 17.5%, and White= 29.8%. 100% of grade levels completed their grade level community service projects and 83.7% of students completed their individual community service projects. The actions and in the LCAP address the needs of students on campus based on the data, feedback, and surveys.

NEW
Based on the 2024 California School Dashboard and 2025 STAR Assessments, SOAR Charter Academy has made noteworthy achievements, yet faces ongoing challenges:

Chronic Absenteeism: All Students maintained a Yellow status, showing decent attendance across the board, this includes English Learners, Homeless, and Socioeconomically Disadvantaged students. Students with Disabilities had a Green indicator and African American students had an Orange indicator while White and Hispanic were Green.

Suspension Rates: The Suspension Rate Indicator remains an area for improvement but has shown growth, with All Students, Socio Economically Disadvantaged, and Hispanic groups now in Yellow while EL and Homeless are still in the Red. Students with Disabilities, African Americans and White are Orange, indicating moderate improvement.

ELA and Math Performance:

ELA: All Students are Orange, showing moderate performance.
Math: All Students are Yellow, with the exception of Students with Disabilities and African American students which are Orange.

STAR Assessment Insights for 2025:

Reading Proficiency: 36% of All Students met or exceeded standards, with White students at 41%, reflecting the strongest performance. Students with Disabilities face significant challenges, with only 10% meeting standards.
Math Proficiency: 19% of All Students met or exceeded standards, with White students leading at 27%. SPED students face challenges with only 6%. African American students lag at 17%, EL at 16%, and SocioEconomically Disadvanged ended at 18% highlighting the need for focused support for these subgroups.

Additionally, 100% of grade levels completed their community service projects, and 85% of students completed individual projects, underscoring strong engagement and social responsibility.

Overall, while there are positive trends in community engagement and attendance, targeted interventions are essential in academic areas to drive further improvement.

Reflections: Technical Assistance

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

SOAR is identified for ATSI (Additional Targeted Support and Improvement) because of our Homeless subgroup. This subgroup's needs are addressed through the actions in the LCAP.

Comprehensive Support and Improvement

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

Schools Identified

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

SOAR Charter Academy is eligible for Additional Targeted Support and Improvement based on our Homeless subgroup. According to CDE's FAQs on the CSI prompts, only LEAs with schools identified for CSI on the 2024 Dashboard are required to complete and submit the CSI Prompts.

Support for Identified Schools

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

N/A

Monitoring and Evaluating Effectiveness

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

N/A

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
SOAR consults with teachers, directors, classified staff, parents, and students in the development of the LCAP. Parents Donuts with Directors 9/10/24 feedback PLV Meeting 10/11/24 LCAP Review PLV Meeting 12/6/24 CAASPP data Donuts with Directors 12/10/24 feedback PLV Meeting 2/7/25 CA Dashboard Donuts with Directors 3/11/25 feedback Public Hearing 6/3/25 LCAP rough draft of data and actions Staff Staff Meeting 10/29/24 LCAP Review Staff Meeting 11/12/24 CAASPP data Classified Meeting 11/13/24 CAASPP data Staff Meeting 12/3/24 Plus/Delta on programs Staff Meeting 1/14/25 DataWalk Classified Meeting 1/15/25 DataWalk Classified Meeting 1/22/25 CA Dashboard Staff Meeting 2/4/25 surveys Staff Meeting 2/18/25 Plus/Delta Math program Classified Meeting 2/19/25 Plus/Delta feedback Staff Meeting 3/11/25 Planning and changes for 2025/26	SOAR values all educational partners input and feedback. We collect feedback and input through surveys, in person meetings, a feedback form for students, staff, and parents, and any other means possible. This input strengthens our programs and ensures we are working on success for all students. All educational partners input that aligned with the eight state priorities, as well as other school data, and approved school-wide plans were taken into consideration in the development of the Local Control Accountability Plan (LCAP). This input was used to address “the what” (or the goals) and “the how” (or the actions and services). Three categories (Pupil Outcomes, Conditions of Learning, and Engagement) were designed to meet the needs of all students, in particular those who are Low Income (LI), English Learner (EL), and Foster Youth (FY). While each goals addresses multiple areas of the state’s eight priorities, they also correspond well to the LCAP’s three broad categories. Priority 1: Basic (Conditions of Learning) Priority 2: State Standards (Conditions of Learning) Priority 3: Parental Involvement (Engagement) Priority 4: Pupil Achievement (Pupil Outcomes) Priority 5: Pupil Engagement (Engagement) Priority 6: School Climate (Engagement) Priority 7: Course Access (Conditions of Learning) Priority 8: Other Pupil Outcomes (Pupil Outcomes)

Educational Partner(s)	Process for Engagement
PD Day 4/14/25 Review of rough draft of LCAP goals, actions, and DataWalk Staff Meeting 4/22/25 Debrief of DataWalk Staff Meeting 5/6/25 PD for next year Staff Meeting 6/3/25 Plus/Delta Assessments Students Student Lighthouse Meeting 1/30/25 feedback Student Lighthouse Meeting 2/6/25 feedback SSC SSC Meeting 11/15/24 LCAP Review SSC Meeting 2/21/25 MidYear LCAP/CAASPP/Star Benchmark data SSC Meeting 6/6/25 LCAP rough draft for feedback Board Board Meeting 11/20/24 LCAP Review and CAASPP data Board Meeting 1/21/25 CA Dashboard Board Meeting 2/18/25 Mid Year LCAP Report with current data Board Meeting 6/3/25 LCAP Public Hearing	SOAR educational partners understand that many aspects of each goal will extend beyond the term of the LCAP and may continue into the following school year. Input related to procedural or policy is taken under consideration but not addressed directly in the LCAP.

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

During our meetings with our educational partners we shared the goals of the LCAP and the current actions along with our student data and proposed actions. After reviewing the new data and all the input from the educational partners this school year, the goals from last year's LCAP are still applicable and will continue through the three year LCAP cycle. The feedback indicated a clear desire to continue focusing on the basics of what SOAR's Charter is built while continuing to address the academic performance of our students. Intervention and growth are key!

We will continue to strengthen our programs to support all learners and provide the extracurriculars and leadership roles to engage all our students. We also need to make sure we are meeting the mental health needs of our students and staff (Goal 2 Action). We do not want our suspension rate to increase again so we decided through the feedback that we need to continue to do training around Restorative Justice and Behavior Management (Goal 1 Action 1.4). The focus on growth this year has been appreciated by all. We will continue to focus on growth and celebrating that growth in more students in the coming years (EL, IEP, and SST students)! (Goal 2 Action 2.5) Feedback about our Students with Disabilities and EL subgroups shows we need to continue to focus on these groups as well as having actions related specifically to them. (Goal 2 Action 2.4) We recognize that by not having an actual intervention program, our struggling students did not have that extra support they have had the last few years so we will put that program back in place under a credentialed teacher and four

instructional aides. We will also get a Parent Action Team up and running at the beginning of the year.(Goal 3 Action 3.1). Also from teacher meetings, the Peer Coaching Team of five credentialed teachers was well received and will continue next year (Goal 1 Action 1.13). The addition of the Panorama platform to hold all student data; academic, attendance, behavior, and survey results was appreciated by staff and we will continue to train and get everyone using it (Goal 1 Action 1.7). From staff feedback, we are also making sure all students are engaged at recess more through planned structured activities considering that is where the majority of behavior issues stem. All staff will continue to rotate through recess duties as well. From our teachers/staff, we will be implementing a Universal Access time for K-6 in which all classrooms will be doing small group instruction with additional adults in the classroom. We are also looking at creating an attendance incentive for our parents/families. These were all actions that came out of the feedback from our educational partners.

Our LCAP goals and actions also align with our Charter's goals:
1. Instilling a love of learning in every child.
2. Ensuring a safe, peaceful, and respectful learning environment with a low teacher to student ratio that enables every student’s needs to be met by their teachers, parents, and school community.
3. Expecting that every learner will reach their highest potential. Goal setting and action planning are used to reinforce personal growth.
4. Learning is differentiated for individual students based on their needs.
5. All students are expected to apply their academic and social learning to meaningful real-life activities and situations (community service, presentations, student leadership roles, etc).
6. All students are given opportunities in language arts, math, science, social studies, technology, and the arts to show independence, critical thinking, collaboration, reflection, and creativity.
7. All students are actively engaged in a rigorous and challenging standards-based curriculum.
8. Teachers are dedicated to using assessment data to collaboratively plan and improve all aspects of educating students.
9. There is a strong, consistent discipline plan and structure in place which is used by all staff.
10. Teachers, parents, students, and staff value character development and leadership.
11. Students are surrounded by nurturing people and receive encouragement daily from teachers, peers, and family members that all students can and will learn.
12. Parents and community are involved in educating students through both direct and indirect methods.
13. Teachers and administrators are aware of students’ developmental needs and make adjustments to the program accordingly.
14. Leadership is a shared responsibility.

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Pupil Outcomes Increase the number of students meeting or exceeding standards in English Language Arts (ELA) and Math and growth in English language proficiency and decrease the achievement gap between identified subgroups.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

One of the most important lessons we've learned from reviewing our progress toward our LCAP goals, post-pandemic rebound, educational partners engagement through meetings and surveys, and analysis of our STAR and state assessment data, is the urgent and ongoing need to focus on academic growth and to accelerate learning—especially for our historically underserved student populations. While this focus existed in our previous LCAP, the need to close achievement gaps and improve outcomes is more urgent than ever. Tracking progress and fully utilizing all intervention supports on campus remain key.

As of May 2025, 36% of students are at or above benchmark in STAR Reading—a significant decline from 53% in May 2024. Similarly, growth has slowed: only 44% of students achieved a Student Growth Percentile (SGP) of 50 or higher, compared to 50% the year prior. While African American students slightly improved in SGP (+2%), most subgroups declined in both proficiency and growth. SPED students dropped 11 percentage points in proficiency and 6 in growth. Homeless students saw a 28-point drop in proficiency and a 20-point drop in growth. These results indicate an urgent need to review the fidelity of interventions being implemented, particularly for our most at-risk students.

In Math, 19% of students are at or above benchmark, down from 21% in 2024, and only 36% met the growth target, a decline of 9 points. While White students improved in proficiency (+4%) and Homeless students slightly improved in growth (+3%), most subgroups declined—including a 13-point drop in SGP for SPED students and a 10-point drop for both Hispanic and Socioeconomically Disadvantaged students. Notably, EL students made an 11-point gain in proficiency, though their growth rate declined by 2 points. This improvement suggests the ELD program is starting to yield results, though consistency and sustainability remain challenges.

CAASPP results mirrored these trends. ELA scores dropped slightly schoolwide (from 32.4% to 30.84% Met/Exceeded), with mixed subgroup trends: African American students improved by 8%, but EL students dropped dramatically (from 19.4% to 3.03%). Distance from

Met improved slightly for SPED (+9.5) and Homeless students (+12.2), but EL students declined further. In Math, schoolwide proficiency declined slightly (from 20.8% to 19.81%), though Homeless students improved by 10 points and EL students gained nearly 3 points. Distance from Met improved across the board, particularly for SPED (+20.8) and Homeless students (+28.3), indicating growth not yet reflected in proficiency rates.

Attendance and engagement remain significant factors. Our attendance rate remained steady at 92.4% schoolwide, but K–6 saw a slight dip (–0.76%) while 7–8 improved by 2.5%. Chronic absenteeism improved from 30.5% to 25% overall—a 5.5% reduction—but certain groups (notably African American) continue to face attendance challenges.

Other areas of concern include ELPAC proficiency, which dropped from 16.28% to 11.11% (–5.17%), and EL reclassification, which fell from 9% to 8%. These indicators further support the need to strengthen our ELD programming and monitor its alignment to outcomes.

Despite targeted support efforts—such as intervention blocks, push-in instructional aides, summer school, and increased special education support—many students are not yet reaching proficiency. Students will poor attendance still lack sufficient assessment data. This lack of data impacts our ability to monitor progress and provide timely supports. Moving forward, we are refining our intervention structures, increasing data monitoring frequency, and expanding professional development to ensure our staff is equipped to meet the diverse academic needs of all students.

In summary, while there are signs of progress in some subgroups and areas (notably EL math proficiency, homeless subgroup growth, and suspension reductions), the overall trend in student proficiency and growth—particularly in reading—has declined. The goal for the next LCAP year is to reverse these trends through stronger Tier 1 instruction, refined intervention models, redesign on our Middle School Program, and enhanced data-driven instructional practices.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Renaissance Star Reading Assessment % At/Above Benchmark % of students with >= 50 Student Growth Percentile on STAR	May 2024 % At or Above School: 53% African American: 47% Hispanic: 22% White: 58% SPED: 21% Disadvantage: 51% Homeless: 52% EL: 28%	May 2025 % At or Above School 36% African American 38% Hispanic 34% White 41% SPED 10% Disadvantage 32% Homeless 24%		% At or Above School: 58% African American: 52% Hispanic: 24% White: 64% SPED: 23% Disadvantage: 56%	% At or Above (Change) School: -17% African American: -9% Hispanic: +12% White: -17% SPED: -11%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		% with >= 50 SGP School: 50% African American: 46% Hispanic: 51% White: 47% SPED: 50% Disadvantage: 50% Homeless: 44% EL: 50%	EL 21% % with >= 50 SGP School 44% African American 48% Hispanic 44% White 45% SPED 44% Disadvantage 45% Homeless 24% EL 35%		Homeless: 57% EL: 31% % with >= 50 SGP School: 55% African American: 51% Hispanic: 56% White: 52% SPED: 55% Disadvantage: 55% Homeless: 48% EL: 55%	Disadvantaged: -19% Homeless: -28% EL: -7% % with = 50 SGP (Change) School: -6% African American: +2% Hispanic: -7% White: -2% SPED: -6% Disadvantaged: -5% Homeless: -20% EL: -15%
1.2	Renaissance Star Math Assessment % At/Above Benchmark % of students with >= 50 Student Growth Percentile on STAR	May 2024 % At or Above School: 21% African American: 19% Hispanic: 22% White: 23% SPED: 6% Disadvantage: 19% Homeless: 23% EL: 5% % with >= 50 SGP School: 45% African American: 46% Hispanic: 45% White: 44% SPED: 44% Disadvantage: 45%	May 2025 % At or Above School 19% African American 17% Hispanic 20% White 27% SPED 6% Disadvantage 18% Homeless 21% EL 16% % with >= 50 SGP School 36% African American 38% Hispanic 35% White 34%		% At or Above School: 23% African American: 21% Hispanic: 24% White: 25% SPED: 7% Disadvantage: 21% Homeless: 25% EL: 6% % with >= 50 SGP School: 50% African American: 51% Hispanic: 50%	% At or Above (Change) School: -2% African American: -2% Hispanic: -2% White: +4% SPED: 0% Disadvantaged: -1% Homeless: -2% EL: +11% % with = 50 SGP (Change) School: -9%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Homeless: 43% EL: 39%	SPED 31% Disadvantage 35% Homeless 46% EL 37%		White: 48% SPED: 48% Disadvantage: 50% Homeless: 47% EL: 43%	African American: -8% Hispanic: -10% White: -10% SPED: -13% Disadvantaged: -10% Homeless: +3% EL: -2%
1.3	CAASPP ELA Summative State Assessment data Dataquest: % Met or Exceeded Standards CA Dashboard: Average Distance from Met	October 2023 % Met or Exceeded School: 32.4% African American: 12.5% Hispanic: 33.8% White: 41.9% SPED: 14.3% Disadvantage: 30.2% Homeless: 30.8% EL: 19.4% Average Distance from Met School: -38 African American: -74 Hispanic: -38 White: -28 SPED: -117 Disadvantage: -44 Homeless: -22 EL: -51	Jan 2025 % Met or Exceeded School: 30.84% African American: 20.51% Hispanic: 30.90% White: 41.67% SPED: 9.62% Disadvantaged: 27.97% Homeless: 30.76% EL: 3.03% Average Distance from Met School: -39.6 African American: -70.3 Hispanic: -39.4 White: -21.2 SPED: -107.5 Disadvantaged: -46.2 Homeless: -9.8 EL: -57.6		% Met / Exceeded School: 36% African American: 14% Hispanic: 37% White: 46% SPED: 16% Disadvantage: 33% Homeless: 34% EL: 21% Average Distance from Met School: -34 African American: -67 Hispanic: -34 White: -25 SPED: -105 Disadvantage: -40 Homeless: -23 EL: -51	% Met or Exceeded School: -1.56% African American: +8.01% Hispanic: -2.90% White: -0.23% SPED: -4.68% Disadvantaged: -2.23% Homeless: -0.04% EL: -16.37% Average Distance from Met School: -1.6 African American: +3.7 Hispanic: -1.4 White: +6.8 SPED: +9.5 Disadvantaged: -2.2 Homeless: +12.2 EL: -6.6

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.4	CAASPP Math Summative State Assessment data Dataquest: % Met or Exceeded Standards CA Dashboard: Average Distance from Met	October 2023 % Met / Exceeded School: 20.8% African American: 12.5% Hispanic: 19.1% White: 33.3% SPED: 9.5% Disadvantage: 18.9% Homeless: 20.5% EL: 3.2% Average Distance from Met School: -74 African American: -109 Hispanic: -75 White: -50 SPED: -142 Disadvantage: -81 Homeless: -85 EL: -97	Jan 2025 % Met / Exceeded School: 19.81% African American: 15.38% Hispanic: 18.45% White: 33.33% SPED: 3.85% Disadvantage: 18.39% Homeless: 30.77% EL: 6.06% Average Distance from Met School: -67.6 African American: -99.1 Hispanic: -67.1 White: -48.3 SPED: -121.2 Disadvantage: -72.7 Homeless: -56.7 EL: -91.2		% Met / Exceeded School: 23% African American: 14% Hispanic: 21% White: 37% SPED: 11% Disadvantage: 21% Homeless: 23% EL: 4% Average Distance from Met School: -67 African American: -98 Hispanic: -68 White: -45 SPED: -128 Disadvantage: -73 Homeless: -77 EL: -87	% Met / Exceeded School: -0.99% African American: +2.88% Hispanic: -0.65% White: 0.00% SPED: -5.65% Disadvantage: -0.51% Homeless: +10.27% EL: +2.86% Average Distance from Met School: +6.4 African American: +9.9 Hispanic: +7.9 White: +1.7 SPED: +20.8 Disadvantage: +8.3 Homeless: +28.3 EL: +5.8
1.6	Chronic Absentee Rate Panorama	June 14th 2024 School: 30.5%	My 27th 2025 School: 25% African American: 30% Hispanic: 22% White: 22% SPED: 26%		School: 21% African American: 26% Hispanic: 20% White: 20% SPED: 23%	Change School: -5.5% New baseline for subgroups

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Disadvantage: 23% Homeless: 30% EL: 18%		Disadvantage: 20% Homeless: 26% EL: 17%	
1.7	Attendance Rate Panorama	Aug 9 2023 - May 21 2024 Schoolwide: 92.4% K-6: 92.26% 7-8: 92.50%	Aug 9 - May 27th 2025 Schoolwide: 92.4% K - 6: 91.5% 7 - 8: 95.0		Schoolwide: 95% K-6: 95% 7-8: 95%	Schoolwide: 0.00% K–6: -0.76% 7–8: +2.50%
1.8	ELPAC data Dataquest: % Proficient	2022/23 16.28%	2023/24 11.11%		18%	Change -5.17%
1.9	EL Reclassification data 100 * (# EL reclassified / # EL)	May 2024 9%	May 2025 11.5%		10%	Change -1%
1.10	% of SST Goals met 100* (# of SST goals met / # of SST goals)	May 2024 50%	Data not collected due to Panorama setup		75%	N/A
1.11	Panorama Student Data Average of % favorable responses on consistent questions from the Panorama Monthly Culture Survey	No Baseline	May 2025 74%		81%	N/A
1.12	Panorama Parent Data	No Baseline	Jan 2025			N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of favorable responses on SOAR related questions from Panorama Family Survey		85%		90%	
1.13	California School Dashboard Colored Performance Level and Making Progress Towards English Language Proficiency schoolwide	2023 Chronic Absentee Indicator- Green Suspension Rate Indicator- Red English Learner Progress- Blue ELA Indicator- Orange Math Indicator- Yellow Local Indicators- Standard Met	2024 Chronic Absentee - Yellow Suspension Rate - Yellow English Learner Progress- Orange ELA - Orange Math - Yellow Local Indicators- Standard Met		Chronic Absentee Indicator- Green Suspension Rate Indicator- Orange English Learner Progress- Blue ELA Indicator- Yellow Math Indicator- Yellow Local Indicators- Standard Met	Change Chronic Absentee: -1 color Suspension Rate: +2 colors English Learner Progress: -3 colors ELA: no change Math: no change Local Indicators: no change
1.15	Leader in Me Measurable Results Assessment (MRA) Overall Academics Score	November 2023 Overall 79 Academics 77	Feb 2025 Overall 79 Academics 78		Overall 87 Academics 83	Change Overall: no change Academics: +1
1.16	IEP goals met % met	May 2024 71%	May 2025 79%		78%	+8%
1.17	CAST Scores Dataquest: % met or exceeded	2022 - 2023 Results % Met or Exceeded: 22.12%	2023 - 2024 Results		% Met or Exceeded: 30%	Change % met or exceeded: +5.43%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	CA Dashboard: Average Distance from Standard	No DFS baseline	% met or exceed: 27.55% AVG DFS: -13.8		AVG DFS: -11	AVG DFS: N/A

Goal Analysis [2024-25]

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

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

We successfully implemented over 92% of Goal 1's actions this school year. One of our biggest successes was hiring a Data and Assessment Coordinator (Action 1.7). He has been invaluable this year by digging deeper into our data and creating a whole picture of students in Panorama. He has worked diligently to get as much of our data housed in one platform. Another big success came in Action 1.2 providing Instructional Aides in every grade to work with at risk students through the push in and pull out model. This year our Instructional Aides also received individualized training from Toby on small group instruction, progress monitoring in Panorama, and creating questions using Depth of Knowledge to challenge students and prepare them for State testing. Another success was our performance on CAASPP in Math. Our scores showed improvement as far as Distance from Met for all subgroups. We began tracking the number of IEP goals met last year and we increased the number of goals met this school year. We are also very proud of not having any Red indicators on our CA Dashboard for pupil achievement. Most of our challenges came fro staffing changes that created big disruption. Action 1.11 (Designated ELD) was not implemented after January due to the credentialed teacher in this role having to go back to the classroom to fill a midyear vacancy in which the 5th grade Math/Science teacher left. Another major challenge this year was MS staffing which impacted our school culture, student behavior, and academic performance in Middle School. Our 7th grade English teacher went on maternity leave midyear (sub half the year), our 7th grade science teacher left midyear on medical leave (sub half the year), and our 7th/8th History teacher left midyear and we hired a permanent teacher for that position in January. We also had a new 7th/8th grade math teacher. We struggled midyear to fill all the vacancies with permanent employees. We also did not get our Parent Action Team for tutoring implemented this year (Action 1.2). There was also a substantive change in implementation in regards to Panorama. We intended to only use Panorama for surveying students, staff, and parents this year but ended up in the beginning stages of implementation for Interventions and the SST process which means we are still progressing on that and will continue training at the beginning of next school year. This effected our EOY data on SST goal completion metric for this school year.

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

Several variances occurred between the budgeted and estimated actual expenditures across key programs:

Interventionist Program/Aides: Expenditures came in below budget because two interventionists were removed from the program after the budget had already been finalized. This staffing change resulted in lower actual costs.

Technology: Spending was lower than planned due to a shift in strategy. The school initially intended to purchase new technology using ERC funds; however, that plan fell through. As a result, the school opted to continue using existing in-house technology, leading to cost savings.

Data Assessment: Costs exceeded the budget due to an unexpected staffing change. A key staff member, Tasha, had initially resigned but later decided to return, increasing expenditures beyond what had been planned.

Parent Engagement: Expenditures came in higher than budgeted due to changes in the staffing model and increased salary levels, both of which elevated the overall cost of delivering parent engagement services.

Special Education: Actual expenditures were lower than anticipated because planned consulting costs were removed from the budget, reducing overall program expenses.

These differences reflect adjustments made throughout the year in response to staffing changes, funding constraints, and operational needs, which in turn impacted the percentages of improved services delivered.

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

The actions under this goal have shown mixed effectiveness so far in increasing proficiency based on the provided metrics. We are not seeing true effectiveness at this point in the 3 year LCAP cycle. We are not where we want to be yet. We declined in more areas than expected and we assume it is due to some major midyear staffing issues that impacted our ELD and academic program. English Learner (EL) students demonstrate persistent academic and language development challenges. Based on STAR Reading data (Metric 1.1), only 21% of EL students were at or above benchmark in May 2025, down from 28% the previous year, with their growth rate also falling significantly from 50% to 35%. In CAASPP ELA (Metric 1.3), only 3.03% of EL students met or exceeded standards—down from 19.4%—and their average Distance from Standard declined from -51 to -57.6. The proficiency rate of our EL students decreased from 0.1628 to 0.1111, indicating a need for stronger ELD support. Our 2024 CAASPP Math scores showed improvement as far as Distance from Met. All subgroups decreased the Distance from Met anywhere from 5.8 points (EL) to 20.8 points (SPED). Most Goal 1 actions seem to be attributing to this growth. The actions with the most effectiveness appear to be those focusing on Professional Development and targeted interventions for specific student groups, like African Americans. African American students maintained or improved in 8 out of 9 metrics. The least effective action seems to stem from inadequate support and resources in the ELD program. As far as the other actions, we are making some changes to Actions 1.1, 1.2, 1.3, 1.4, 1.8, 1.9, and 1.12 to make them more effective. These changes are described in the next prompt. Our most effective actions come from the impact of our focus for professional development and the addition of a Data and Assessment Coordinator to streamline systems, gather all data in Panorama, and dig deeper into disaggregated data for the school and individual classrooms and students. The PD on Restorative Practices (circles) has shown a 4% drop in our suspension rate schoolwide including all subgroups except EL which increased by 3.2%. We don't have enough data yet to measure the effectiveness of the Science of Reading professional development completed by all classroom teachers. We are still at the beginning stages of implementing what we learned from the Getting Reading Right year long training (Science of Reading) and will continue this training and implementation into the next school year. From EOY meetings with all peer coaches, it sounds like it has been an effective first year of the peer coaching program and teachers want to continue into next year. Our home device check out system had 156 device check out and 18 hotspots for educational use at home.

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.

Action 1.1 We are purchasing a new Math curriculum and adding Heggerty, a K-3 phonics program. Action 1.2 We are revamping our Intervention Program to include one credentialed teacher and four aides that will all be together in one classroom. They will be utilizing a push in/pull out model, supporting a one hour Universal Access time in the morning in which all K-6 classes will be doing small group instruction with additional adult support in each room, and using Panorama to drive intervention goals and progress monitoring for struggling students. Action 1.3 We are adding Multitudes to our assessment program as a reading difficulties screener for all K-2 students. We will no longer use ESGI for K-2 assessments due to the use of the BPST from our Science of Reading training. Action 1.4 We are focusing our Professional Development around Panorama, Science of Reading, ELD, and the use of AI by students and staff. Action 1.7/1.8 We are also restructuring our SST process to be done completely in Panorama. As students progress through intervention plans and are not meeting goals, then a SST meeting will be scheduled with the Director of Parent Engagement and Intervention to discuss next steps. Action 1.11 The intervention team will support our EL students through Designated ELD instruction. Action 1.12 Our STEM teacher will also add a focus of state test taking skills and performance task practice. Metric 1.14 was discontinued due to sunset of the program. Target outcomes for metrics 1.1 to 1.4 were revised to close the gap between the subgroups upon the advise of the San Bernardino County Office of Education. Metric 1.10 was not collected this year due to Panorama setup midway through the school year. Metric 1.6 was revised to include all subgroups and the target outcome was revised because we already met the previous target of 28%.

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	Access to Standards Based Instructional Curriculum and Materials	Provide access to research based standards aligned curriculum and subscriptions to meet the need of all students. (See internal notes for all curriculum and subscriptions)	$64,690.00	Yes
1.2	Intervention Program	Provide multi-faceted evidence based intervention program that includes four Instructional Aides working with a credentialed teacher to support all at risk students in 1st-6th. We will implement a Universal Access time for grades K-6 in which small group instruction will be supported with additional bodies in the classroom. TK and K will have their own four instructional aides that will stay all day in the classroom. Middle School will have two instructional aides that will support all day in the Support block and the Math/Science block. We will be using Star Assessments to monitor progress and check for the effectiveness of the interventions in place.	$101,163.25	Yes

Action #	Title	Description	Total Funds	Contributing
		Parent Action Team will be involved in supporting our struggling students after being trained by our Leadership Team with resources from our Academic Team (Action in Goal 3). No student subgroup is in Red on the CA Dashboard for ELA or Math.		
1.3	Assessments	Renaissance Star Assessments to monitor performance and growth in all our students. Use this data to drive daily instruction, pull for intervention, and monitor progress. K-2 will be using the BPST for ELA assessments and Multitudes as a reading difficulty screener. No student subgroup is in Red on the CA Dashboard for ELA or Math.	$7,500.00	Yes
1.4	Professional Development	Provide professional development that enhances programs, curriculum, and teacher effectiveness, as well as, to support the implementation of integrated and designated ELD. Provide PD based on the needs of the staff as a whole, as well as, budget for individually chosen PD every other year. Collaboration through grade level meetings and staff meetings to share best practices.	$84,677.00	No
1.5	Access to Technology	Maintain, repair, and/or purchase technology to make standards-based online instruction more effective and aligned to the state assessment system. Continue with 1:1 iPads in all K-6 classrooms and Chromebooks for MS. Technology Program Manager to support all programs, administration, teachers, and students with technology and the MakerSpace.	$177,138.00	No
1.6	Director of Parent Engagement and Intervention	Aeries to hold all student information including gradebooks and report cards. Parent portal included to ensure parents have access to attendance and grades.	$11,570.00	No Yes
1.7	Data and Assessment Coordinator	Data and Assessment Coordinator will keep CALPADS and Aeries up to date, analyze data from all platforms, report to Board, staff, and directors, visit classrooms, and coach teachers/instructional aides in the use of data.	$262,182.00	No

Action #	Title	Description	Total Funds	Contributing
		He is also the state test coordinator (CAASPP and ELPAC). We will use Panorama to house as much data as possible including attendance, behavior, SEL, and academics. No student subgroup is in Red on the CA Dashboard for ELA or Math.		
1.8	Student Information System	Director of Parent Involvement and Intervention will over see the SST Process for At-Risk students. Teachers will continue to identify at-risk students early and refer to the SST process; include the counselor if behavior or confidence is an issue. This process will be completed by teachers in Panorama. She will also make sure students are aware of their new goal by having them put it in their Leadership Notebooks. Our Parent Liaison will do the scheduling of SSTs and all communication related to Intervention/SSTs. No student subgroup is in Red on the CA Dashboard for ELA or Math.	$187,802.75	
1.9	Special Education Program	Provide equal access to education for our Special Education students, by providing specialized services by a qualified SPED team, that will lead to success in the general classroom. This includes other consultants such as Speech, OT, Psych, and Nurse. All special education students will know their personal goal and have a copy in their Leadership Notebook and will be celebrated when met. Our SPED student subgroup is not in the Red on the CA Dashboard for ELA or Math anymore.	$529,672.00	No
1.10	English Language Learner Support	Salaries and benefits of effective qualified teaching staff that meets the needs of all our students (excluding Instructional Aides listed in Action 1.2 and Instructional Aide listed in 1.9) No student subgroup is in Red on the CA Dashboard for ELA or Math.	$2,163,792.00	No Yes
1.11	Qualified teaching staff	Provide Designated ELD by a credentialed teacher/instructional aides and Integrated ELD by the classroom teachers to all EL students. We will be using Star Assessments to monitor progress and check for the effectiveness of the interventions in place. All EL students will know their personal ELD goal and have a copy in their Leadership Notebook. EL	$86,487.00	

Action #	Title	Description	Total Funds	Contributing
		Parents will be invited to two parent meetings a year. We will have one bilingual person in the front office to translate and support our EL students and families in the office and for meetings. EL student subgroup is no longer in the Red on the CA Dashboard for ELA or Math.		
1.12	STEM Teacher and MakerSpace	Provide STEM lessons and activities by credentialed teacher to support and build skills in all classrooms grades TK-6, including literacy skills, CAASPP/CAST, and performance task practice. MS will utilize the MakerSpace weekly. MakerSpace Aide to support teachers and students with technology and the MakerSpace. No student subgroup is in Red on the CA Dashboard for ELA or Math.	$115,816.00	Yes
1.13	Peer Coaching Program	Implement an internal peer coaching program utilizing the master teachers we have on campus to support all teachers in growing in strategies to reach all students. We will use subs to release these coaches to observe in classrooms and then having coaching conversations after school. Professional Development/training in peer coaching will be given. We will utilize surveys to monitor the coaching programs effectiveness.	$5,680.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Conditions of Learning Provide a positive, safe, and stable learning environment in which students' academic, social, and emotional needs are met by a high quality staff with an emphasis on leadership, character education, and community service.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 6: School Climate (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

One of our greatest ongoing challenges continues to be the need to strengthen motivation, resilience, and engagement across our campus community. While academic achievement is a core priority, our experience this year confirms that students and families are bringing increased social-emotional and mental health needs into the school environment. Addressing these needs—while supporting staff wellness and morale—remains central to our work.

We continue to face staff retention challenges. Our staff retention rate dropped from 87% to 79% over the course of this school year, underscoring the importance of supporting staff through stipends, recognition, and morale-boosting systems. Recruiting and retaining highly qualified educators who are collaborative, caring, and aligned with our mission is essential for long-term progress. Family emergencies, medical issues, and mental health cause the vast majority of the loss of staff throughout the school year. These were unexpected and likely to not repeat in the future.

Student behavior and engagement saw mixed trends. The overall suspension rate decreased significantly from 9.6% to 5.4%, and all major subgroups saw decreases—except English Learners, who increased from 4.6% to 7.8%. While this is promising, SPED suspensions remain high (9.5%) and two expulsions occurred this year, where previously we had none. The shift toward more restorative approaches is in progress; our partnership with Mrs. Thomas and Mrs. Smith for Restorative Practices training will continue next year to build consistent practices across the school.

Our 2024 CA Dashboard shows improvements in the Suspension Rate Indicator (from Red to Yellow), but a drop in the Chronic Absentee Indicator (from Green to Yellow), and a decline in English Learner Progress (from Blue to Orange). These changes suggest the need for renewed focus on attendance, EL services, and continued culture-building efforts.

Attendance data held steady schoolwide at 92.4%, though disaggregated data shows a dip for K–6 students (–0.76%) and a 2.5% improvement for grades 7–8. Chronic absenteeism decreased from 30.5% to 25%—a 5.5% improvement—indicating that outreach and interventions are having some impact. That said, ongoing attendance work remains essential, particularly for specific student groups who still struggle to attend consistently.

Student culture and leadership continued to grow. As of May 2025, 100% of grade levels completed their community service projects, maintaining the same level as the previous year. Additionally, 85% of students completed their individual community service projects, a slight increase of 1.3% from the year prior. 66% of students participated in at least one leadership or extracurricular activity, including sports, performances, clubs, and student government.

To continue building school culture, we maintained contracts with security and canine detection teams to support a safe environment. Feedback from students and staff suggests their presence has increased feelings of safety on campus. We also sustained support systems through our counseling team, school psychologist, and Care Solace referrals. We also provided 669 rides to school through HopSkipDrive, enabling more students to stay in school consistently. On-campus dental screenings and emergency housing support were also provided, continuing our development toward full Community Schools implementation in 2025–26.

Parent engagement remained strong. Panorama family survey data from January 2025 shows 85% favorable responses to SOAR-related questions. Though no prior baseline existed, this data gives us a clear starting point and reinforces the importance of clear, consistent communication and partnership with families.

We are committed to providing a whole-child educational experience—one that balances strong academic instruction with leadership, service, creative expression, and wellness. Our After School Program, Monday School, and Summer School continued to see strong student engagement thanks to a deliberate shift toward making these spaces more fun and enriching. This approach has helped maintain momentum even among students who struggle with traditional academic settings.

Leader in Me MRA scores showed a small increase in Culture (+1) and held steady overall and in Leadership. While these are modest gains, they reflect continued investment in school climate, student voice, and the habits of success. We will continue to embed LIM practices into all areas of campus culture and leadership development. Panorama student data between the culture survey (2.4: 74%), given monthly, and the end of the school year universal screener (2.14: 51%) saw a wide gap in student perception of grit, belonging, and other SEL factors suggesting a steep decline in student perception at the end of the school year.

Expulsions see an increase due to severe, repeated, assertive discipline incidents by two students. Expulsion at our school is extraordinarily rare, as this is our first experience since the was founded in 2008.

In summary, Goal 2 is about building a strong, inclusive, and resilient school culture—one where students are seen, heard, and supported; staff are valued; and families are engaged. While we saw meaningful gains in suspension reduction, attendance, and extracurricular engagement, challenges remain in staff retention, chronic absenteeism for certain subgroups, and consistency of student participation in service learning. Moving forward, our efforts will remain focused on expanding access to services, refining leadership systems, and aligning supports to the needs of our most vulnerable students and staff.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	School Accountability Report Card Overall Facilities Rating	2023 Good	2024 Good		Good	Change No change
2.2	Grade Level Community Service Projects % of grade levels that completed a project	June 2024 100%	May 2025 100%		100%	Change -22%
2.3	Individual Community Service Projects % of students in all grades that completed a project	June 2024 83.7%	May 2025 85%		92%	Change 1.3%
2.4	Panorama Student Data Average of % favorable responses on consistent questions from the Panorama Monthly Culture Survey	No Baseline in 2024 New Baseline in 2025: 74%	May 2025 74%		81%	N/A
2.5	Panorama Parent Data % of favorable responses on SOAR related questions from Panorama Family Survey	No Baseline in 2024 New Baseline in 2025: 85%	Jan 2025 85%		Revised target 90%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.6	Attendance Rate Aeries	Aug 9 2023 - May 21 2024 Schoolwide 92.4% K-6 92.26% 7-8 92.50%	Aug 9 - May 27th 2025 Schoolwide: 92.4% K - 6: 91.5% 7 - 8: 95.0		Schoolwide: 95% K - 6: 95% 7 - 8: 95%	Schoolwide: 0.00% K – 6: -0.76% 7 – 8: +2.50%
2.7	Chronic Absentee Rate Panorama	June 14th 2024 30.50%	May 27th 2025 25%		28%	Change -5.5%
2.8	Staff Retention rate Remain Rate: 100 * (# of staff remaining on last day of school who started on the first day / # of staff who started on the first day of school) Return Rate: 100* (total staff on last day of school - staff not returning next school year) / total staff on last day of school	From 2023/24 to 2024/25 Remain Rate for 23/24: 87% Return Rate for 24/25: 85%	From 2023/24 to 2024/25 Remain Rate for 24/25: 79% Return Rate for 25/26: 91%		Remain Rate: 90% Return Rate: 90%	Change Remain Rate: -8% Return Rate: +6%
2.9	Student Participation rate in extracurricular activities including cheer, sports, performances, announcements, student lighthouse, and other student leadership roles	No Baseline in 2024 New Baseline in 2025: 66%	5/30/2025 66%		73%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	% of students who participated in at least 1 activity					
2.10	Student Suspension Rate % of students with one or more suspensions	2023/24 (from Aeries) as of May 2024 Schoolwide 9.6% African Americans 12.2% Hispanic 9.7% White 7.8% SPED 10.9% Socio Econ Disadvantage 9.6% Homeless 12.3% EL 4.6%	5/30/2025 Schoolwide: 5.4% African American: 8.5% Hispanic: 5.8% White: 3.0% SPED 9.5% Socio Econ Disadvantage 5.6% Homeless 6.9% EL: 7.8%		Schoolwide 8.5% African Americans 11% Hispanic 8.5% White 7% SPED 10% Socio Econ Disadvantage 8.5% Homeless 11% EL 4%	Schoolwide: -4.2% African American: -3.7% Hispanic: -3.9% White: -4.8% SPED: -1.4% Socio Econ Disadvantage -4% Homeless 5.6% EL: +3.2%
2.11	Student Expulsion # of students expelled	2024 0	2025 2		0	Change +2
2.12	California School Dashboard Colored Performance Level and Making Progress Towards English Language Proficiency	2023 Chronic Absentee Indicator- Green Suspension Rate Indicator- Red English Learner Progress- Blue ELA Indicator- Orange Math Indicator- Yellow Local Indicators- Standard Met	2024 Chronic Absentee - Yellow Suspension Rate - Yellow English Learner Progress- Orange ELA - Orange Math - Yellow Local Indicators- Standard Met		Chronic Absentee Indicator- Green Suspension Rate Indicator- Orange English Learner Progress- Blue ELA Indicator- Yellow Math Indicator- Yellow Local Indicators- Standard Met	Change Chronic Absentee: -1 color Suspension Rate: +2 colors English Learner Progress: -3 colors ELA: no change Math: no change Local Indicators: no change

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.13	Leader in Me Measurable Results Assessment Overall Leadership Culture	2023 Overall 79 Leadership 79 Culture 81	Feb 2025 Overall 79 Leadership 78 Culture 82		Increase baseline by 10% Overall 87 Leadership 87 Culture 89	Change Overall 0 Leadership -1 Culture +1
2.14	Community Schools Partnership Data # of Hop Skip Drive Rides (usage report) # of Hazel Health Visits (usage report) # of Community Touches (iPad check in-reason for visit) # of Outside Community Partners % Favorable Responses on EOY Universal Screener % Parent meetings attended # of focus groups	No Baseline in 2024	# of Hop Skip Drive Rides: 669 # of Hazel Health Visits: No Baseline # of Community Touches: No Baseline # of Outside Community Partners: 12 % Favorable Responses on EOY Universal Screener: 57% % of Parent Meeting Attended: 80% # of Focus Groups: 1		# of Hop Skip Drive Rides: No Target Needed # of Hazel Health Visits: No Target Needed # of Community Touches: Not Teret Yet # of Outside Community Partners: 20 % Favorable Responses on EOY Universal Screener: 65% % of Parent Meeting Attended: 90% # of Focus Groups: 5	New metric in 2025
2.15	Mental Health Counselor Data # of students served	No Baseline in 2024	27 students		No target Needed	New metric in 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.16	Music program Data % favorable responses on music survey # of student participating in extra music programs # of performances Average Score of music performances	No Baseline	No data for year 1		Target to be established in May of 2026	New Metric in 2025
2.17	Extended Learning Data # of students who attended at least once Tutoring Summer School Extended Learning Opportunities (ASP, Monday, bridge)	June 2024 # of students who attended at least once Tutoring: No baseline Summer School: No baseline ELOP: No baseline	June 2025 # of students who attended at least once Tutoring: Not tracked in 24/25 Summer School 2024: 122 ELOP: 469		# of students who attended at least once Tutoring: Not tracked in 24//25 Summer School 2024: No target Needed ELOP: No Target Needed	New metric in 2025
2.18	Student Remain and Return Rate Remain Rate: 100 * (# of students remaining on last day of school who started on the first day / # of students who started on the first day of school)	June 2024 No Baseline	June 2025 Remain Rate during 24/25: 91.3% Return Rate into 25/26: 96.1%		Remain Rate during: 93% Return Rate into: 95%	New metric in 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Return Rate: 100 * (total students on last day of school - students not returning next school year) / total students on last day of school **Does not include 8th grade students**					

Goal Analysis [2024-25]

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

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

We successfully implemented most of Goal 2's actions this school year. One of our biggest successes is the decrease in our suspension rate for all subgroups except the EL subgroup that increased 3%. The second year of planning for Community Schools Partnership has added valuable resources for our families and community members. We qualified for the implementation grant for the 2025/26 school year in which we will be able to do even more with the resources we have; creating an even bigger impact. Another big success is that 100% of our grade levels and 85% of our students completed a community service project this school year. That means we impacted our communities with over 380 projects just this year. The addition of our music program is loved by all. We also show a decline in our chronic absentee rate and we maintained our attendance rate schoolwide, with the help of middle school that increased their rate by 2.5%. We also successfully did a food tasting as part of of meal program bid and had student voice involved in the decision. Areas that we will continue to work on implementing are organized recess activities and more celebrations for EL, IEP, and SST students. There was a major increase in the usage of Hop Skip and Ride signaling that many more families struggle to get their students to school. We noticed that many actions do have metrics attached to them, so we designed new metrics to start measuring in the 2025 - 2026 school year. Panorama student and parent data was a slight struggle with the new software. We realized too late that we need another parent survey at the end of the year, and need to be more consistent with the culture survey throughout the school year.

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

Several variances occurred between the budgeted and estimated actual expenditures across key programs:

Facilities: Expenditures came in higher than budgeted due to unanticipated costs related to kitchen infrastructure improvements, as well as adjusted facility expenses tied to providing year-round meal services to students. These investments were necessary to support expanded service delivery.

Counseling Services: Actual costs were lower than planned because one school psychologist resigned during the year, reducing personnel-related expenditures.

Expanded Learning Opportunities Program (ELOP): Expenses exceeded budget projections due to expanded implementation of the spending plan and increased direct program costs. Some of these expenditures were covered using unrestricted funds to ensure program continuity and quality.

Student Recruitment: Recruitment expenses were lower than budgeted. Because enrollment numbers exceeded expectations, the school did not need to pursue intensive or high-cost recruitment strategies, resulting in overall savings in this area.

These variances reflect adaptive operational decisions made during the year to align resources with actual program needs and circumstances, which impacted both expenditures and the delivery of improved services.

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

Chronic Absentee Rate improved from 30% to 25%, showing effective implementation of strategies under the Community Schools Coordinator and Director of Parent Engagement and Intervention. Schoolwide suspension rates decreased from 9.6% to 5.4%. Decrease in suspension rates across multiple student groups. This suggests that the efforts in Restorative Justice and student engagement counseling are effective. Culture score on the MRA increased from 81 to 82, indicating a positive impact of Restorative Practices, the Leader in Me, and House System on school culture. Our staff retention rate decreased this year from 87% to 79% from the beginning of the year to the end of the year which created changes to our academic program, as well as, our school culture and relationships on campus. These staff members all left due to personal reasons outside their control. While there is stable participation in extracurriculars and leadership roles on campus, there’s room for growth. Initiatives to increase student involvement could benefit from continued focus.

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.

For next school year, we have changed from Care Solace for counseling support for families to doing more mental health therapy on campus and turn it in for Medical billing when we are able. We also purchased Hazel Health for physical health support, including online teledoc appointments for students with consent to keep them at school if possible. We will not be offering the intersession extended learning in January like we did this year. It was not well attended. Due to parent need, we are adding before school care beginning at 7:00am. Metrics from the 2024 LCAP with no baseline had the target outcomes revised based on new baseline data gathered this school year. Metrics 2.14, 2.15, 2.16, and 2.17 were added this year to better track the actions related to those metrics. These metrics were added this school year, and the data was not collected in a way to disaggregate by subgroup. Metric 2.18 was developed to track our student turn-over rate, both within the school year, and between school years. We find that as students stay at SOAR longer, they are more likely to be successful. Metric 2.17 was designed at the end of the school year, so starting in August of 2025, we will track all those data points with 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
2.1	Access to a clean, safe, and well-maintained facility	Provide a campus that is safe, clean, and well-maintained; including a custodial team, MOUs and Agreements with the District concerning the facility and safety, upkeep of the yard and exterior, keeping our safety plan up to date, and replenish emergency supplies as needed.	$236,956.25	No
2.2	Safety	Provide a campus that is safe for all students. Security guards' proactive presence, knowledge, and observations of students' behavior outside of the classroom will provide more support for all students and staff. The drug detection dogs will also provide an extra layer of safety and prevention. Additional staff to provide supervision at all recesses and lunch. Rec Aides will plan and prep organized activities for recess to engage more students in structured activities. EL and Homeless have Red on the 2024 CA Dashboard for the Suspension Indicator.	$340,262.00	Yes
2.3	Access to a well-rounded program	Provide all students access to a variety of extracurricular activities and leadership roles to engage in new experiences and explore their strengths.	$175,102.00	Yes
2.4	Access to social and emotional supports	Provide our students with a student engagement counselor and mental health counselor to support students in various areas on and off campus. Counselors will provide SEL lessons in classes and small groups. Two counselors have been trained as trainers of Restorative Justice. They will train all staff and follow up throughout the year. Our counseling team will continue working with our students on SEL. We will also provide a safe place for students to get support from our Mental Health Counselor as the need arises. Our continued work in Restorative Practices and our Differentiated Assistance Conversation Protocol will also attempt to change behavior and decrease the suspension rate. EL and Homeless have Red on the 2024 CA Dashboard for the Suspension Indicator.	$137,761.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.5	Celebrations and Awards	Encourage our students' achievements through celebrations and awards throughout the school year. Our award assemblies promote achievement, leadership, and growth. We have celebrations when we meet our schoolwide WIGs in Culture, Leadership, and Academics. We will add attendance incentives and celebrations to improve our attendance rate of all students. We will also create celebrations for students meetings EL, IEP, or SST goals.	$3,000.00	No
2.6	Leader in Me and House System	Continue to focus on academics, leadership and culture throughout the campus using Leader in Me and our House System including character education and community service. The purpose is to engage our school community in leading with synergy, teamwork, and connection in a warm, motivating, and inviting environment.	$13,000.00	No
2.7	Extended Learning: After School Program, Mondays Off, and Summer School	Provide extended care and learning for our students during our after school program, Mondays off, and Summer School. Beginning in the 2025/26 school year, we will also offer before school care beginning at 7:00am.	$673,629.00	Yes
2.8	High School, College, Trade School, and non-college Career Readiness	Provide an environment and activities that promote high school, college, trade school, and non-college career readiness.	$6,500.00	No
2.9	Recruit, hire, and retain teachers, substitutes, and support staff	Intentionally recruit, hire, and retain teachers, substitutes, and support staff that are happy and understand SOAR's expectations. Pay stipends to staff for some extra duties.	$204,682.25	No
2.10	CA Community School Partnership	A community school is a public school that serves TK-12 and has community partnerships that support improved academic outcomes, whole-child engagement, and family development. Community school partnership strategies include integrated support services, extended learning time, and collaborative leadership and practices for educators and administrators. SOAR got a 2 year planning grant beginning in the 2023/24 school year	$204,573.00	Yes

Action #	Title	Description	Total Funds	Contributing
		and now we got the implementation grant for 2025/26 to continue growing this program. Our CA Community Schools Coordinator will plan and implement a program to assist parents, students, and members of our community in a collaborative way to provide support in a variety of different areas to meet the needs of families so academic growth can occur. Our CCSPP Coordinator will support our students with all needs including behavior support and counseling. EL and Homeless have Red on the 2024 CA Dashboard for the Suspension Indicator.		
2.11	Provide Art and/or Music Instruction	Provide Art and/or Music instruction to all students on campus.	$61,253.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Engagement Increase parent and community engagement to support the success of all students.	Broad Goal

State Priorities addressed by this goal.

Priority 3: Parental Involvement (Engagement)
Priority 8: Other Pupil Outcomes (Pupil Outcomes)

An explanation of why the LEA has developed this goal.

Parent and community involvement remains a core component of our charter and school culture. On the Panorama Parent Survey, satisfaction increased to 85% in January 2025, providing a solid foundation as we work toward our 90% goal. However, our Family Engagement subscore on the Leader in Me Measurable Results Assessment (MRA) declined by 7 points (from 84 to 77), and the overall MRA score remained stagnant at 77, falling short of the growth we had hoped to see. Similarly, participation in the MRA survey dropped from 18% to 13%, highlighting a need to increase outreach and accessibility for family feedback.

We continue to host monthly new parent orientations throughout the year, in addition to our traditional beginning-of-year sessions, with attendance at all but one monthly orientation. Despite this, we still receive feedback from families indicating that they sometimes lack timely or sufficient information to support involvement. This signals a need for clearer, more consistent communication. We will continue to utilize a variety of methods—digital, print, and in-person—to reach families and support both academic and social-emotional development. Directors will also continue to host Donuts with Directors three times annually to foster dialogue and gather parent input.

This year, 20% of families participated in at least 10 events, 49% in at least five, and 92% in at least one event. While this is our first year collecting this data, it establishes a baseline from which we can grow. We also hosted two parent workshops again this year, with 12 attending the counseling services workshop and 23 attending the social media and technology session. While attendance remained steady, it reinforces the ongoing need to expand offerings based on topics identified through surveys and family input, such as discipline, self-esteem, internet safety, and suicide prevention. We also held general parent meetings and targeted sessions for English Learner and African American families.

Our overall attendance rate held steady at 92.4%, the same as last year, though subgroup trends showed divergence. Grades 7–8 improved by 2.5 percentage points (to 95.0%), while K–6 declined slightly by 0.76 percentage points (to 91.5%). Despite intensive efforts—including expanded communication and support from our Community Schools Coordinator—our schoolwide rate remains below our 95% goal. Attendance incentives will be increased next year, and we will strengthen follow-through on the SART and SARB processes. In 2024–25, we held multiple SART meetings, and three SARB meetings were conducted at the district level, resulting in two students returning to their home schools.

Chronic absenteeism declined from 9.6% to 5.4% schoolwide, with all subgroups except English Learners showing improvement. EL chronic absenteeism increased from 4.6% to 7.8%, which will be a focus area moving forward.

Community service engagement saw a slight incline. Grade-level project completion maintained 100% and the percentage of students completing individual community service projects increased slightly from 83.7% to 85%. We continue to make a meaningful impact in San Bernardino. Appreciation for family volunteers and community agency support will remain a priority through events, acknowledgments, and continued integration into school culture.

The integration of the CA Community Schools Partnership grant has expanded our capacity, allowing us to designate a coordinator who now facilitates family and community supports, events, and training opportunities. This year, our coordinator became certified in Leader in Me for Families, helping to reinforce alignment between school and home leadership development.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Panorama Parent Data % of parents satisfied with the school	No Baseline	Jan 2025 85%		90%	N/A
3.3	Attendance Rate Aeries	Aug 9 2023 - May 21 2024 Schoolwide 92.4% K-6 92.26% 7-8 92.50%	Aug 9 - May 27th 2025 Schoolwide: 92.4% K - 6: 91.5% 7 - 8: 95.0		Schoolwide 95% K-6 95% 7-8 95%	Schoolwide: 0.00% K – 6: -0.76% 7 – 8: +2.50%
3.4	Family Engagement % of families who met or exceeded 10 events	No Baseline	5/30/25 Percent w/ 10+: 20% Percent w/ 5+: 49% Percent w/ 1+: 92%		Percent w/ 10+: 22% Percent w/ 5+: 55% Percent w/ 1+: 95%	N/A

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.5	Leader in Me Measurable Results Assessment Overall and Family Involvement SubScore	2023 Overall 77 Family Engagement 84	Feb 2025 Overall: 77 Family Engagement: 77		Overall 85 Family Engagement 92	Feb 11th 2025 Overall: 0 Family Engagement: -7
3.6	% of parent participation in surveys # of responses/# of families	2023 Panorama: No Baseline Leader in Me MRA: 18%	Feb 2025 Panorama: 30% Leader in Me MRA: 13%		Panorama: 35% Leader in Me MRA: 20%	Panorama: N/A Leader in Me MRA: -5%
3.7	Grade Level Community Service Projects % of grade levels that completed a project	2024 100%	2025 100%		100%	Change 0
3.8	Individual Community Service Projects % of students in all grades that completed a project	2024 83.7%	May 2025 85%		92%	Change +1.3%
3.9	Community Schools Partnership Data # of Hop Skip Drive Rides (usage report) # of Hazel Health Visits (usage report)	No Baseline in 2024	# of Hop Skip Drive Rides: 669 # of Hazel Health Visits: No Baseline # of Community Touches: No Baseline		# of Hop Skip Drive Rides: No Target Needed # of Hazel Health Visits: No Target Needed	New metric in 2025

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	# of Community Touches (iPad check in-reason for visit) # of Outside Community Partners % Favorable Responses on EOY Universal Screener % Parent meetings attended # of focus groups		# of Outside Community Partners: 12 % Favorable Responses on EOY Universal Screener: 57% % of Parent Meeting Attended: 80% # of Focus Groups: 1		# of Community Touches: Not Teret Yet # of Outside Community Partners: 20 % Favorable Responses on EOY Universal Screener: 65% % of Parent Meeting Attended: 90 # of Focus Groups: 5	

Goal Analysis [2024-25]

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

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

We implemented 100% of the actions to address Goal 3. Our biggest success this year is that we changed to a QR code for parents to check in and tell us the reason they are visiting campus. 92% of our parents checked in at least once which means they are at least aware of the new system. We will continue to use this system to track family involvement. 20% of our parents met the expectation of at least 10 check ins per family a year. Our biggest challenge continues to be getting more families involved besides our consistent ones. We realized too late in the school year that adding an end of the year parent survey is a valuable data point. This will be implemented next school year.

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

No material differences occurred between the budgeted and estimated actual expenditures or between the planned and estimated actual percentages of improved services for these goals. Expenditures and services were implemented as planned.

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

85% of our families are satisfied with the school according to survey data. Our QR code check in system is showing effectiveness. Our families are showing an understanding of the expectation of community service because our individual project completion went up to 85%.

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.

Changed the description of action 3.1 to include the Parent Lighthouse Volunteers and action 3.2 to include the purpose. Revised metric 3.6 to better reflect current surveys given and set the target outcome for panorama. We added 3.9 Metric to measure the impact of our Community Schools program. Metrics with no baseline for the 2024 LCAP had the target outcomes revised to better reflect the current year's data. We will continue to work on getting our tutoring parent action team up and running at the beginning of the year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
3.1	Parent and Community Involvement	Plan events and activities for parents and the community to get involved on campus. Engage with community partners and local businesses to provide student services, such as; health fairs, screenings (eye, hearing, dental, and scoliosis), fundraising, donations, and grants. Provide recognition of parents, families, and the community for their involvement at SOAR. We will also be starting a Parent Action Team to help struggling students on campus. Leadership Action Team will train and Academic Team will create the resources. Parent Lighthouse Volunteers will be like team moms/dads and support the classroom teacher and schoolwide events. Director of Parent Engagement and Intervention will have regular meetings with the PLVs.	$61,252.50	No
3.2	Communication with Families and Community	Communicate regularly with parents and families, and our community using a variety of means to create stronger relationships and support for SOAR events and activities.	$145,092.00	No

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

Total Projected LCFF Supplemental and/or Concentration Grants	Projected Additional 15 percent LCFF Concentration Grant
$1,770,590	$213,978.62

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
26.982%	0.000%	$0.00	26.982%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.1	**Action:** Access to Standards Based Instructional Curriculum and Materials **Need:** Unduplicated pupils—including English Learners (EL), Foster Youth, and Socioeconomically Disadvantaged students—demonstrated a persistent need for improved access to high-quality, standards-based instructional curriculum and materials. In	This action addresses the academic needs of unduplicated pupils by providing schoolwide access to standards-aligned curricula like EnVision Math and Heggerty, both of which target key skill gaps seen in STAR and CAASPP data. The middle school block schedule and TK-only class offer extended, targeted instruction to support students performing below grade level, particularly English Learners and socioeconomically disadvantaged students. Offering this action schoolwide ensures all students benefit from	Effectiveness of this action will be monitored through multiple academic performance metrics focused on unduplicated pupils. These include STAR Reading and Math benchmark and growth scores (Metric 1.1 and 1.2), CAASPP ELA and Math proficiency rates

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	STAR Reading, only 32% of socioeconomically disadvantaged students were at or above benchmark as of May 2025, a 19-point drop from the previous year. EL students declined from 28% to 21% in proficiency, and both groups saw declines in growth: disadvantaged students dropped 5 points in SGP, and EL students dropped 15. In STAR Math, 18% of socioeconomically disadvantaged students and 16% of EL students met benchmark expectations. Growth declined by 10 percentage points for disadvantaged students and by 2 for EL students. On CAASPP, EL students dropped from 19.4% to 3.03% in ELA proficiency and declined by 6.6 points in Distance from Met. In Math, EL students improved slightly in proficiency (+2.86%) and Distance from Met (+5.8), yet remain significantly below standards. Further, ELPAC proficiency fell by 5.17% and EL reclassification declined from 9% to 8%, indicating slower progress toward English proficiency. These outcomes demonstrate the urgent need for improved curriculum access and alignment with standards to accelerate learning for unduplicated pupils, particularly EL and socioeconomically disadvantaged students. **Scope:** Schoolwide	consistent, high-quality instruction, while unduplicated pupils receive the greatest impact due to their greater academic needs.	(Metric 1.3 and 1.4), and CAST Science results (Metric 1.17). English Learner progress will be tracked using ELPAC proficiency (Metric 1.8) and reclassification rates (Metric 1.9). Broader trends will also be evaluated through California School Dashboard indicators in ELA and Math (Metric 1.13). Collectively, these metrics help determine if access to standards-based instructional materials is improving academic outcomes for unduplicated students.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Intervention Program **Need:** Unduplicated pupils (English Learners and Socioeconomically Disadvantaged students) continue to demonstrate urgent academic support needs. According to the STAR Reading data (Metric 1.1), proficiency for EL students dropped from 28% to 21%, and their growth (SGP = 50) fell from 50% to 35%. For low-income students, proficiency declined from 51% to 32%, and growth from 50% to 45%. In STAR Math (Metric 1.2), EL students improved in proficiency (from 5% to 16%) but still lag significantly behind, while their growth fell slightly from 39% to 37%. Disadvantaged students saw a drop in proficiency (19% to 18%) and growth (45% to 35%). CAASPP ELA results (Metric 1.3) also show an alarming decline for ELs—from 19.4% to 3.03% proficiency—while disadvantaged students dropped from 30.2% to 27.97%. SST goal completion (Metric 1.10), which monitors individual student support plans, also declined. These patterns highlight a critical need for targeted, small-group academic intervention and progress monitoring to address persistent learning gaps. **Scope:** Schoolwide	The intervention program provides targeted, small-group instruction from both credentialed teachers and instructional aides, ensuring academic support is available to all students who need it. Because unduplicated pupils—particularly EL and socioeconomically disadvantaged students—demonstrate persistent gaps in proficiency and growth, this action is essential. It is offered schoolwide to allow flexibility in grouping and ensure that all qualifying students, regardless of grade level or class, receive timely and equitable support aligned with their needs.	Effectiveness of this action will be monitored using multiple metrics that reflect academic performance and intervention impact for unduplicated pupils. These include STAR Reading and Math benchmark rates, Student Growth Percentiles (SGPs) in both content areas, CAASPP ELA and Math proficiency results, and the percentage of Student Support Team (SST) goals met. Together, these indicators will provide a comprehensive view of whether the intervention team is effectively supporting the academic growth of English Learners, foster youth, and socioeconomically disadvantaged students.
1.3	**Action:** Assessments	This action addresses the identified academic needs of unduplicated pupils by ensuring universal access to high-quality, research-based	Effectiveness of this action will be monitored through multiple academic

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Need: Unduplicated pupils—specifically English Learners, foster youth, and socioeconomically disadvantaged students—demonstrated a decline in both academic performance and growth in key areas assessed by STAR Reading and Math assessments. In Reading, the percentage of students at or above benchmark decreased across all three subgroups, with English Learners declining from 28% to 21%, and socioeconomically disadvantaged students from 51% to 32%. Growth rates also dropped, with EL students falling from 50% to 35% meeting their SGP target, and socioeconomically disadvantaged students from 50% to 45%. In Math, similar trends were observed, with declines in both benchmark performance and growth for unduplicated students. These patterns highlight a critical need for consistent assessment tools to identify learning gaps early and monitor progress more effectively across the year. **Scope:** Schoolwide	assessment tools that allow staff to monitor student progress and respond with timely interventions. Providing STAR assessments and the Multitudes Screener schoolwide ensures consistency in measuring growth and performance across all student groups, allowing educators to identify and address gaps more effectively for unduplicated pupils. A schoolwide approach supports inclusive practices and ensures no subgroup is overlooked in instructional planning.	indicators. These include the percentage of unduplicated students at or above benchmark and those meeting growth targets on STAR Reading and STAR Math assessments. Additionally, performance on the CAASPP ELA and Math assessments will be tracked through both proficiency rates (percent meeting or exceeding standards) and average Distance from Standard. These metrics will help determine whether the assessments and data tools are effectively supporting academic growth among unduplicated pupils.
1.6	**Action:** Director of Parent Engagement and Intervention **Need:** **Scope:**		

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
	Schoolwide		
1.8	**Action:** Student Information System **Need:** English Learners, Foster Youth, and Socioeconomically Disadvantaged students—demonstrated significant academic and support needs across multiple indicators. In STAR Reading (1.1), English Learners declined from 28% to 21% at or above benchmark and from 50% to 35% meeting growth targets. Disadvantaged students dropped from 51% to 32% at benchmark and from 50% to 45% SGP. In STAR Math (1.2), EL students increased in benchmark from 5% to 16% but declined in growth from 39% to 37%. Disadvantaged students fell from 19% to 18% benchmark and from 45% to 35% SGP. CAASPP results reinforce this trend (1.3 and 1.4). In ELA, EL students dropped dramatically in proficiency from 19.4% to 3.03%, and disadvantaged students from 30.2% to 27.97%. In Math, ELs improved slightly in proficiency (+2.86%) and distance from met (+5.8), but disadvantaged students dropped in proficiency (–0.51%) and increased slightly in DFS (+8.3). These patterns show inconsistent academic progress and widening gaps, particularly for ELs in ELA and for disadvantaged students in math growth. A bright spot for EL students is their reclassification rate, up from 9% to 11.5%.	This action addresses the identified needs of unduplicated pupils by providing centralized leadership and coordination of academic and behavioral interventions, SST processes, IEP implementation, and parent engagement. The Director of Parent Engagement and Intervention plays a critical role in ensuring that at-risk students are properly identified, monitored, and supported through systems such as SSTs and IEPs. By overseeing both general education and special education supports, this role ensures a cohesive, schoolwide response to struggling students—many of whom are English Learners and socioeconomically disadvantaged. The position also fosters meaningful family engagement, which is essential given the decline in Panorama family satisfaction and student sense of belonging. Providing this support on an LEA-wide basis ensures consistency and equitable access to intervention systems and parent support structures across all grade levels and student groups.	Effectiveness of this action will be monitored using multiple data sources. These include STAR Reading and Math scores for performance and growth (Tabs 1.1 and 1.2), CAASPP ELA and Math proficiency and distance from standard (Tabs 1.3 and 1.4), and IEP goal attainment rates (Tab 1.16), which together reflect the academic progress of unduplicated students. Additionally, Panorama student survey results (Tab 3.5) and family engagement survey responses (Tab 3.6) will be used to gauge improvements in student belonging and parent engagement. SST goal completion rates (Tab 1.10) will also be monitored to assess the effectiveness of intervention planning and support systems overseen by the Director.

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	The percentage of SST goals met weren't available due to data system changes. Still, the absence of progress suggests insufficient follow-through or monitoring of intervention plans. Meanwhile, IEP goals met improved from 71% to 79% (1.16), showing targeted support for students with disabilities may be more effectively implemented than for those in general intervention. Finally, Panorama survey data (3.5 and 3.6) reflect decreased favorable responses from both students and families. Parent satisfaction dropped from 89% to 85%, and student perceptions of support and belonging declined, indicating weakened engagement and connection to school for unduplicated groups. Together, these findings point to a need for stronger leadership in coordinating interventions, monitoring support plans (especially SSTs), and increasing family engagement, particularly for those students who fall into unduplicated categories. **Scope:**		
1.12	**Action:** STEM Teacher and MakerSpace **Need:** Unduplicated pupils—specifically English Learners and Socioeconomically Disadvantaged students—show mixed progress in academic achievement,	The STEM Teacher and MakerSpace action is designed to enhance academic engagement, real-world application, and problem-solving skills for all students, with a focus on supporting literacy, science, and math through hands-on learning. These supports are implemented schoolwide to ensure equitable access, especially for unduplicated pupils who may not otherwise have	The effectiveness of this action will be monitored through state assessment data, specifically CAST science scores (Metric 1.17), CAASPP ELA performance (Metric 1.3), and CAASPP Math results

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
	particularly in state assessments that require performance task proficiency and critical thinking. CAASPP ELA results (Metric 1.3) for unduplicated students declined: EL proficiency fell sharply from 19.4% to 3.03%, and Disadvantaged student proficiency dropped from 30.2% to 27.97%. While CAASPP Math performance (Metric 1.4) improved slightly for EL students (+2.86%) and Disadvantaged students showed a minimal decline (–0.51%), both groups remain significantly below standard, with average Distance from Met scores still well below grade level. However, in the CAST science assessment (Metric 1.17), unduplicated pupils showed growth; EL students' proficiency increased from 0% to 9.3%, and Disadvantaged students increased from 15.4% to 27.3%. These results indicate a need for greater access to hands-on, inquiry-based instruction that supports application of academic content, especially in STEM areas that overlap with literacy and performance-based tasks. **Scope:** Schoolwide	enrichment opportunities or consistent exposure to project-based learning. MakerSpace sessions reinforce CAASPP performance task skills, while integrated STEM lessons offer entry points for English Learners and Disadvantaged students to build vocabulary and conceptual understanding in context. Providing this resource schoolwide ensures that underserved students benefit from structured opportunities to apply their learning in meaningful, collaborative ways.	(Metric 1.4). These assessments provide a comprehensive view of how well students are applying skills in reading, writing, math, and science. Improvements in these metrics, particularly among unduplicated students, would indicate that hands-on STEM and MakerSpace experiences are contributing to academic growth and deeper learning.
2.2	**Action:** Safety **Need:** Unduplicated pupils—particularly English Learners, Foster Youth, and Socioeconomically Disadvantaged students—have demonstrated an increased need for a safe and supportive school environment.	This action is implemented schoolwide because a culture of safety must be consistent across all grades, classrooms, and outdoor areas. Proactive security personnel, drug detection dogs, and engaged Rec Aides help prevent incidents and build a climate of safety and trust. These supports are especially critical for unduplicated pupils, who may be more vulnerable to the effects of bullying, violence, or behavioral disruptions. Structured and	Effectiveness is measured using student survey data (Panorama tabs 1.11 and 2.4) focused on perceptions of safety, belonging, and adult support. Additionally, suspension rates and behavioral incidents (tab

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
	According to Panorama student response data (tab 1.11), favorable responses to safety-related questions declined across multiple grade levels. In the “Belonging” and “Safety” domains (tab 2.4), unduplicated students expressed lower levels of agreement with statements such as "I feel safe at school" and "There is an adult on campus I can talk to." These drops were most prominent in upper grade levels and among English Learners, who reported feeling less connected and less supported. Despite these concerns, suspension rates have improved schoolwide, as reflected in tab 1.13, with the suspension indicator moving from red to yellow on the California School Dashboard. This shift suggests that proactive supervision and behavioral interventions may be positively impacting discipline outcomes. However, the disconnect between improved suspension rates and declining student perception data signals that while disciplinary incidents may be fewer, the underlying perception of safety and connection—especially for our most vulnerable students—remains a key area of need. **Scope:** Schoolwide	supervised environments during unstructured times, like recess and lunch, ensure equitable access to a safe school experience for all. We are implementing this schoolwide because 85% of our total students fall in our unduplicated count.	1.13) are tracked to assess whether preventative and supervision efforts reduce unsafe behaviors and improve overall campus climate.
2.3	**Action:** Access to a well- rounded program **Need:**	This action provides a broad range of extracurricular opportunities and leadership roles for all students, including unduplicated pupils, to foster engagement, build confidence, and cultivate	Effectiveness of this action will be monitored using Metric 2.9 (extracurricular participation rate), Metric

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
	Unduplicated students continue to demonstrate needs related to engagement, leadership, and well-rounded development. Panorama survey data (Metric 1.11 and 2.4) shows a decline in favorable student responses regarding school culture and sense of belonging. As a baseline year, 66% of students participated in at least one extracurricular or leadership activity (Metric 2.9). We want to increase access to these leadership positions, especially in grades k - 3. Additionally, Leader in Me MRA data (Metric 2.13) remained stable with no measurable increase, suggesting further intentional effort is needed to support student agency and leadership growth for unduplicated pupils. **Scope:** Schoolwide	their strengths. Offering these activities schoolwide ensures equitable access and allows unduplicated students—who may not have these opportunities outside of school—to explore new interests and leadership experiences in a supportive environment. We are implementing this schoolwide because 85% of our total students fall in our unduplicated count.	2.13 (Leader in Me MRA scores), and Metrics 1.11 and 2.4 (student survey results related to school connectedness and engagement).
2.4	**Action:** Access to social and emotional supports **Need:** Data from multiple metrics indicate that unduplicated students continue to face significant social-emotional challenges. According to Metric 1.11 (Panorama student survey), English Learners scored 50% favorable and Socioeconomically Disadvantaged students scored 48%, showing low levels of student-reported well-being. Metric 2.10 shows a 5% improvement in suspension rates for these groups, suggesting some progress, yet overall SEL indicators have not consistently improved. Metric 2.11	This action includes the deployment of a full-time student engagement counselor and a mental health counselor to provide direct support to students. These counselors lead SEL lessons in classrooms, facilitate small groups, and offer individual interventions when needed. In addition, both counselors are trained Restorative Justice trainers and provide ongoing professional development to staff, with follow-up support throughout the year. These schoolwide supports aim to proactively address student behavior, build stronger peer relationships, and create a more positive climate, particularly for unduplicated students who are at higher risk for disengagement and behavior issues. We are implementing this	The effectiveness of Action 2.4 will be monitored using four key metrics: Metric 2.10, which captures improvements in students' social-emotional learning (SEL) competencies as measured by Panorama survey data; Metric 2.11, the expulsion rate, which provides insight into the broader impact of social-emotional supports and restorative practices on student behavior; Metric

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
	(Panorama staff survey) showed a 6-point decline in favorable responses from staff regarding student behavior and emotional supports. These results highlight the need for sustained mental health and social-emotional supports to improve school connectedness, reduce behavior issues, and support students' emotional well-being. **Scope:** Schoolwide	schoolwide because 85% of our total students fall in our unduplicated count.	1.11, the percentage of favorable student responses on school climate and connectedness from the Panorama student survey; and Metric 2.13, the Leader in Me Measurable Results Assessment (MRA), which gauges student engagement, leadership development, and a sense of belonging on campus.
2.7	**Action:** Extended Learning: After School Program, Mondays Off, and Summer School **Need:** There is a gap in learning and performance on CAASPP, STAR, and other metrics between our unduplicated population and our other subgroups. Our aim is to close the achievement gap between them. Allowing these students first priority to extended learning allows them the best chance at success. **Scope:** Schoolwide	85% of our student population is unduplicated, so providing this opportunity is open to all students.	2.17. Next school year, we are allowed to recuperate ADA for Monday school, so we should also see a rise in our attendance rates (2.6)
2.10	**Action:** CA Community School Partnership **Need:**	We are implementing this schoolwide because 85% of our total students fall in our unduplicated count.	2.14 will be the primary metric for this action, but other metrics as appropriate will be

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
	According to our Universal Screener used by our coordinator, our families had a lot of unmet needs that tend to get in the way of attending school regularly, academic growth, and social emotional learning. Our unduplicated population consistently score lower than the rest of students, underscoring the need to additional community supports. **Scope:** Schoolwide		disaggregated by subgroup in the future including 2.4, 2.6, and 2.7.
2.11	**Action:** Provide Art and/or Music Instruction **Need:** Many of these students do not have the opportunity to participate in Art and Music lessons outside of school so this would give them experiences and exposure to these fields. **Scope:** Schoolwide	We are implementing this schoolwide because 85% of our total students fall in our unduplicated count.	2.16

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
1.10	**Action:** English Language Learner Support **Need:** **Scope:** Limited to Unduplicated Student Group(s)		
1.11	**Action:** Qualified teaching staff **Need:** English Learner (EL) students demonstrate persistent academic and language development challenges. Based on STAR Reading data (Metric 1.1), only 21% of EL students were at or above benchmark in May 2025, down from 28% the previous year, with their growth rate also falling significantly from 50% to 35%. In CAASPP ELA (Metric 1.3), only 3.03% of EL students met or exceeded standards—down from 19.4%—and their average Distance from Standard declined from -51 to -57.6. Additionally, ELPAC proficiency (Metric 1.8) fell from 16.28% to 11.11%, and the Dashboard English Learner Progress Indicator dropped from Blue to Orange (Metric 1.13). These declines across multiple metrics show an urgent need for stronger English language development instruction and	This action funds both Designated and Integrated English Language Development (ELD) instruction to meet the diverse linguistic and academic needs of English Learners. Designated ELD is delivered by credentialed teachers and supported by instructional aides to ensure targeted, skill-based language instruction. Integrated ELD is embedded within content-area teaching by classroom teachers, supporting language development in the context of grade-level instruction. This two-pronged approach is designed to address both foundational language gaps (as evidenced by ELPAC and STAR Reading declines) and support access to rigorous academic content, improving outcomes across metrics.	The effectiveness of this action will be assessed using a range of academic and language development indicators. These include EL student performance on STAR Reading and Math assessments (Metric 1.1 and 1.2), specifically monitoring both benchmark attainment and student growth percentiles. CAASPP ELA and Math results (Metrics 1.3 and 1.4) will be used to track state-standard proficiency and Distance from Standard. Language development progress will be monitored through ELPAC proficiency rates

Goal and Action #	Identified Need(s)	How the Action(s) are Designed to Address Need(s)	Metric(s) to Monitor Effectiveness
	support. While improvements were seen in STAR Math (Metric 1.2) and CAASPP Math (Metric 1.4), foundational language acquisition remains a critical barrier to overall academic success. A bright spot for English Learners is the reclassification rate, up from 9% to 11.5%. **Scope:**		(Metric 1.8) and EL reclassification rates (Metric 1.9). Additionally, the CA Dashboard English Learner Progress Indicator (Metric 1.13) provides a broad overview of language acquisition trends. These metrics collectively help measure whether EL students are making sufficient academic and linguistic gains.

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.

SOAR Charter Academy has a very high At-Risk population in 2023/24 with 85% of our population falling into the Unduplicated Counts for Low Income, EL, and Foster Youth. To increase services means to grow services in quantity and to improve services means to grow services in quality. The collective services for EL, foster youth, and low income students are being increased or improved by the percentage required by providing these students with services that are over and above what is being done for other students. The total LCFF funds that are being accounted for as contributing to increased or improved services is $1,572,421. In addition to the schoolwide actions described in Prompt 1, we will provide the following actions on a "limited" basis to meet the required percentage to increase/improve services. As previously discussed, low-income students face significant challenges in regular attendance due to transportation issues. Even more challenges exist for our foster and homeless students. To address the very specific needs of low-income students including foster and homeless, bus passes will be provided by the school for those that have a need. Another action aligned with this is ELD instruction through our intervention teacher, prioritizing EL, foster youth, and low income students in our intervention programs, priority access to social and emotional supports, and providing a free after school program to all that need it. This unduplicated group of students has high academic needs according to our needs assessments and these additional services should allow us to address these specific needs. This coming year our professional development will focus on Restorative Justice and the Science of Reading. This will help meet the needs of all at-risk students. We provided clothing for our overnight field trip in the mountains to students that needed warmer clothing. We also paid for a hotel room for a homeless family in an abusive situation. Our meal program, though not included in the LCAP, provides free breakfast, lunch, and supper to all students. We are a CEP school based on our need so we are able to feed all students for free which especially helps our low income students.

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.

SOAR will use the concentration grant add on funding to maintain additional classified instructional aides (1 per grade level), a full time credentialed teacher to support EL students with Designated English Language Development instruction, tutoring by our staff, and additional classified supervision. These funds will be used to retain this staff and expanded services without creating a significant amount of changes including STEM and Peer coaching. (Goal 1, Actions 1.2, 1.3, 1.10, 1.11, 1.12, and 1.13)

Staff-to-student ratios by type of school and concentration of unduplicated students	Schools with a student concentration of 55 percent or less	Schools with a student concentration of greater than 55 percent
Staff-to-student ratio of classified staff providing direct services to students	N/A	22.2:1
Staff-to-student ratio of certificated staff providing direct services to students	N/A	16.7:1

2025-26 Total Planned Expenditures Table

LCAP Year	1. Projected LCFF Base Grant (Input Dollar Amount)	2. Projected LCFF Supplemental and/or Concentration Grants (Input Dollar Amount)	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Input Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)
Totals	6562140	1,770,590	26.982%	0.000%	26.982%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds
Totals	$3,583,058.50	$2,073,521.50	$0.00	$404,653.00	$6,061,233.00

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	LCF
1	1.1	Access to Standards Based Instructional Curriculum and Materials	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$64,690.00	
1	1.2	Intervention Program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$101,163.25	$0.00	
1	1.3	Assessments	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$7,500.00	
1	1.4	Professional Development	All	No			All Schools	Ongoing	$0.00	$84,677.00	$84
1	1.5	Access to Technology	All	No			All Schools	Ongoing	$128,093.00	$49,045.00	$163
1	1.6	Director of Parent Engagement and Intervention	All English Learners Foster Youth Low Income	No Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$11,570.00	
1	1.7	Data and Assessment Coordinator	All	No			All Schools	Ongoing	$222,182.00	$40,000.00	$222

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	LCF
					s)						
1	1.11	Qualified teaching staff						Ongoing	$86,487.00	$0.00	$86
1	1.12	STEM Teacher and MakerSpace	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$115,816.00	$0.00	$115
1	1.13	Peer Coaching Program	All	No			All Schools	Ongoing	$0.00	$5,680.00	
2	2.1	Access to a clean, safe, and well-maintained facility	All	No			All Schools	Ongoing	$41,081.25	$195,875.00	$175
2	2.2	Safety	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$337,662.00	$2,600.00	$36
2	2.3	Access to a well-rounded program	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$43,102.00	$132,000.00	$175
2	2.4	Access to social and emotional supports	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$137,761.00	$0.00	
2	2.5	Celebrations and Awards	All	No			All Schools	Ongoing	$0.00	$3,000.00	$3,
2	2.6	Leader in Me and House System	All	No			All Schools	Ongoing	$0.00	$13,000.00	$8,
2	2.7	Extended Learning: After School Program, Mondays Off, and Summer School	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$184,194.00	$489,435.00	
2	2.8	High School, College,	All	No			All	Ongoing	$0.00	$6,500.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCF
2	2.11	Provide Art and/or Music Instruction	English Learners Foster Youth Low Income	Yes	School wide	English Learners Foster Youth Low Income	All Schools	Ongoing	$0.00	$61,253.00	
3	3.1	Parent and Community Involvement	All	No			All Schools	Ongoing	$46,932.50	$14,320.00	
3	3.2	Communication with Families and Community	All	No			All Schools	Ongoing	$94,692.00	$50,400.00	$145

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
6562140	1,770,590	26.982%	0.000%	26.982%	$2,394,945.25	0.000%	36.496 %	**Total:**	$2,394,945.25
								LEA-wide Total:	$0.00
								Limited Total:	$2,057,255.00
								Schoolwide Total:	$337,690.25

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	Access to Standards Based Instructional Curriculum and Materials	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.2	Intervention Program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.3	Assessments	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.6	Director of Parent Engagement and Intervention	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
1	1.10	English Language Learner Support	Yes	Limited to Unduplicated Student Group(s)	English Learners	All Schools	$2,057,255.00	
1	1.12	STEM Teacher and MakerSpace	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$115,816.00	
2	2.2	Safety	Yes	Schoolwide	English Learners Foster Youth	All Schools	$36,772.25	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	**2.3**	Access to a well- rounded program	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$175,102.00	
2	**2.4**	Access to social and emotional supports	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	**2.7**	Extended Learning: After School Program, Mondays Off, and Summer School	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		
2	**2.10**	CA Community School Partnership	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools	$10,000.00	
2	**2.11**	Provide Art and/or Music Instruction	Yes	Schoolwide	English Learners Foster Youth Low Income	All Schools		

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$6,331,292.00	$6,384,902.38

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**	Access to Standards Based Instructional Curriculum and Materials	No	$100,539.00	79675.21
1	**1.2**	Intervention Program	Yes	$554,119.00	464377.28
1	**1.3**	Assessment	No	$7,000.00	4500
1	**1.4**	Professional Development	Yes	$38,000.00	12734.28
1	**1.5**	Access to Technology	Yes	$348,846.00	221776.33
1	**1.6**	Student Information System	No	$10,900.00	12621.82
1	**1.7**	Data and Assessment Coordinator	Yes	$127,728.00	271793.59
1	**1.8**	Director of Parent Engagement and Intervention	Yes	$88,257.00	215660.54
1	**1.9**	Special Education	No	$479,631.00	277752.63
1	**1.10**	Qualified teaching staff	No	$2,241,429.00	2182838.41
1	**1.11**	English Language Learner Support	Yes	$104,690.00	144180.77

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	1.12	STEM Teacher and MakerSpace	Yes	$84,815.00	98527.92
1	1.13	Peer Coaching Program	No	$6,500.00	1444.27
2	2.1	Access to a clean and well-maintained facility	No	$473,281.00	869082.27
2	2.2	Safety	Yes	$131,734.00	170197.69
2	2.3	Access to a well- rounded program	Yes	$154,158.00	229841.97
2	2.4	Access to social and emotional supports	Yes	$344,308.00	149435.49
2	2.5	Celebrations and Awards	No	$10,350.00	5127.61
2	2.6	Leader in Me and House System	No	$40,000.00	21387.12
2	2.7	Extended Learning: After School Program, Mondays Off, and Summer School	Yes	$450,000.00	649305.35
2	2.8	High School, College, Trade School, and non-college Career Readiness	Yes	$19,000.00	1854.55
2	2.9	Recruit, hire, and retain teachers, substitutes, and support staff	No	$148,505.00	37254.44
2	2.10	CA Community School Partnership	Yes	$134,926.00	136334.98
2	2.11	Provide Art and/or Music Instruction	Yes	$76,566.00	7431.96

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
3	3.1	Parent and Community Involvement	No	$10,600.00	560.16
3	3.2	Communication with Families and Community	No	$145,410.00	119205.74

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)
1,659,702	$1,789,444.00	$1,735,640.76	$53,803.24	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	1.2	Intervention Program	Yes	$380,448.00	179584.41		
1	1.4	Professional Development	Yes	$3,177.00			
1	1.5	Access to Technology	Yes	$348,846.00	221776.33		
1	1.7	Data and Assessment Coordinator	Yes	$127,728.00	228921.29		
1	1.8	Director of Parent Engagement and Intervention	Yes	$88,257.00	215660.54		
1	1.11	English Language Learner Support	Yes	$104,690.00	144180.77		
1	1.12	STEM Teacher and MakerSpace	Yes	$84,815.00	98527.92		
2	2.2	Safety	Yes	$131,734.00	170197.69		
2	2.3	Access to a well- rounded program	Yes	$154,158.00	229363.16		
2	2.4	Access to social and emotional supports	Yes	$311,665.00	149435.49		
2	2.7	Extended Learning: After School Program, Mondays Off, and Summer School	Yes				
2	2.8	High School, College, Trade School, and non-college Career Readiness	Yes	$19,000.00	1854.55		

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
2	2.10	CA Community School Partnership	Yes	$34,926.00	96138.61		
2	2.11	Provide Art and/or Music Instruction	Yes				

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
5,869,586	1,659,702	0.00	28.276%	$1,735,640.76	0.000%	29.570%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

- **Comprehensive Strategic Planning:** The process of developing and annually updating the LCAP supports comprehensive strategic planning, particularly to address and reduce disparities in opportunities and outcomes between student groups indicated by the California School Dashboard (California Education Code [EC] Section 52064[e][1]). Strategic planning that is comprehensive connects budgetary decisions to teaching and learning performance data. LEAs should continually evaluate the hard choices they make about the use of limited resources to meet student and community needs to ensure opportunities and outcomes are improved for all students.

- **Meaningful Engagement of Educational Partners:** The LCAP development process should result in an LCAP that reflects decisions made through meaningful engagement (EC Section 52064[e][1]). Local educational partners possess valuable perspectives and insights about an LEA's programs and services. Effective strategic planning will incorporate these perspectives and insights in order to identify potential goals and actions to be included in the LCAP.

- **Accountability and Compliance:** The LCAP serves an important accountability function because the nature of some LCAP template sections require LEAs to show that they have complied with various requirements specified in the LCFF statutes and regulations, most notably:

    - Demonstrating that LEAs are increasing or improving services for foster youth, English learners, including long-term English learners, and low-income students in proportion to the amount of additional funding those students generate under LCFF (EC Section 52064[b][4-6]).

    - Establishing goals, supported by actions and related expenditures, that address the statutory priority areas and statutory metrics (EC sections 52064[b][1] and [2]).

        - **NOTE:** As specified in EC Section 62064(b)(1), the LCAP must provide a description of the annual goals, for all pupils and each subgroup of pupils identified pursuant to EC Section 52052, to be achieved for each of the state priorities. Beginning in 2023–24, EC

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

- **L** 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.

- **L** 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.

- **L** 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:

- **L** 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.

- **L** An explanation must be based on Dashboard data or other locally collected data.
- **L** LEAs must describe how the LEA identified this goal for focused attention, including relevant consultation with educational partners.
- **L** 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.

- **L** Focus Goals for each and every Equity Multiplier schoolsite must identify specific metrics for each identified student group, as applicable.
- **L** 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 #

- **L** Enter the action number.

Title

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

Description

- **L** 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

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

L 4. Total Planned Contributing Expenditures (LCFF Funds)

- This amount is the total of the Last Year's Planned Expenditures for Contributing Actions (LCFF Funds).

L 7. Total Estimated Actual Expenditures for Contributing Actions

- This amount is the total of the Estimated Actual Expenditures for Contributing Actions (LCFF Funds).

L 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).

L 5. Total Planned Percentage of Improved Services (%)

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

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

- This amount is the total of the Estimated Actual Percentage of Improved Services column.

L 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

L 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.

L 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).

L 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.

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

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

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