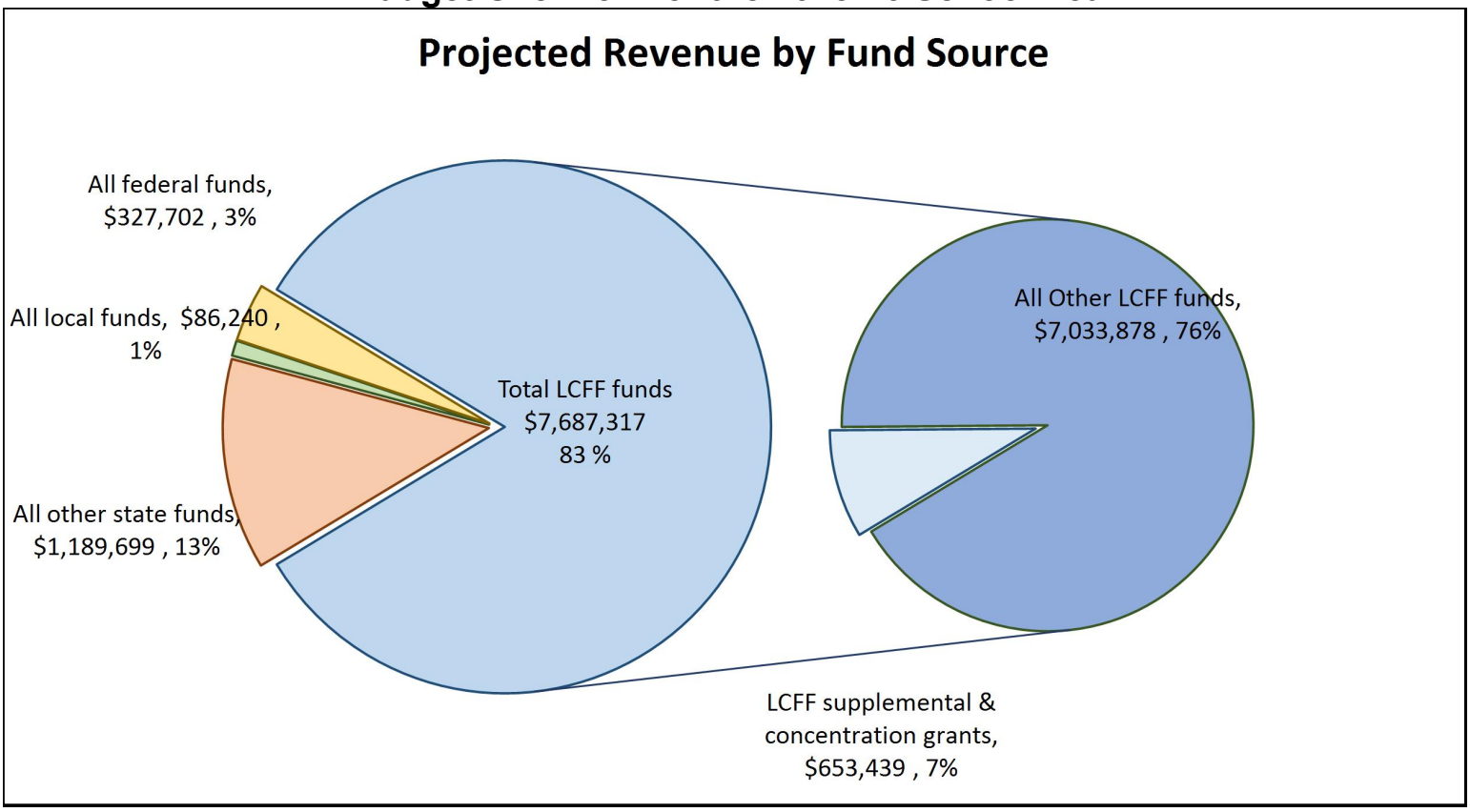
LCFF Budget Overview for Parents

Local Educational Agency (LEA) Name: Sonora Elementary School District
CDS Code: 55723716054910
School Year: 2025-26
LEA contact information:
Cheryl Griffiths
Superintendent
cgriffiths@sesk12.org
(209) 532-5491

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

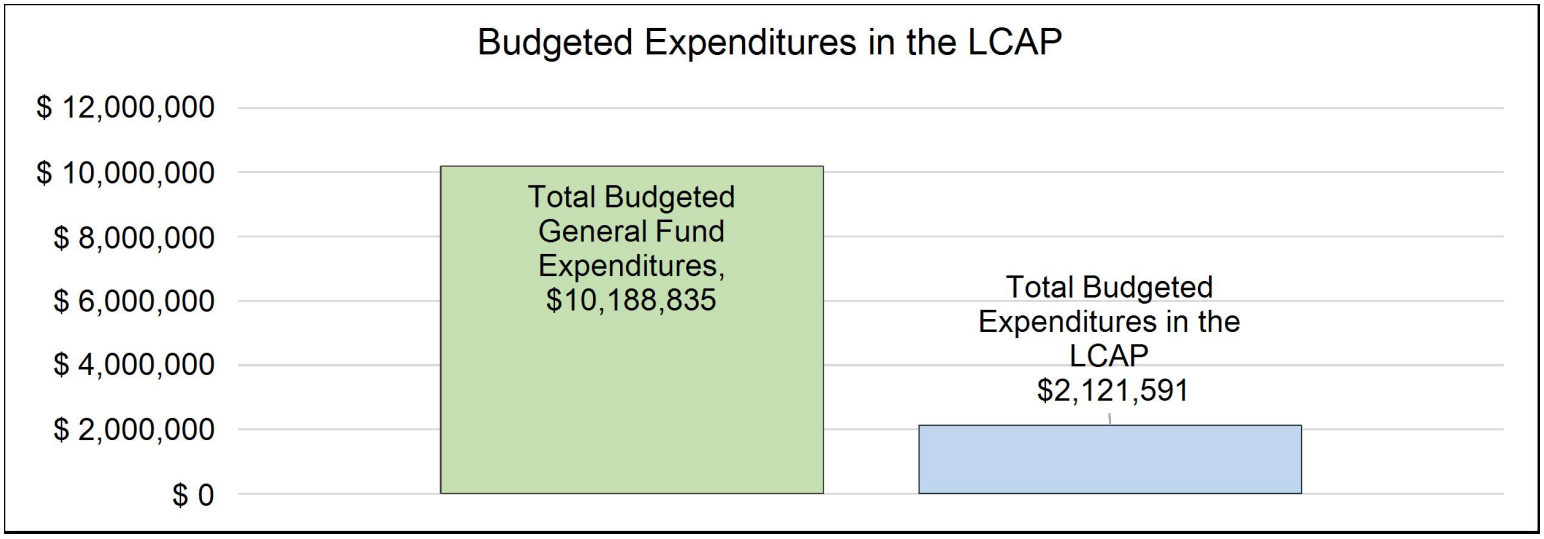


This chart shows the total general purpose revenue Sonora Elementary School District expects to receive in the coming year from all sources.

The text description for the above chart is as follows: The total revenue projected for Sonora Elementary School District is $9,290,958, of which $7,687,317 is Local Control Funding Formula (LCFF), $1,189,699 is other state funds, $86,240 is local funds, and $327,702 is federal funds. Of the $7,687,317 in LCFF Funds, $653,439 is generated based on the enrollment of high needs students (foster youth, English learner, and low-income students).

LCFF Budget Overview for Parents

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



This chart provides a quick summary of how much Sonora Elementary School District 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: Sonora Elementary School District plans to spend $10,188,835 for the 2025-26 school year. Of that amount, $2,121,591 is tied to actions/services in the LCAP and $8,067,244 is not included in the LCAP. The budgeted expenditures that are not included in the LCAP will be used for the following:

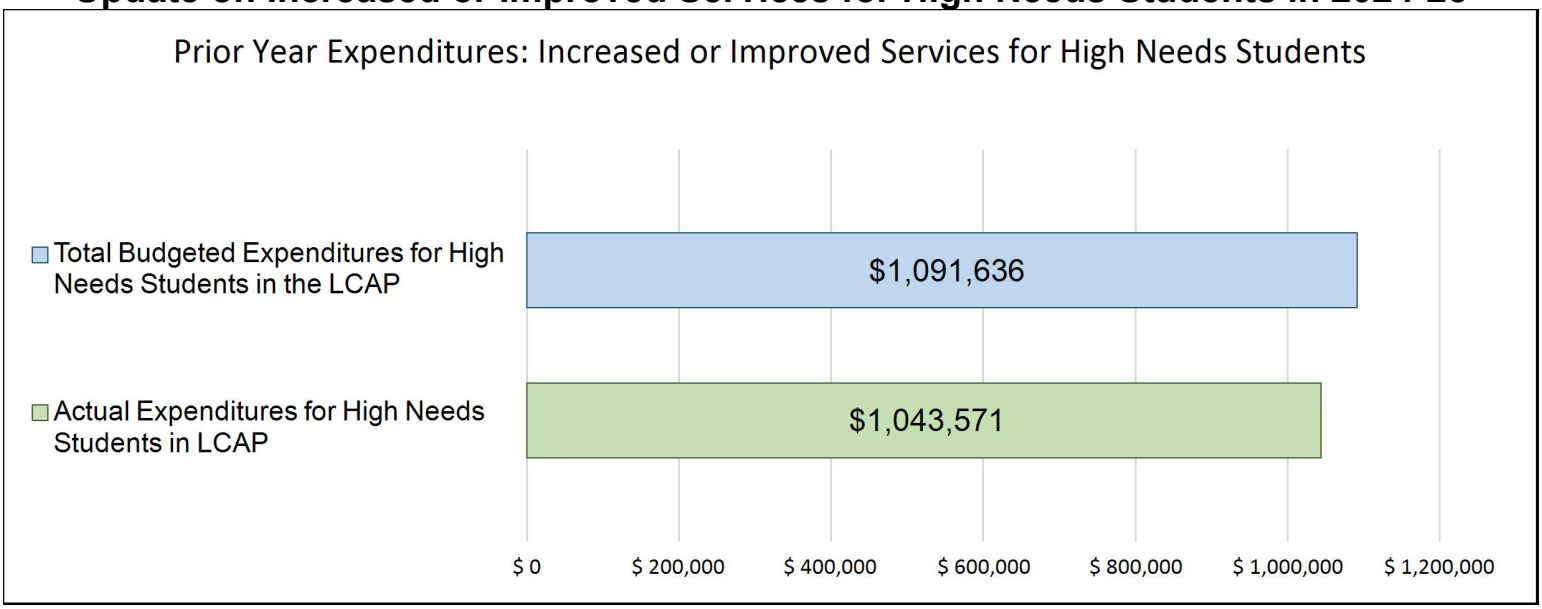
General Fund Budget Expenditures for the school year not included in the LCAP are teacher salaries and benefits, supplies, services, and other expenditures not outlined to specifically serve high need students.

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

In 2025-26, Sonora Elementary School District is projecting it will receive $653,439 based on the enrollment of foster youth, English learner, and low-income students. Sonora Elementary School District must describe how it intends to increase or improve services for high needs students in the LCAP. Sonora Elementary School District plans to spend $1,140,791 towards meeting this requirement, as described in the LCAP.

LCFF Budget Overview for Parents

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



This chart compares what Sonora Elementary School District budgeted last year in the LCAP for actions and services that contribute to increasing or improving services for high needs students with what Sonora Elementary School District 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, Sonora Elementary School District's LCAP budgeted $1,091,636 for planned actions to increase or improve services for high needs students. Sonora Elementary School District actually spent $1,043,571 for actions to increase or improve services for high needs students in 2024-25.

The difference between the budgeted and actual expenditures of $48,065 had the following impact on Sonora Elementary School District's ability to increase or improve services for high needs students:

Due to staffing shortages and changes in staff, several positions were not filled which caused a reduction in planned costs. Additionally this caused a reduction in our summer school program and material costs throughout the year.

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
Sonora Elementary School District	Cheryl Griffiths Superintendent	cgriffiths@sesk12.org (209) 532-5491

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.

Excellence through Education: Inspiring Students in Sonora since 1855
Welcome to Sonora Elementary School, where we prioritize educational excellence and student success. Our team of dedicated educators provide a nurturing and engaging environment that promotes growth. We offer enriching programs and opportunities for a well-rounded education, and value innovation, collaboration, and community.
Sonora Elementary School is a one school district that service students from transitional kindergarten (TK) to eighth grade.

Dashboard December 2024
Enrollment 693
Demographics:
1.0% African American, 2.5% American Indian or Alaska Native, 1.6% Asian, 0.7% Filipino, 17.6% Hispanic or Latino, 0.1% Pacific Islander, 72% White, 4.2% Two or More Races.
47.2% of our students are socioeconomically disadvantaged
3.8% of our students are English Learners
0.6% of our students are Foster Youth
6.5% of our students are Homeless
18.8% of our students have disabilities

Dashboard December 2023
Enrollment 724
Demographics:
1.0% African American, 2.2% American Indian or Alaska Native, 1.7% Asian, 0.4% Filipino, 18.5% Hispanic or Latino, 0.1% Pacific Islander, 71.8% White, 3.7% Two or More Races, 0.6% Not Reported.
44.3% of our students are socioeconomically disadvantaged
4.6% of our students are English Learners
0.7% of our students are Foster Youth
5.0% of our students are Homeless
17% of our students have disabilities

History & Location
Founded in 1855 during California's Gold Rush, Sonora Elementary School has always been at the heart of our community. From 1909, it was housed in the Historic Dome in Downtown Sonora, a beautiful landmark with striking columns and architectural features that continues to be a treasured reminder of our history. In 1974, the school was moved to its current location.
Today, we are centrally located within the City of Sonora, near shopping and conveniences, with the Tuolumne County Library on one side and the Adventist Health complex on the other. Making the most of our rural atmosphere, our campus is open and spacious, with majestic oak trees and plenty of outdoor areas for the students to enjoy.
Sonora is the county seat for Tuolumne County, which extends from the High Sierra down to the rolling foothills. We are near Yosemite National Park, surrounded by charming historic towns, lakes, mountains, State parks, and National parks. A popular tourist destination, our community has a relaxed family atmosphere that provides a refreshing change of pace from the bigger cities.

Vision Statement:
Educating and inspiring every student to achieve personal excellence.

Mission Statement:
In a positive and safe environment, alongside families and community, honoring tradition, and fostering innovation, Sonora Elementary School District will:
- Promote successful, well-rounded students
- Cultivate perseverance and academic preparedness
- Attract, support and retain dynamic teachers and staff
- Create Accountable, Respectful, and Engaged members of society

STRATEGIC PLAN OVERVIEW
The Sonora Elementary School District Strategic Plan, adopted by the Board of Trustees, is the management plan for the District. The Plan was originally developed in collaboration with representatives from Constituent groups within the District. The following is a description of the purpose, components, definitions, process, and timelines related to the plan.
The Strategic Plan is a political, accountability, compliance, and inspirational document that serves three main purposes. First, the plan engages Constituents and provides the Board's political direction and accountability in addressing the District's vision, mission, ranked

objectives, annual outcomes, metrics, and actions. Second, the Strategic Plan provides the source document used for preparing the Local Control Accountability Plan (LCAP), which provides for compliance with the requirements established by the State. Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity and inspiration to the Superintendent and staff in addressing the priorities of the Board and community.

For more information on our Strategic Plan go to:
https://www.sesk12.org/wp-content/uploads/2023/06/Sonora-Elementary-Strategic-Plan-6.14.23.pdf

MTSS Plan
This MTSS Implementation seeks to further operationalize those priorities and outline steps for implementation. The identified priorities are:
1.Develop and implement a multi-tiered system of support in which students' needs are identified and specific interventions provided in response to those needs.
2.Ensure a district-level system is in place in order to sustain the implementation of the multi-tiered system of support.
3.Develop an accountability system in which the multi-tiered system of support is evaluated for effectiveness.
4.Provide effective leadership and facilitate communication with staff and parents regarding the implementation and necessary revisions to the system to ensure effectiveness of the multi-tiered system of support.

Reflections: Annual Performance

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

The California Dashboard was released in December of 2024.

Link to California Dashboard
https://www.caschooldashboard.org/reports/55723710000000/2024

2024 Dashboard Indicators:

English Language Arts- 41.75% Met or Exceeded Standards
Overall Orange 22.6 points below standard
Maintained -2.9 points

Student Groups
Homeless- yellow
Hispanic, Socioeconomically disadvantaged, and White- Orange
Students with Disabilities- Red

Mathematics - 31.25% Met or Exceeded Standards
Overall Orange 47.7 points below standard

Maintained -1.5 points
Student Groups
Homeless and Socioeconomically Disadvantaged- Yellow
White and Hispanic -Orange
Students with Disabilities- Red

English Learner Progress- No performance indicators- Fewer than 11 students- data not displayed for privacy: Number of students: 10

Chronic Absenteeism -Yellow -14.5% chronically absent
Declined 11.3%
Last three years
2022 38.9%
2023 25.8%
2024 14.5%

Student Groups
Hispanic, two or more races, Socioeconomically disadvantaged, Student with Disabilities - Yellow
Homeless- Orange
Chronic Absenteeism is significantly improving

Suspension Rate - Yellow - 4.9% suspended at least one day
Increased 0.4%
Student Groups
Homeless- Yellow
Hispanic, two or more races, Student with Disabilities, and White - Yellow
Socioeconomically Disadvantaged- Red

Basics: Teachers, Instructional Materials, Facilities- Met
Implementation of Academic Standards -Met
Parent and Family Engagement- Met
Local Climate Survey - Met
Access to Broad Course of Study - Met

The California Dashboard was released in December of 2023.

2023 Dashboard Indicators:

English Language Arts- 42.88% Met or Exceeded Standards
Orange 19.8 points below standard- Declined 9.7

(All subgroups orange)

Mathematics - 32.60% Met or Exceeded Standards
Orange 46.3 points below standard - Declined 6.6 points
Based on the 2023 Dashboard, the following students groups received the lowest performance level (Red) on one or more state indicators at the district level: Students with Disabilities (ELA and Math) and Homeless students (Math). At the school level, Students with Disabilities received the lowest performance level (Red) on the state indicators in mathematics on the 2023 Dashboard.

English Learner Progress- 65% making progress- Increased 22.1%

Chronic Absenteeism -Yellow -25.8% chronically absent- Declined 13.1% (Hispanic, Homeless, and Two or More Races in Orange)

Suspension Rate - Yellow - 4.6% suspended at least one day - Declined 3.2% (Students with Disabilities- Orange) (Hispanic, Socioeconomically Disadvantaged and White- Yellow) (Homeless- Green) (Two or More Races- Blue)

Basics: Teachers, Instructional Materials, Facilities- Met
Implementation of Academic Standards -Met
Parent and Family Engagement- Met
Local Climate Survey - Met
Access to Broad Course of Study - Met

For more information on our School Dashboard go to https://www.caschooldashboard.org/reports/55723716054910/2023

In reviewing CAASPP data slow gains if any are being made in academic areas. For the 2023-2024 and 2024- 2025 school years WIN (What I Need) include all grades 1 though 8 due to only 42.88% of students in grades 3-8 performing at or above the ELA grade level standards on the Spring CAASPP. This ensures that all students receive core, plus more, meaning that no student is pulled from core instruction to receive additional Tier II support in English Language Arts (ELA).
Sonora Elementary School goal is ongoing continuous improvement.
Both Math and ELA scores will be addressed by providing professional development, providing intervention, improving attendance, and PLCs focused on best practices.
To address the learning loss over the last few years, the LCAP includes additional support which is principally directed to meet the needs of our unduplicated pupil population, however it will additionally help to meet the needs of our entire student population.

MTSS Plan
Implementation
Priority 1: Develop and implement a multi-tiered system of support in which students' needs are identified and specific interventions are provided in response to those needs.
Universal Screening
The foundation of a multi-tiered system of support is the identification of student needs. Universal screening is the process in which all

students are assessed multiple times per year to identify areas of need. A Universal Screening process is proposed for grades K-8 and will screen in the areas of reading, mathematics, and social-emotional-behavioral. The Universal Screening process will be multifaceted and include both norm referenced benchmark assessment data as well as teacher provided information through a proposed Student Data Review Team (SDRT) process. Universal Screening will be administered by general education teachers with support from Special Education and Title 1 Intervention staff. The SDRT will be a multi-disciplinary team that will include administrators, specialized service providers, special education teachers, and general education teachers. Students identified below the 25%tile in the area of reading and identified by their general education teacher during the SDRT process will be provided with additional support services.

Instruction and Support
ELA will be targeted first since it is the Districts number one priority.
A multi-tiered system of support be implemented to support all students in improving learning outcomes. Tier 1 support includes general education instruction and state adopted curriculum. It will also include supplemental/differentiated instruction provided to students identified as working below grade level or below the 25%tile. Tier 2 support includes supplemental small group instruction provided in addition to Tier 1 ELA and Math Instruction. Tier 2 support will not supplant Tier 1 ELA or Math instruction. Tier 3 support includes specialized instruction for students who remain below the 25%tile or two grade-levels behind in either ELA or Math after consistent Tier 1 and Tier 2 services have been provided, with fidelity, for at least one full school year.
A variety of school personnel will be deployed to provide intervention within the MTSS system. Tier 1 Instruction will be provided by general education teachers. Tier 2 ELA intervention will occur during universal intervention blocks (WIN time) and be provided by general education teachers, Title 1 intervention teachers, special education teachers, supervised paraprofessionals, and psychologists/counselors. Tier 2 Math intervention will be provided for grades 4-8 during grade-level allocated math intervention time, through grade leveled groupings and push-in paraprofessional and/or intervention teacher support. Tier 3 is a replacement ELA or Math core. Tier 3 intervention will be provided by the Title 1 teachers, special education teachers, paraprofessionals, and/or psychologists/counselors.

Progress Monitoring
Tier 1: Utilize i Ready Reading and Math Diagnostic/lesson progress and SAEBRS
Tier 2 & Tier 3: Utilize i Ready Reading and Math Diagnostic/lesson progress and SAEBRS.
All Tiers: Conduct multidisciplinary Student Data Review Teams before the start of the 2nd and 3rd Trimester in order to review Universal Screening Data, Progress Monitoring Data, and teacher collected data.

Accountability
Priority 3: Develop an accountability system in which the multi-tiered system of support is evaluated for effectiveness.
Monitoring Fidelity of Implementation
In order to ensure the success of the proposed multi-tiered system of support, the District will need to engage in ongoing monitoring to ensure that the schedule is operational, the materials and supplies are present, the staff are available, and the interventions are implemented according to publishers recommendations. Administrative staff should allocate time to complete classroom walk-throughs and observations during intervention blocks to ensure that the system is being implemented. If barriers for implementation are identified, administrative staff should develop a solution to address the identified barrier.

Evaluating Program Effectiveness
Current baseline data suggests that there is a high need for support in both ELA and Mathematics across all grade levels. Additionally, i

Ready diagnostic data showing the number of students scoring one or more years below grade-level should be monitored after each benchmark. A yearly data review should be conducted by the administrative team and should be shared at faculty meetings as well as with the School Board on an annual basis.

System Maintenance & Communication
Priority 4: Provide effective leadership and facilitate communication with staff and parents regarding the implementation and necessary revisions to the system to ensure effectiveness of the multi-tiered system of support.
System Maintenance
In order to continue operating an effective MTSS system, ongoing administrative support will be required in order to schedule, staff, provide needed materials, and training. During the annual data review, the administrative team should review needs and attempt to allocate needed resources to ensure the MTSS system is functional and effective. Any barriers identified should be problem solved and resolved.
Communication
Ongoing communication between administration, faculty, and community is vital to ensure MTSS continues to be implemented with fidelity. It is recommended that regular communication occur in a variety of forums including Faculty Meetings, Professional Learning Communities, and School Board Meetings. Individual student progress should also be provided during regular report card periods.

Faculty Meetings: Regular communication with teacher teams should occur during faculty meetings regarding the MTSS logistics and/or challenges. Classroom, grade, and school-level data should be shared after each administration of Universal Screenings.

Professional Learning Communities: Professional Learning Community meetings should include dedicated time to review classroom and grade-level data in grade level teams. These meetings should focus on teacher led curriculum adjustments and instructional strategies needed to meet the needs of target students.

Board Meetings: Annual reporting of student progress utilizing both State testing and Universal Screening Data should occur. Reports should include baseline and current year performance comparisons, highlighting growth, the number of students to move up a level, and number of students per grade level served in each Tier of the MTSS system.

Report Cards: Students who are identified for Tier 2 or Tier 3 intervention should have progress monitoring data provided during report card periods. Intervention providers will be responsible for collecting and creating Tier 2 and Tier 3 progress reports and sharing those documents with classroom teachers. Classroom teachers will include the progress reports with report cards sent home to parents.

LCAP Goals Based on the Strategic Plan and MTSS plan as well as feedback, data and student need:
Goal 1
Increase Student Achievement
Through Multi-Tiered Systems of Support (MTSS) increase student achievement/performance via strong instructional supports, such as staffing, curriculum based on standards, and the use of technology.
Goal 2
Increase Student Engagement and Conditions and Climate
Through Multi-Tiered Systems of Support (MTSS) create a clean, safe, well maintained, positive learning environment focused on student engagement.
Goal 3
Increase Student Engagement through course access.
Goal 4
Provide professional development to staff to increase student academic performance, student engagement, and conditions and climate.

Sonora Elementary School District has unexpended Learning Recovery Emergency Block Grant Funds of $283,168.07. The funds will be expended in the 2026/2027 LCAP, after a needs assessment has been completed and actions will be identified in the 2026/2027 LCAP.

Reflections: Technical Assistance

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

Not Applicable

Comprehensive Support and Improvement

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

Schools Identified

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

Not Applicable

Support for Identified Schools

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

Not Applicable

Monitoring and Evaluating Effectiveness

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

Not Applicable

Engaging Educational Partners

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

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

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

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

Educational Partner(s)	Process for Engagement
Certificated (Teachers) and Classified Staff- SETA and SEEA	Reviewed data Met with staff to request feedback to inform the LCAP development throughout the year. Surveyed staff to request input related to student needs, possible actions to address needs, and potential updates to the LCAP CHKS- March 2025 Posted the LCAP for public comment prior to public hearing -June 2025
Parents	Site Council Meetings throughout the year CHKS Survey- March 2025 Site Council/Parent Advisory Committee- May 22, 2025
Students	CHKS Survey- March 2025 School Climate Survey - May 2025
Administrators/ Principal and Associate Principal	Conducted LCAP meetings with administrators to collaboratively monitor and support LCAP implementation, review data, and identify potential adjustments to actions being provided. (Monthly) CHKS Survey- March 2025
Other School Personnel	CHKS Survey- March 2025

Educational Partner(s)	Process for Engagement
SELPA	Met quarterly with the SELPA administrator and the district Special Education team to determine that specific actions for students with disabilities (SWDs) are included in the LCAP. This included, but was not limited to: Reviewing data for SWDs to identify areas of challenge, root causes, and specific needs; Identifying specific actions in the LCAP to address student needs; and Identifying professional development opportunities needed to support the capacity of teachers and administrators serving SWD. Additional consulting on LCAP April 30, 2025
Community Partners	Strategic Plan Process (May 2023) CHKS Survey April 2025 Posted the LCAP for public comment prior to public hearing [June 2025] Held a public hearing to solicit the recommendations and comments of members of the public regarding the specific actions and expenditures proposed to be included in the LCAP [June 2025] Adopted the LCAP and Budget at the board meeting and reported local indicator data as a non-consent item [June 2025] Posted the adopted LCAP prominently on our district web page [July 2025]

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

STRATEGIC PLAN OVERVIEW
A three day Strategic Plan Workshop was held in May of 2023 to create a strategic plan for Sonora Elementary School for implementation during the 23-24 school year with input from all of our educational partners (Certificated, Classified, Administration, Parents, Community Members, County Office Personnel, and Board Members).

The Sonora Elementary School District Strategic Plan, adopted by the Board of Trustees, is the management plan for the District. The Plan was originally developed in collaboration with representatives from Constituent groups within the District. The following is a description of the purpose, components, definitions, process, and timelines related to the plan.
The Strategic Plan is a political, accountability, compliance, and inspirational document that serves three main purposes. First, the plan engages Constituents and provides the Board's political direction and accountability in addressing the District's vision, mission, ranked objectives, annual outcomes, metrics, and actions. Second, the Strategic Plan provides the source document used for preparing the Local

Control Accountability Plan (LCAP), which provides for compliance with the requirements established by the State. Lastly, the Strategic Plan, with action taken by the Board in the ranking of the objectives, provides clarity and inspiration to the Superintendent and staff in addressing the priorities of the Board and community.

MTSS Plan
MTSS plan was created with collaboration from staff.

LCAP Goals Based on the Strategic Plan and MTSS plan as well as feedback, data and student need:
Goal 1
Increase Student Achievement
Through Multi-Tiered Systems of Support (MTSS) increase student achievement/performance via strong instructional supports, such as staffing, curriculum based on standards, and the use of technology.
Goal 2
Increase Student Engagement and Conditions and Climate
Through Multi-Tiered Systems of Support (MTSS) create a clean, safe, well maintained, positive learning environment focused on student engagement.
Goal 3
Increase Student Engagement through course access.
Goal 4
Provide professional development to staff to increase student academic performance, student engagement, and conditions and climate.

Input was from educational partners influenced the school's priorities in the Strategic Plan and MTSS Plan which drive the LCAP. In addition feedback was solicited during the 2023-2024 school year during annual meetings which included administration meetings, staff meetings, and parent meetings.
With ongoing feedback from all educational partners the District created goals and priorities, objectives to meet those actions, and metrics to evaluate the goals and priorities.
These priorities, goals, actions, and metrics are incorporated into the LCAP. All of our plans are aligned with a focus on continues improvement. During the 23-24 school year educational partner feedback continued to influenced the new LCAP. All 4 goals above are supported in the Strategic Plan, MTSS Plan, and the 8 State Priorities.
Ongoing feedback included a data driven approach with clear metrics and objectives. Feedback included a need to provide additional supports for all students for all students are scoring below the state average in academics and above the state average in chronic absenteeism and suspensions. It was noted that while our unduplicated subgroups are scoring in the same range that the actual scores for our unduplicated pupil count are lower academically and are chronically absent more and suspended more. See data in goals 1 and 2.
Educational partner feedback remains relatively unchanged from the previous year and no significant changes were made based on their feedback.
Notes from meetings:
* Graphs don't have pictures/lines that represent numbers therefore unable to fully understand
* Chronic Absenteeism is significantly improving!
* Smarter Balance testing for 2022-2023 review

* No expulsions this year, suspensions are decreased this year in comparison
* Facility report- by Veda Sparks
* Local climate surveys
* 3 parent evening events with a target at 6
* Volunteer safety, fingerprints and handouts
* Student engagement-art and band

Goals and Actions

Goal

Goal #	Description	Type of Goal
1	Increase Student Achievement Through Multi-Tiered Systems of Support (MTSS) increase student achievement/performance via strong instructional supports, including staffing, curriculum based on standards, and the use of technology.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. The analysis of California School Dashboard (Dashboard) data indicated a clear need to continue supporting English Language Arts (ELA) and English language development (ELD), Math, and Science. SES scored below 50% in all areas.

During the LCAP development process, educational partners identified the need for: Ongoing instructional support

This goal addresses the following objectives in the Sonora Elementary School Strategic Plan

1 English Objective Knowledge of, and appreciation for literature and the language; skills of reading, writing, speaking and listening.

2 Math Objective Students will demonstrate their knowledge in the concepts, operational skills, and problem-solving skills in mathematics.

3 Science Objective Students will demonstrate their knowledge in Earth, physical, and life aspects, with emphasis on the processes of experimental inquiry.

6 Physical Education Objective Emphasis on physical activities for students that may be conducive to health and vigor of body and mind.

13 New and Modernized Technology and Equipment Objective Maximizing federal, state and local resources to provide new and modernized technology and equipment to meet the needs of the Students and Staff, in the most efficient,
safe, and effective manner and maintain all equipment and services to be safe and compliant in

accordance with applicable state specified standards. Examples would include new or modernized hardware, software, transportation vehicles, tractors, saws, and copiers, golf carts, etc. (The applied use of the technology hardware and software noted within this objective is to be identified, where appropriate, within the other ranked objectives.)

15 Alternative and Optional Programs Objective Programs beyond the core comprehensive program (TK-12) which are designed to provide options for students and families. Examples include charter schools, preschool, adult education, summer school, after school enrichment and tutorial programs, and before/after school childcare.

5 Human Resources Objective Staff are recruited, appropriately assigned based on credentials, certifications, training and requirements, and fully credentialed in the subject areas for which they are teaching.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.1	Smarter Balanced Testing Grades 3-8 ELA Percentage of Students Meeting or Exceeding Standard: ELA Data Year:2022-2023 Data Source: CAASPP	2023 Smarter Balance testing results: Percentage of students who met or exceeded standards: School Wide English Language Arts- 42.88% Met or Exceeded Standards Grade 3 ELA =38.03% Grade 4 ELA =44.83 % Grade 5 ELA = 40.54% Grade 6 ELA = 38.15% Grade 7 ELA =43.07% Grade 8 ELA = 51.94% Overall ELA- Low Orange All groups orange	2024 Smarter Balance testing results: Percentage of students who met or exceeded standards: School Wide English Language Arts- 41.75% Met or Exceeded Standards Grade 3 ELA =32% Grade 4 ELA = 37% Grade 5 ELA = 35% Grade 6 ELA = 49%		The number of students who score proficient (standards met or standards exceeded) on the Smarter Balanced testing will increase each year by 3% for a total of 9%.	Overall percentage decreased 1.13% Overall points below standard 22.6 Maintained Overall ELA- Orange Orange 22.6 points below standard Maintained -2.9 Homeless Increase of 24.8 Orange Hispanic Decreased by 7

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Orange 19.8 points below standard- Declined 9.7 Hispanic 47.6 points below standard Homeless 55.5 points below standard Socioeconomically disadvantaged 44.2 points below standard Students with disabilities 82.1 points below standard White 14 points below standard	Grade 7 ELA =45% Grade 8 ELA =56% Overall ELA- Orange Orange 22.6 points below standard Maintained -2.9 Yellow Homeless 30.7 points below standard Orange Hispanic 54.6 points below standard Socioeconomically disadvantaged 49.3 points below standard White 15.8 points below standard Red Students with disabilities 95.1 points below standard			Socioeconomically disadvantaged Decreased by 5.1 White Decreased by 1.8 Red Students with Disabilities Decreased by 13
1.2	Smarter Balanced Testing Grades 3-8 Math Percentage of Students Meeting or Exceeding Standard: Math Data Year:2022-2023	2023 Smarter Balance testing results: Percentage of students who met or exceeded standards:	2024 Smarter Balance testing results: Percentage of students who met		The number of students who score proficient (standards met or standards exceeded) on the	Overall percentage decreased 1.35% Overall points below standard - 1.5 Maintained

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	Data Source: CAASPP	Schoolwide Mathematics - 32.60% Met or Exceeded Standards Grade 3 Math = 39.43% Grade 4 % Math44.83% Grade 5 Math =31.08% Grade 6 Math =31.58% Grade 7 Math = 20% Grade 8 Math =25.64% Orange 46.3 points below standard - Declined 6.6 points *Homeless and Students with Disabilities in Red, identified area for targeted improvement Student Groups Hispanic 81.3 points below standard Homeless 97.8 points below standard Socioeconomically disadvantaged 76 points below standard Students with disabilities 115.9 points below standard White 39.1 points below standard	or exceeded standards: Schoolwide Mathematics - 31.25% Met or Exceeded Standards Grade 3 Math = 35% Grade 4 % Math 28% Grade 5 Math =26% Grade 6 Math =24% Grade 7 Math = 38% Grade 8 Math =37% Orange 47.7 points below standard Maintained -1.5 points Student Groups Yellow Homeless 63.8 points below standard and Socioeconomically Disadvantaged 72.8 points below standard Orange		Smarter Balanced testing will increase each year by 3%.	Homeless Increase of 34 Socioeconomically disadvantaged Increase of 3.2 White Decreased by 0.1 Red Students with Disabilities Decreased by 11.4 Hispanic Decreased by 1.5

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			Hispanic 82.2 points below standard and White 39.2 points below standard Red Students with Disabilities 127.3 points below standard Red * Identified area for targeted improvement			
1.3	Science 5 and 8 Percentage of Students Meeting or Exceeding Standard: Science Data Year:2022-2023 Data Source: CAASPP	Overall 38.06% Grade 5 Science 34.18 % Grade 8 Science 41.77%	Overall 34.51% Grade 5 Science 27.06 % Grade 8 Science 45.61%		The number of students who score proficient (standards met or standards exceeded) on the Smarter Balanced testing will increase each year by 3%.	Overall decreased 3.55% 5th grade decreased 7.07% 8th grade increased 3.84%
1.4	Every student in the school district has sufficient access to the standards-aligned instructional materials. The District will provide up to date, from the most recent adoption, state adopted curriculum to all students in the areas of	ELA From recent adoption- yes Percent students lacking own assigned copy 0% MATH From recent adoption- yes	ELA From recent adoption- yes Percent students lacking own assigned copy 0% MATH From recent adoption- yes		100% of curriculum will be from the most recent adoption. Percentage of students lacking own assigned copy 0%	No changes

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
	ELA, Math, Science, and Social Studies.	Percent students lacking own assigned copy 0% SCIENCE From recent adoption- yes Percent students lacking own assigned copy 0% History-Social Science From recent adoption- yes Percent students lacking own assigned copy 0%	Percent students lacking own assigned copy 0% SCIENCE From recent adoption- yes Percent students lacking own assigned copy 0% History-Social Science From recent adoption- yes Percent students lacking own assigned copy 0%			
1.5	I Ready Benchmark Data ELA Percentage of K -8 graders reading at grade level on i-Ready assessment Data Year: Spring 2023 Data Source: i-Ready Reports	Spring 2023 Final Diagnostic Schoolwide Tier 1 45% Tier 2 31% Tier 3 23% By grade level: K Tier 1 64% Tier 2 36% Tier 3 0% 1 Tier 1 42% Tier 2 51% Tier 3 8% 2	Spring 2024 Final Diagnostic Schoolwide Tier 1 48% Tier 2 29% Tier 3 23% By grade level: K Tier 1 85% Tier 2 15% Tier 3 0% 1 Tier 1 27% Tier 2 68% Tier 3 5% 2		The number of students in Tier 1 will increase by 3% each year.	3% increase at tier 1 2% decrease at tier 2 0% change tier 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 1 51% Tier 2 42% Tier 3 7% 3 Tier 1 61% Tier 2 14% Tier 3 25% 4 Tier 1 42% Tier 2 44% Tier 3 14% 5 Tier 1 36% Tier 2 22% Tier 3 42% 6 Tier 1 26% Tier 2 27% Tier 3 37% 7 Tier 1 40% Tier 2 32% Tier 3 28% 8 Tier 1 41% Tier 2 14% Tier 3 45%	Tier 1 42% Tier 2 33% Tier 3 24% 3 Tier 1 62% Tier 2 19% Tier 3 19% 4 Tier 1 48% Tier 2 33% Tier 3 19% 5 Tier 1 36% Tier 2 29% Tier 3 36% 6 Tier 1 41% Tier 2 22% Tier 3 377% 7 Tier 1 51% Tier 2 16% Tier 3 33% 8 Tier 1 46% Tier 2 19% Tier 3 35%			
1.6	I Ready Benchmark Data Math Percentage of K -8 graders at grade level on i-Ready assessment Data Year: Spring 2023 Data Source: i-Ready Reports	Spring 2023 Final Diagnostic Schoolwide Tier 1 45% Tier 2 31% Tier 3 23% By grade level: K	Spring 2024 Final Diagnostic Schoolwide Tier 1 41% Tier 2 37% Tier 3 22% By grade level: K		The number of students in Tier 1% will increase by 3% each year for a total of 9%.	3% decrease at tier 1 6% increase at tier 2 1% decrease at tier 3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Tier 1 59% Tier 2 41% Tier 3 0% 1 Tier 1 30% Tier 2 56% Tier 3 14% 2 Tier 1 39% Tier 2 47% Tier 3 14% 3 Tier 1 39% Tier 2 39% Tier 3 22% 4 Tier 1 57% Tier 2 27% Tier 3 15% 5 Tier 1 38% Tier 2 38% - Tier 3 25% 6 Tier 1 41% Tier 2 31% Tier 3 28% 7 Tier 1 28% Tier 2 40% Tier 3 32% 8 Tier 1 25% Tier 2 33% Tier 3 43%	Tier 1 74% Tier 2 26% Tier 3 0% 1 Tier 1 29% Tier 2 64% Tier 3 8% 2 Tier 1 34% Tier 2 43% Tier 3 22% 3 Tier 1 45% Tier 2 42% Tier 3 14% 4 Tier 1 38% Tier 2 37% Tier 3 25% 5 Tier 1 30% Tier 2 32% - Tier 3 38% 6 Tier 1 38% Tier 2 29% Tier 3 32% 7 Tier 1 47% Tier 2 29% Tier 3 24% 8 Tier 1 42% Tier 2 23% Tier 3 35%			

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
1.7	TK ESGI benchmark data	TK ELA ID Lowercase letters 77% ID Uppercase letters 81% ID Letter sounds 68% Concepts about print 90% TK Math ID Shapes 96% Rote Count to 30 75% Identify Numbers 91% Count Sets 0-10 93%	TK ELA ID Lowercase letters 92% ID Uppercase letters 95% ID Letter sounds 88% Concepts about print 91% TK Math ID Shapes 96% Rote Count to 30 87% Identify Numbers 99% Count Sets 0-10 99%		Students will score 80% or higher in all areas	all areas above 80%
1.8	Physical Fitness Testing	2022-2023 California Physical Fitness Test Results Percentage of students participating Component 1 5th 100% 7th 97.9% Component 2 5th 98.7% 7th 97.3% Component 3 5th 98.7% 7th 97.3% Component 4 5th 98.7% 7th 96.6% Component 5 5th 98.7% 7th 97.3%	2023-2-24 California Physical Fitness Test Results Percentage of students participating Component 1 5th 98.8% 7th 94.7% Component 2 5th 94.2% 7th 98.7% Component 3		100% of students will test	% of students tested was down slightly due to absences

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
			5th 96.5% 7th 97.3% Component 4 5th 96.5% 7th 96% Component 5 5th 94.2% 7th 98.7%			
1.9	English Learner Progress Percent of EL students making progress toward English language proficiency Data Source: English Learner Progress Indicator (ELPI)	Data Year: 2022-23 65% English Learners are making progress	ELPAC Data not available on 2024 Dashboard due to too few students		80% English Learners will make progress	35% increase
1.10	Technology	100% of students have access to 1:1 devices	100% of students have access to 1:1 devices		Grades 1-8 will maintain 100% of students having access to 1:1 technology to support academic performance	All students continue to have devices
1.11	Human Resources-Staffing Teachers in the LEA are appropriately assigned and fully credentialed in the subject area and for the students they are teaching.	2021-2022 Data Fully Credentialed 90.05% Intern Credential Holders 0% Teachers without credentials and misassignments	2024 SARC 2022-2023 Data Fully Credentialed 91.8% Intern Credential Holders 0% Teachers without credentials and misassignments		100 % of teachers are fully credentialed and properly assigned	1.5% increase

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		(considered "ineffective" under ESSA) 3.21% Credentialed Teachers Assigned Out -of Field 1.9% Unknown 4.79% Vacant Positions 0 Total Teaching Positions 100%	(considered "ineffective" under ESSA) 4.86% Credentialed Teachers Assigned Out -of Field 0% Unknown 3.31% Vacant Positions 0 Total Teaching Position 41.10 100%			

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.

LCAP Goal 1: Increase Student Achievement
Objective:
To improve student academic performance across English Language Arts (ELA), mathematics, and science through a Multi-Tiered System of Support (MTSS), high-quality instruction, credentialed staffing, updated curricula, and educational technology.

Overall Implementation Summary
In both Year 1 and Year 2, Sonora Elementary made strong efforts to implement a comprehensive set of actions designed to raise student achievement. The focus remained consistent: deliver high-quality instruction, embed data-driven intervention systems, provide staff with tools and curriculum, and ensure equitable access to learning supports.

Instructional Supports and Interventions
Introduced the “WIN (What I Need)” Tier 2 support across Grades 1–8. Every student received supplemental instruction in ELA based on assessment data. Diagnostic and intervention tools like i-Ready were deployed with.

Year 1 continued the WIN implementation while expanding benchmark diagnostics. Intervention support staff (e.g., paraprofessionals, intervention teachers) maintained small-group instruction and pull-in services aligned to MTSS structures.
While implementation of MTSS improved, Tier 1 scores in i-Ready slightly declined in both ELA and Math, suggesting that the Tier 2 supports need further strengthening or more precise targeting. However, TK literacy benchmarks improved significantly, showing strong early literacy gains from targeted instruction and assessment efforts.

Curriculum and Technology Access
The district maintained 100% implementation of state-adopted, standards-aligned curriculum in ELA, Math, Science, and Social Studies across both years.
Access to 1:1 technology devices was sustained in Grades 1–8 and 2:1 in TK/K. Software licenses and digital curriculum were renewed to support blended learning and diagnostics.
These tools supported equitable access and built the infrastructure necessary for interventions and progress monitoring. All students continued to benefit from access to learning platforms.

Credentialed Staffing and Professional Capacity
Baseline 91.8% of teachers were fully credentialed; this slightly increased in Year 1 (~92%). Administrative staff provided oversight for intervention plans, benchmark analysis, and discipline systems.
The Assistant/Associate Principal strengthened oversight of assessments and coordination of Tiered supports, particularly for socioeconomically disadvantaged and special populations.
Ongoing staffing investments supported better classroom ratios and enhanced the implementation of diagnostic cycles. However, teacher credentialing remains an area of attention given persistent vacancies and out-of-field placements for certain specialized roles.

Successes and Strengths
Early Literacy Gains: TK and lower grades exceeded targets on foundational literacy benchmarks, showcasing effective Tier 1 instruction and diagnostic targeting.
CASSP scores on the Dashboard at maintenance level, previous years were declining on the Dashboard
Technology Equity Maintained: Every student had consistent access to learning devices and digital curriculum.
Leadership Support: Administrative staffing improved accountability and implementation across MTSS tiers.

Challenges and Gaps
Tier 1 Performance Decline: Despite robust Tier 2 systems, i-Ready and CAASPP performance showed a decline or stagnation in Tier 1 achievement—especially in Math.
Disparities Among Student Groups: Students with disabilities, socioeconomically disadvantaged students, and English learners continued to perform below state standards, with some metrics declining (e.g., ELA CAASPP, Math subgroups).
Staffing Pressure: Recruiting and retaining fully credentialed teachers in specialized roles (intervention, SPED) remains a constraint.

Recommendations for Year (2025–26)
Continue to work towards MTSS implementation with fidelity.
Refine WIN intervention groups based on real-time diagnostic data.
Provide more targeted professional development focused on ELA and Math instruction and differentiation strategies.

Increase coaching and classroom support for Tier 1 instruction.
Continue investment in early literacy but expand successful practices upward into Grades 3–5.

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.

1.6 Highly qualified teachers
The material difference in expenditures for Goal 1, Action 6 is due to multiple planned stipend positions remaining unfilled. While the District allocated funds for induction and mentor stipends, as well as grade-level support stipends to retain and support highly qualified teachers across Tier 1, Tier 2, and Tier 3 instruction, not all positions were staffed or eligible for the stipend during the year. This led to lower actual expenditures than originally budgeted.

1.11 Curriculum
The District did not complete any major curriculum adoptions during the 2024–25 school year, resulting in lower-than-anticipated expenditures for this action. While the goal remains to provide up-to-date, state-adopted curriculum in ELA, Math, Science, and Social Studies, no large-scale purchases were necessary this year due to the timing of adoption cycles and existing materials meeting current instructional needs.

1.7 Benchmark Data
The District spent $5,000 more than budgeted on Benchmark assessments.

1.10 Technology
The District spent $88,000 more than originally budget on technology. This was due to a higher replacement cost than anticipated.

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

Effectiveness Summary – Goal 1: Increase Student Achievement
Overall Assessment
The actions under Goal 1 have been partially effective. While there were notable gains in early literacy (TK) and continued access to high-quality curriculum and technology, student performance in upper grades, particularly in ELA and Math, either declined slightly or remained flat.

Key Indicators of Effectiveness
Areas of Positive Impact
TK Literacy Benchmarks: Increased to over 88% proficiency in all foundational literacy areas.
Instructional Material Access: 100% of students had current, standards-aligned curriculum in all core subjects.
Technology Access: Maintained 1:1 access in Grades 1–8 and 2:1 in TK/K; ensured digital equity.

Administrative Support: Associate Principal helped strengthen MTSS implementation and assessment coordination.

Areas Requiring Improvement
ELA & Math (Grades 3–8):
CAASPP ELA performance decreased slightly (from 42.88% to 41.75% meeting/exceeding standards).
i-Ready Tier 1 percentages dropped in both ELA and Math, with a shift of students into Tier 2.
Subgroup Gaps: Students with disabilities, English learners, and socioeconomically disadvantaged groups continued to perform significantly below standard, with some regression in ELA and Math scores.
Teacher Credentialing: Small gains in fully credentialed staff (~91.8% to ~92%) but out-of-field and “ineffective” assignments persist.

Conclusion
Goal 1 actions laid a strong foundation for sustained improvement—notably in early grades and infrastructure (staffing, tech, curriculum). However, academic outcomes for Grades 3–8 indicate that interventions need refinement, and subgroups remain underserved. To improve effectiveness, more precise targeting, deeper instructional coaching, and differentiated strategies are needed in.

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.

This is year two of our three year LCAP. We will continue to work towards implementation with fidelity, for we are still at the emerging phase in several areas.
1.2 Budget increased due to anticipating additional costs to cover staffing of all positions. During the 24-25 school year several positions were vacant.
1.3 Budget increased due to planning for additional administrative support.
1.6 Budget decreased due to cost decreasing to maintain highly qualified teachers.
1.9 Budget decreased due to anticipating less replacement costs to devices during the 25-26 school year.
1.11 Budget decreased due to not purchasing any new curriculum programs during the 25-26 school year. Character Counts was purchased during the 24-25 school year.

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

Actions

Action #	Title	Description	Total Funds	Contributing
1.1	Diagnostic and intervention software	District will purchase diagnostic and intervention software principally directed to support for socio- economically disadvantaged, EL, Foster Youth. This action will also benefit students with disabilities.	$37,800.00	No

Action #	Title	Description	Total Funds	Contributing
1.2	Paraprofessionals	Paraprofessionals will support Tier 1, Tier 2, and Tier 3 instruction which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities. These paraprofessionals will be servicing students in the general education classroom.	$395,161.97	Yes
1.3	Assistant/Associate Principal	The District will continue to employ additional administration to oversee Title 1, Special Education, assessments, and student discipline principally directed to support the needs of our low income, foster youth, EL students, and students with disabilities.	$133,010.38	Yes
1.4	Provide assessment and services	Provide assessment and services to students identified as being in need of these assessments and support services. Services include support for students that are struggling academically by instructional aides, not designated as a requirement of IEP's, in both general education and special education classrooms. Through the review of data, students who are struggling academically are at risk of not achieving grade level standards.	$15,400.00	No
1.5	Tier 2 intervention in ELA	All students will receive core plus more Tier 2 intervention in ELA which supports all students. This Action is funded with Title 1 Part A funds.	$220,000.00	No
1.6	Highly qualified teachers	The District will hire highly qualified teachers to for Tier 1, Tier 2, and Tier 3 instruction.	$16,070.00	No
1.7	Supplemental Curriculum	The District will purchase supplemental curriculum to assist in differentiating students needs.	$12,400.00	No

Action #	Title	Description	Total Funds	Contributing
1.8	SDRT	Student Data Review Team will be implemented twice a year to focus on student data	$3,120.00	No
1.9	Technology	Update Technology to maintain 1:1 student ratio in grades 1st through 8th and 2:1 in grade TK and K which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$5,000.00	No
1.10	Summer School	Provide the opportunity to attend a summer program to students in grades K–8 who are below grade in ELA.	$250,000.00	No
1.11	Curriculum	The District will provide up to date, from the most recent adoption, state adopted curriculum to all students in the areas of ELA, Math, Science, and Social Studies.	$100,000.00	No

Goals and Actions

Goal

Goal #	Description	Type of Goal
2	Increase Student Engagement and Conditions and Climate Through Multi-Tiered Systems of Support (MTSS) create a clean, safe, well maintained, positive learning environment focused on student engagement.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners.
This goal addresses the following objectives in the Sonora Elementary School Strategic Plan.

2024 Dashboard
Chronic Absenteeism 14.5%

White 14.4%
Two or More Races 12.1%
Hispanic 17.2%
Students with Disabilities 16.7%
Socio Economically Disadvantaged 19.3%
Homeless 28.8%

Attendance 91.41%

4.9 % suspended at least one day
All students- High
Two or more races 2.9%
Homeless 1.8%

White 4.3%
Socio Economically Disadvantaged 6.8%
Hispanic 6.7%
Students with Disabilities 10.1%

2023 Dashboard
Chronic Absenteeism 25.7%
English Learners 20%
White 24.8%
Two or More Races 29.4%
Hispanic 31.5%
Students with Disabilities 32.7%
Socio Economically Disadvantaged 35.6%
Homeless 42%

Attendance 90.14%

4.6 % suspended at least one day
All students- High
Two or more races 0%
Homeless 1.7%
English Learners 2.7%
White 3.8%
Socio Economically Disadvantaged 6%
Hispanic 9.3%
Students with Disabilities 10.5%

7 Mental and Socio-emotional Wellness Objective The full realization of one's mental, and social-emotional potential, which is attuned to wellness attitudes and practices. Focusing on how aware people are of their current emotional state, and with tools, how they push through life challenges. Instruction will focus on the principles and practices of individual, family, and community health.

8 Clean, safe, functional, attractive classrooms, facilities, and grounds. Objective Facilities and grounds maintained in good repair that are clean, safe, functional, and attractive.

9 Student Decision Making Objective Student decision making and behavior are the core of school/district culture, as demonstrated by students making choices, setting goals, and assessing/selecting the best choice for the desired outcome, resulting in safe, respectful, and responsible and kind actions. A district's culture is measured and defined by its student attendance, suspension, and expulsion rates, and by the surveying of the attitudes demonstrated by each student.

10 Family Engagement Objective Foster a shared commitment, between parents and school, to improve communication, increase awareness of accountability of parents' roles in student achievement, and presence at school events.

14 Physical Health Objective Committed to promoting the physical health and well-being of our students by providing comprehensive nutrition education curriculum content. Our program is designed to equip students with the knowledge and skills necessary to make informed choices about their diet and lifestyle, including healthy eating habits, essential nutrients and food safety practices. Through evidence-based theories and methods, we aim to empower our students to achieve optimal physical health and overall wellness.

As well as the objectives below
1 English Objective Knowledge of, and appreciation for literature and the language; skills of reading, writing, speaking and listening.
2 Math Objective Students will demonstrate their knowledge in the concepts, operational skills, and problem-solving skills in mathematics.
3 Science Objective Students will demonstrate their knowledge in Earth, physical, and life aspects, with emphasis on the processes of experimental inquiry.
4 History/Social Science Objective Drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the students. Foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.
6 Physical Education Objective Emphasis on physical activities for students that may be conducive to health and vigor of body and mind.
5 Human Resources Objective Staff are recruited, appropriately assigned based on credentials, certifications, training and requirements, and fully credentialed in the subject areas for which they are teaching.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.1	Attendance Rate AERIES attendance data, CALPADS (Fall 1, Fall 2, End of Year Attendance Reports)	90.14%	91.41%		Increase attendance rate by 1% each year until we reach 96% then maintain or increase.	Increased 1.27%
2.2	Chronic Absenteeism	25.7% overall English Learners 20%	14.5%		Reduce the chronic absenteeism rate	decreased 11.2%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		White 24.8% Two or More Races 29.4% Hispanic 31.5% Students with Disabilities 32.7% Socio Economically Disadvantaged 35.6% Homeless 42%	Attendance data-Chronic Absenteeism 14.5% overall (a decline of 11.2%) White 14.2% (a decline of 10.6%) Two or More Races 12.1% (a decline of 15.2%) Hispanic 17.2% (a decline of 14.3%) Students with Disabilities 16.1% (a decline of 16.1%) Socio Economically Disadvantaged 19.1% (a decline of 16.3%) Homeless 28.8% (a decline of 13.2%)		by at least 2% each year until below 5%	Attendance data-Chronic Absenteeism 14.5% overall (a decline of 11.2%) White 14.2% (a decline of 10.6%) Two or More Races 12.1% (a decline of 15.2%) Hispanic 17.2% (a decline of 14.3%) Students with Disabilities 16.1% (a decline of 16.1%) Socio Economically Disadvantaged 19.1% (a decline of 16.3%) Homeless 28.8% (a decline of 13.2%)
2.3	Discipline Data	2022-2023 Suspensions:52 Expulsions:3	2023-2024 Suspensions:46 Expulsions:1		reduce the number of citations	suspensions reduced by 5 expulsions reduced by 2
2.4	Suspension Rate	2022-2023 4.6 % suspended at least one day All students- High	2023-2024 4.9 % suspended at least one day All students- High 4.9 % suspended		reduce suspension rate by.05% each year until below 3% and then	increased 0.3% 4.9 % suspended at least one day

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Very Low- Two or more races Medium- English Learners & Homeless High- Socioeconomically disadvantaged & white Very High Students with disabilities & Hispanic All students- High Two or more races 0% Homeless 1.7% English Learners 2.7% White 3.8% Socio Economically Disadvantaged 6% Hispanic 9.3% Students with Disabilities 10.5%	at least one day (an increase of 0.3%) Two or more races 2.9% (an increase of 2.9%) Homeless 1.8% (an increase of 0.1%) White 4.3% (an increase of 0.5%) Socio Economically Disadvantaged 6.8% (an increase of 0.8%) Hispanic 6.7% (a decline of 10.2%) Students with Disabilities 10.2% (a decline of 0.3%)		reduce or maintain.	(an increase of 0.3%) All students- High Two or more races 2.9% (an increase of 2.9%) Homeless 1.8% (an increase of 0.1%) White 4.3% (an increase of 0.5%) Socio Economically Disadvantaged 6.8% (an increase of 0.8%) Hispanic 6.7% (a decline of 10.2%) Students with Disabilities 10.2% (a decline of 0.3%)
2.5	Social Emotional Curriculum Pacing Guide	75% completion of SEL lessons	80% completion at all grade levels		100% completion at all grade levels	80% completion of SEL Lessons (an increase of 5%)
2.6	Increase in Social Emotional Wellness (SABERS)	SABERS Fall 2023 Schoolwide 81% low risk 19% some/high risk	SABERS Winter 2024 Schoolwide 78% low risk		Increase positive responses	The overall number of students identified at risk at any level decreased 3%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		By grade level Low Risk Some/High Risk K 76% 24% 1 71% 29% 2 89% 11% 3 87% 13% 4 82% 18% 5 74% 26% 6 87% 13% 7 78% 22% 8 99% 1%	18% some/high risk By grade level Low Risk Some/High Risk K 60% 40% 1 69% 31% 2 67% 33% 3 73% 27% 4 100% 0% 5 76% 24% 6 95% 5% 7 84% 14% 8 89% 11%			
2.7	California Healthy Kids Survey (grades 5 and 7)	Spring 2024 66% of 5th graders and 56% of 7th graders reported feeling of school connectedness. 75% of 5th graders and 68% of 7th graders reported feeling safe at school.	Spring 2025 35% of 5th graders and 62% of 7th graders reported feeling of school connectedness. 38% of 5th graders and 59% of 7th graders reported feeling safe at school.		100% of 5th graders and 7th graders will report a feeling of school connectedness and feeling safe at school.	decrease 31% in 5th grade increase of 6% in 7th grade

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		77% of 5th graders and 63% of 7th graders feel academically motivated 86% of 5th graders feel safe on the way to and from school	56% of 5th graders and 63% of 7th graders feel academically motivated 63% of 5th graders feel safe on the way to and from school			
2.8	Increase Positive Behavior Intervention and Supports (PBIS)	Beginning stages of school-wide implementation	Emerging implementation of PBIS		Full Implementation of PBIS	continue to build at the emerging level
2.10	FIT report	Overall Facility Rate Good Repair	Overall Facility Rate Good Repair		Overall Facility Rate Maintain Good Repair	maintained 0 change
2.11	Middle School Drop Out Rate	22-23 zero	23-24 Zero		maintain at zero	maintained 0 change
2.12	Local Climate Survey	Grades 3-5 6-8 I like school. Always 18.80% 3.90% Often 38.80% 35.10% Sometimes 37.00% 47.40%	Grades 3-5 6-8 I like school. Always 17.1% 7.9% Often 30.3% 32.1%		increase the total of always or often responses by 10%	% of change over time I like school 3-5 -10.2 6-8 -19 Good Behavior is noticed 3-5 +3.3

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
		Never 5.40% 13.60% Good Behavior is noticed at my school Always 10.3% 4.60% Often 38.80% 30.5% Sometimes 43.60% 55.80% Never 7.30% 9.10% There is an adult at school that will help me if I need it. Always 49.1% 36.40% Often 31.50% 31.20% Sometimes 15.80% 26.60% Never 3.60% 5.80%	Sometimes 46.1% 39.3% Never 6.5% 7.9% Good Behavior is noticed at my school Always 18.4% 4.3% Often 34.2% 39.3% Sometimes 44.7% 45% Never 2.7% 11.4% There is an adult at school that will help me if I need it. Always 38.2% 31.4% Often 26.3% 35.7% Sometimes 32.9% 27.9% Never 2.6% 5%			6-8 +8.5 There is an adult at school that will help me if I need it 3-5 -16.1 6-8 -0.5
2.13	Parent Volunteers	100% of Volunteers Complete the Volunteer Packet and Process	100% of Volunteers Complete the Volunteer Packet and Process		100% of Volunteers Complete the Volunteer Packet and Process	maintained 100%

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
2.14	Parent Outreach	3 parent evening events	3 parent evening events		Six parent evening events	no increase

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.

Implementation Overview
The district implemented a broad suite of actions aligned to this goal across facilities, behavioral supports, social-emotional programs, and parent outreach.

Key Actions and Progress
Social-Emotional Learning (SEL)
SEL Curriculum was implemented across all grade levels, with pacing guide completion reaching 80% in Year 1, up from the baseline of 75%.
The SAEBRS (Social, Academic, and Emotional Behavior Risk Screener) was used to screen student wellness:
Some grades showed improvement (Grades 4–8), but younger grades (K–2) had rising at-risk percentages, indicating a need for earlier SEL support.

Behavioral Supports and Discipline
The district continued implementation of PBIS, with increased training and paraprofessional support during recess and in classrooms.
Discipline metrics showed mixed results:
Suspension rates slightly increased (from 4.6% to 4.9%).
However, total suspensions and expulsions decreased (52 to 46 suspensions; 3 to 1 expulsion).
Subgroups like students with disabilities and socioeconomically disadvantaged students remain disproportionately represented in suspension data.

School Climate and Connectedness
CHKS (California Healthy Kids Survey) results in Year 2 revealed:
Fifth graders' sense of connectedness and safety dropped significantly (school connectedness dropped from 66% to 35%).
Seventh graders showed slight improvements, though numbers remained below 70%.
Local Climate Surveys echoed these concerns: perceptions of support and recognition of good behavior declined in younger grades but improved in middle school students.

Facilities

The district maintained a rating of “Good Repair” for all school facilities under the Facilities Inspection Tool (FIT), demonstrating sustained investment in safe, clean environments.

Family Engagement
Parent outreach continued through site council meetings and events. Year 2 held three evening events, the same as Year 1, falling short of the Year 2 target of six.
Volunteer clearance rates remained at 100%, showing solid compliance and interest from families.

Strengths
Robust systems for SEL delivery and student data analysis (e.g., SDRT, SAEBRS, CHKS).
Reduced suspensions and improved behavior supports through increased staffing and PBIS focus.
Facilities and safety

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.

2.3 Assistant/Associate Principal
The Associate Principal’s salary was allocated between Goal 1.3 and Goal 2.3 to reflect their role in both academic support and student engagement. Expenditures under Goal 2.3 were lower than projected because additional summer duties initially anticipated under this action did not occur. As a result, a smaller portion of the position’s salary and benefits was charged to Goal 2.3 than originally budgeted.
2.9 Attendance Communication
The District discontinued the use of the A2A attendance tracking for the cost increased significantly. District increased staffing support, materials, and supplies to provide ongoing support for absences.
2.10 All facilities will be in good repair
The budget was increased by $3,000 due increased costs to maintain facilities.

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

The implementation of LCAP Goal 2 at Sonora Elementary School District yielded mixed results in terms of effectiveness. Several areas demonstrated clear positive outcomes. Chronic absenteeism significantly declined—from 25.7% to 14.5%—due to targeted attendance interventions, paraprofessional support, and increased administrative oversight. The district made progress in implementing PBIS, advancing from early stages to an emerging level of fidelity, with notable improvements in behavior recognition among middle school students. SEL curriculum implementation also improved, with 100% of pacing guide lessons completed district-wide, indicating strong fidelity to planned delivery. Additionally, the district maintained its facilities in good repair, receiving consistent "Good" ratings in inspections. The parent volunteer process was another area of strength, with 100% of volunteers completing required onboarding steps both years.

Despite these successes, several areas reflected limited or declining impact. The suspension rate slightly increased from 4.6% to 4.9%, and equity gaps persisted, particularly among students with disabilities (10.1%) and socioeconomically disadvantaged students (6.8%). Fifth-grade student connectedness dropped sharply from 66% to 35%, and feelings of safety also declined. Perception data showed a troubling drop in students in grades 3–5 who reported always having access to a trusted adult at school—a decline of 16.1%. This indicates a need for stronger relationships and more consistent adult support in classrooms. Additionally, social-emotional wellness scores decreased among students in lower grades, suggesting an emerging need for more targeted SEL interventions for K–2 students. Finally, parent outreach events remained static at three events per year, falling short of the Year 2 goal of six, which hindered progress in family engagement.

Overall, while the district made strong strides in structure and support systems, the impact on student perception and emotional well-being highlights the need for more intensive, targeted efforts in school climate, early-grade SEL, and equitable behavior practices moving forward.

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

This is year two of our three year LCAP. We will continue to work towards implementation with fidelity, for we are still at the emerging phase in several areas.
2.2 Budget increased due to anticipated increase in staffing costs. Several positions were vacant during the 24-25 school year.
2.3 Budget increased due to planning for additional administrative support.
2.8 Budget increased due to anticipated increase in staffing costs. Several positions were vacant during the 24-25 school year.
2.9 Budget increased to provide additional staff and support for absenteeism for this continues to be an area of concern.

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	Diagnostic SABERS software	All students will take the SABERS screener which is principally directed to support low income, foster youth, EL students. This action will also benefit students with disabilities.	$3,000.00	No
2.2	Multi-Tiered Systems of Support	Staffing to support Tier 1, Tier 2, and Tier 3 instruction which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$136,818.99	Yes

Action #	Title	Description	Total Funds	Contributing
2.3	Assistant/Associate Principal	The District will continue to employ additional administration to oversee MTSS, PBIS, and discipline and is principally directed to support the needs of our low income, foster youth, EL students. This action will also benefit students with disabilities.	$133,010.38	No
2.4	SEL curriculum	The District will purchase SEL curriculum to assist in differentiating students needs and is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$5,000.00	No
2.5	SDRT	Student Data Review Team will be implemented twice a year to focus on student data which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$8,000.00	Yes
2.6	PBIS	Continue to move towards full implementation off PBIS which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$5,000.00	Yes
2.7	Student Surveys	Students in Grades 5 and 7 will take the Healthy Kids Survey. Students in grades 3 through 8 will take a student climate survey which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$2,000.00	Yes
2.8	Paraprofessionals	Classified staff to aide in behavior management at recess and in classrooms to reduce the suspension rate for all students which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities. These paraprofessionals will be servicing students in the general education environment.	$284,000.00	Yes

Action #	Title	Description	Total Funds	Contributing
2.9	Attendance Communication	Provide ongoing contact to parents regarding attendance and with truancy letters which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$20,000.00	Yes
2.10	All facilities will be maintained and in good repair	Maintain a safe attractive school that students look forward to coming to each day which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$10,000.00	No
2.11	Counselor	Maintain 0.8 Counselor to address student's needs which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$100,000.00	Yes
2.12	Parent Engagement	Increase parent engagement by offering informational events with food and child care which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities. This will provide additional opportunities for parents to provide input and will promote parent participation.	$20,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
3	Increase Student Engagement through course access.	Broad Goal

State Priorities addressed by this goal.

Priority 1: Basic (Conditions of Learning)
Priority 5: Pupil Engagement (Engagement)
Priority 7: Course Access (Conditions of Learning)

An explanation of why the LEA has developed this goal.

This goal addresses the following objectives in the Sonora Elementary School Strategic Plan
The goal was developed to address input from educational partners to provide students with course assess to performing arts, after school enrichment, and after school athletics.

12 Visual and Performing Arts Objective Students will receive instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of creative expressions.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
3.1	Course access to visual and performing arts	2023-2024 Art 100% of student s in grades 1-5 20% of students in grades 6, 7, and 8. Band- Zero students 23-24 position unfilled	2024-2025 Art 100% of student s in grades 1-5 50% of students in grades 6, 7, and 8. Band- 10% students 24-25 position unfilled for a large portion of the year		Art 100% of students in grades 1-5 all 6-8 students have access to at as an elective Band 100% grade 4 25% in grades 5,6,7 & 8	Art: Maintained all students receiving art in grades 1-5 all 6-8 students have access to art as an elective 0% difference all students had access

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
						30% increase of the number of students taking art as an elective in grades 6, 7, and 8. Band- 10% increase 4-8 students had full access for 15% of the school year

Goal Analysis [2024-25]

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

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

The implementation of LCAP Goal 3 showed initial substantial progress between the baseline (2023–24) and Year 1 (2024–25), reflecting a strong commitment to expanding equitable access to visual and performing arts across all grade levels.
Arts access was fully established for Grades 1–5, ensuring all students received weekly art instruction aligned with state standards. However, access in Grades 6–8 was limited, with only 20% of students participating in visual or performing arts programs. By Year 1, the district addressed these gaps by significantly increasing the art elective to 50% of students participating in visual arts through structured electives.

One of the most notable improvements at the start of Year 1 was the restoration of the band program, which had been dormant in Year 1 due to an unfilled teaching position. By hiring a credentialed music instructor, the district was able to initially offer band instruction to students in Grades 4–8, resulting in participation levels increasing.
his reintroduction of music education not only enhanced the district's performing arts offerings but also fulfilled a key action outlined in the LCAP. Unfortunately this position did not remain filled for the entire year.

The District continues to prioritize art and band and will continue the search for a band/music teacher.

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.

3.1 Access to visual and performing arts

This action was intended to ensure student access to visual and performing arts through music instruction. The District began the school year with a credentialed music teacher in place; however, the position was vacated midyear and has not yet been filled. Since the teacher's departure, substitute coverage has been used to maintain some level of instruction. This change resulted in lower actual expenditures than budgeted, as substitute costs are significantly lower than the salary and benefits of a full-time certificated teacher.

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

Access to visual and performing arts was effective.
Art was provided all year to students in grades 1 through 5. Art was offered as an elective to all students in grades 6-8 all year.
Band was offered to all students in grades 4 and 5 all year.
Band was offered as an elective for 20% of the year in grades 6-8
Continue to increase access to band by hiring a fulltime band teacher

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.

Funding for Action 3.1 was decreased to to lowrs staffing costs than originally anticipated

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	Access to visual and performing arts	Provide access to visual and performing arts which is principally directed to meet the needs of low income, foster youth, EL students. This action will also benefit students with disabilities.	$185,000.00	Yes

Goals and Actions

Goal

Goal #	Description	Type of Goal
4	Provide professional development to staff to increase student academic performance, student engagement, and conditions and climate.	Broad Goal

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

This goal was developed in response to the needs identified through data analysis and input from educational partners. Professional development is an integral part of a continuous improvement model.

This goal addresses the following objectives in the Sonora Elementary School Strategic Plan
1 English Objective Knowledge of, and appreciation for literature and the language; skills of reading, writing, speaking and listening.

2 Math Objective Students will demonstrate their knowledge in the concepts, operational skills, and problem-solving skills in mathematics.

3 Science Objective Students will demonstrate their knowledge in Earth, physical, and life aspects, with emphasis on the processes of experimental inquiry.

4 History/Social Science Objective Drawing upon the disciplines of anthropology, economics, geography, history, political science, psychology, and sociology, designed to fit the maturity of the students. Foundation for understanding the history, resources, development, and government of California and the United States of America; the development of the American economic system, including the role of the entrepreneur and labor; the relations of persons to their human and natural environment; eastern and western cultures and civilizations; contemporary issues; and the wise use of natural resources.

5 Human Resources Objective Staff are recruited, appropriately assigned based on credentials, certifications, training and requirements, and fully credentialed in the subject areas for which they are teaching.

6 Physical Education Objective Emphasis on physical activities for students that may be conducive to health and vigor of body and mind.

7 Mental and Socio-emotional Wellness Objective The full realization of one's mental, and social-emotional potential, which is attuned to wellness attitudes and practices. Focusing on how aware people are of their current emotional state, and with tools, how they push through life challenges. Instruction will focus on the principles and practices of individual, family, and community health.

8 Clean, safe, functional, attractive classrooms, facilities, and grounds. Objective Facilities and grounds maintained in good repair that are clean, safe, functional, and attractive.

9 Student Decision Making Objective Student decision making and behavior are the core of school/district culture, as demonstrated by students making choices, setting goals, and assessing/selecting the best choice for the desired outcome, resulting in safe, respectful, and responsible and kind actions. A district's culture is measured and defined by its student attendance, suspension, and expulsion rates, and by the surveying of the attitudes demonstrated by each student.

10 Family Engagement Objective Foster a shared commitment, between parents and school, to improve communication, increase awareness of accountability of parents' roles in student achievement, and presence at school events.

11 Student Extracurricular Activities Objective Student Extracurricular Activities are designed to "connect" students to their school and to provide motivation for the student to succeed in school. Student Extracurricular Activities fall outside the realm of the normal curriculum of school. Examples of such activities include clubs, athletic teams, and leadership involvement.

12 Visual and Performing Arts Objective Students will receive instruction in the subjects of dance, music, theatre, and visual arts, aimed at the development of creative expressions.

13 New and Modernized Technology and Equipment Objective Maximizing federal, state and local resources to provide new and modernized technology and equipment to meet the needs of the Students and Staff, in the most efficient, safe, and effective manner and maintain all equipment and services to be safe and compliant in accordance with applicable state specified standards. Examples would include new or modernized hardware, software, transportation vehicles, tractors, saws, and copiers, golf carts, etc. (The applied use of the technology hardware and software noted within this objective is to be identified, where appropriate, within the other ranked objectives.)

14 Physical Health Objective Committed to promoting the physical health and well-being of our students by providing comprehensive nutrition education curriculum content. Our program is designed to equip students with the knowledge and skills necessary to make informed choices about their diet and lifestyle, including healthy eating

habits, essential nutrients and food safety practices. Through evidence-based theories and methods, we aim to empower our students to achieve optimal physical health and overall wellness.

15 Alternative and Optional Programs Objective Programs beyond the core comprehensive program (TK-12) which are designed to provide options for students and families. Examples include charter schools, preschool, adult education, summer school, after school enrichment and tutorial programs, and before/after school childcare.

16 New and Modernized Facilities Objective Maximizing state and local resources to provide new and modernized facilities to accommodate growth and improve the appearance and conditions of the present facilities.

17 Career and Technical Education (CTE) Objective Provide students with the academic and technical skills necessary to discover their areas of interest

18 Community Outreach and Partnerships Objective Community Outreach and Partnerships and involvement in providing support to the district and/or each school site. Examples of such involvement include governmental partnerships, grant development, political action committees, district educational foundations, and community sponsored clubs and activities for students and families.

Measuring and Reporting Results

Metric #	Metric	Baseline	Year 1 Outcome	Year 2 Outcome	Target for Year 3 Outcome	Current Difference from Baseline
4.1	Professional Development Site PD sign in sheets Offsite PD tracking sheet	All staff 2 to 3 a year professional development less than 10% offsite PD	All staff attended multiple professional development opportunities on site Certificated off site PD increased to 20%		Increase all staff PD minimum of 6 PD opportunities each year Increase off site participation in PD to 25%	Increase in staff development for all employees onsite 10% increase in staff development offsite

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.

Professional Development: Clear strategic focus to increase frequency and range of opportunities.

The implementation of LCAP Goal 4 demonstrated a clear and intentional expansion of professional development (PD) opportunities across Sonora Elementary School District, with notable improvement from the baseline (2023–24) to Year 1 (2024–25). During the 23-24 school year, professional learning was more limited in both scope and participation. Fewer than 10% of staff members participated in off-site PD, and on-site sessions were less structured and varied in focus. Recognizing these limitations, the district strategically addressed the need for more frequent and targeted development in the current year by providing a minimum of six site-based professional learning sessions annually. These sessions were aligned to district initiatives such as Multi-Tiered Systems of Support (MTSS), Social Emotional Learning (SEL), and standards-based instructional strategies.

Additionally, in the current year, the district emphasized the importance of off-site PD as a means to broaden professional perspectives and build leadership capacity. Participation in off-site training increased significantly, with the district setting a target of 25% of staff attending external learning opportunities. This shift reflects a commitment to not only expand the quantity but also the quality and diversity of professional growth experiences. Staff were given more opportunities to attend workshops, conferences, and specialized trainings that directly supported student achievement goals and school climate initiatives.

Support for implementation was bolstered by the presence of site leadership, who helped facilitate learning and monitor the application of new practices. Moreover, PD topics were often responsive to staff needs and district priorities, such as data analysis, ELA/Math instruction, and differentiated supports for diverse learners. As a result, the professional learning infrastructure evolved into a more robust and intentional system designed to increase teacher efficacy and student outcomes.

While some disparities in participation across departments and grade levels remained, the overall implementation of Goal 4 can be characterized as highly effective. The district laid a strong foundation for sustaining high-quality professional learning through better planning, leadership support, and integration of PD into strategic goals. Continued efforts to personalize learning paths for staff and expand cross-site collaboration will help maintain this positive trajectory in future years.

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.

4.2 was decreased due to lower professional development costs than originally projected.

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

Professional Development: Clear strategic focus to increase frequency and range of opportunities.
Goal 4 was largely effective, particularly in the current, with major strides made in access, alignment, and delivery of professional development. The district built a strong foundation for sustainable, strategic PD that supports student achievement and educator growth. With more emphasis on personalization and impact assessment, Goal 4 can continue to drive significant improvements in instructional quality and outcomes.

Participation Gaps: While overall participation increased, not all departments or grade levels engaged equally. Continued work is needed to ensure equitable access and accountability across all roles.
Measuring Impact: While participation grew, formal systems to measure the impact of PD on instructional practice and student achievement were still emerging. Implementing reflection tools, peer coaching, or performance assessments would improve effectiveness tracking.
Personalization: PD offerings were broader, but not always differentiated to meet the varying needs of novice and veteran teachers. Creating more personalized learning pathways will enhance relevance and efficacy moving forward.

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

4.2 was decreased due to lower professional development costs than originally projected.

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

Actions

Action #	Title	Description	Total Funds	Contributing
4.1	Three District in-service days	The District will continue to schedule 3 days each calendar year for certificated staff development in MTSS (Multiple Tiered Systems of Support) which include grade level standards and teaching strategies. Professional Development in the academic standards to increase student achievement and PBIS to reduce the discipline and suspension rate for all students including; students with disabilities, English learners, homeless, and students with two or more races.	$1,800.00	Yes
4.2	Professional Development	The District will provide professional development throughout the school year for all staff.	$20,000.00	No

Action #	Title	Description	Total Funds	Contributing
		Professional Development in the academic standards to increase student achievement and PBIS to reduce the discipline and suspension rate for all students including; students with disabilities, English learners, homeless, and students with two or more races.		

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
$653439	$0

Required Percentage to Increase or Improve Services for the LCAP Year

Projected Percentage to Increase or Improve Services for the Coming School Year	LCFF Carryover — Percentage	LCFF Carryover — Dollar	Total Percentage to Increase or Improve Services for the Coming School Year
9.596%	0.000%	$0.00	9.596%

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

Required Descriptions

LEA-wide and Schoolwide Actions

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

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
1.2	**Action:** Paraprofessionals **Need:** Students who are foster youth, English learners, and low-income students are performing below the state average in ELA, Math, and Science.	This action is being implemented LEA-wide because students in targeted student groups need support across all classes and grade levels. All students may benefit from this action, but it is principally directed towards unduplicated students Paraprofessionals support increased student achievement by reducing the adult to student	CAASPP and I Ready

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
	Overall ELA- Low Orange All groups orange Orange 19.8 points below standard- Declined 9.7 Hispanic 47.6 points below standard Homeless 55.5 points below standard Socioeconomically disadvantaged 44.2 points below standard Students with disabilities 82.1 points below standard White 14 points below standard Math Orange 46.3 points below standard - Declined 6.6 points *Homeless and Students with Disabilities in Red, identified area for targeted improvement Hispanic 81.3 points below standard Homeless 97.8 points below standard Socioeconomically disadvantaged 76 points below standard Students with disabilities 115.9 points below standard White 39.1 points below standard **Scope:** LEA-wide	ratio and providing differentiated instruction in interventions to target individual students needs.	
1.3	**Action:** Assistant/Associate Principal **Need:**	Students across the LEA will benefit from this action and the action is being implemented LEA wide.	CAASPP and I Ready

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Students who are foster youth, English learners, and low-income students are performing below the state average in ELA, Math, and Science. Overall ELA- Low Orange All groups orange Orange 19.8 points below standard- Declined 9.7 Hispanic 47.6 points below standard Homeless 55.5 points below standard Socioeconomically disadvantaged 44.2 points below standard Students with disabilities 82.1 points below standard White 14 points below standard Math Orange 46.3 points below standard - Declined 6.6 points *Homeless and Students with Disabilities in Red, identified area for targeted improvement Hispanic 81.3 points below standard Homeless 97.8 points below standard Socioeconomically disadvantaged 76 points below standard Students with disabilities 115.9 points below standard White 39.1 points below standard **Scope:**	Staff need professional development and oversight on all Tier 2 assessments and interventions to ensure full implementation with fidelity. The associate principal is overseeing assessments, benchmarks, and interventions that are researched based.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	LEA-wide		
2.2	**Action:** Multi-Tiered Systems of Support **Need:** This goal was developed in response to the needs identified through data analysis and input from educational partners. This goal addresses the following objectives in the Sonora Elementary School Strategic Plan. 2024 Dashboard Chronic Absenteeism 14.5% (a decline of 14.5%) Attendance 91.41% (an increase of 1.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High Attendance data- Chronic Absenteeism 14.5% overall (a decline of 14.5%) White 14.2% (a decline of 10.6%) Two or More Races 12.1% (a decline of 15.2%) Hispanic 17.2% (a decline of 14.3%) Students with Disabilities 16.1% (a decline of 16.1%) Socio Economically Disadvantaged 19.1% (a decline of 16.3%) Homeless 28.8% (a decline of 13.2%) 4.9 % suspended at least one day (an increase of 0.3%)	Teachers and staff will implement MTSS supports across campus so this action is LEA wide, but will target unduplicated student groups, especially socio-economically disadvantaged students who had the highest suspension rate and second-highest chronic absenteeism rate. Staffing to support multi systems of support across all Tiers which supports all students needs increases school connectedness and climate which leads to increased attendance and reduced behaviors.	Chronic Absenteeism, Attendance, and Suspension data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All students- High Two or more races 2.9% (an increase of 2.9%) Homeless 1.8% (an increase of 0.1%) White 4.3% (an increase of 0.5%) Socio Economically Disadvantaged 6.8% (an increase of 0.8%) Hispanic 6.7% (a decline of 10.2%) **Scope:** LEA-wide		
2.5	**Action:** SDRT **Need:** This goal was developed in response to the needs identified through data analysis and input from educational partners. This goal addresses the following objectives in the Sonora Elementary School Strategic Plan. 2024 Dashboard Chronic Absenteeism 14.5% (a decline of 14.5%) Attendance 91.41% (an increase of 1.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High Attendance data- Chronic Absenteeism 14.5% overall (a decline of 14.5%)	Students across the LEA will benefit from this action and the action is being implemented LEA wide. SDRT is data driven to focus on all student's needs to ensure that no students fall through the cracks. Researched based data is reviewed.	Attendance, discipline, and school climate data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	White 14.2% (a decline of 10.6%) Two or More Races 12.1% (a decline of 15.2%) Hispanic 17.2% (a decline of 14.3%) Students with Disabilities 16.1% (a decline of 16.1%) Socio Economically Disadvantaged 19.1% (a decline of 16.3%) Homeless 28.8% (a decline of 13.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High Two or more races 2.9% (an increase of 2.9%) Homeless 1.8% (an increase of 0.1%) White 4.3% (an increase of 0.5%) Socio Economically Disadvantaged 6.8% (an increase of 0.8%) Hispanic 6.7% (a decline of 10.2%) **Scope:** LEA-wide		
2.6	**Action:** PBIS **Need:** This goal was developed in response to the needs identified through data analysis and input from educational partners. This goal addresses the following objectives in the Sonora Elementary School Strategic Plan. 2024 Dashboard	Teachers and staff will implement PBIS across campus so this action is LEA wide, but will target unduplicated student groups, especially socio-economically disadvantaged students who had the highest suspension rate and second-highest chronic absenteeism rate. PBIS, Positive Interventions Behaviors and Supports is a researched based methodology to increase positive/ expected behaviors in students which reduces behavioral citations and suspensions.	Attendance, discipline, and school climate data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Chronic Absenteeism 14.5% (a decline of 14.5%) Attendance 91.41% (an increase of 1.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High Attendance data- Chronic Absenteeism 14.5% overall (a decline of 14.5%) White 14.2% (a decline of 10.6%) Two or More Races 12.1% (a decline of 15.2%) Hispanic 17.2% (a decline of 14.3%) Students with Disabilities 16.1% (a decline of 16.1%) Socio Economically Disadvantaged 19.1% (a decline of 16.3%) Homeless 28.8% (a decline of 13.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High Two or more races 2.9% (an increase of 2.9%) Homeless 1.8% (an increase of 0.1%) White 4.3% (an increase of 0.5%) Socio Economically Disadvantaged 6.8% (an increase of 0.8%) Hispanic 6.7% (a decline of 10.2%) **Scope:** LEA-wide	PBIS is a research based program.	

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.7	**Action:** Student Surveys **Need:** School Climate percentage below 75% This goal was developed in response to the needs identified through data analysis and input from educational partners. This goal addresses the following objectives in the Sonora Elementary School Strategic Plan. 2024 Dashboard Chronic Absenteeism 14.5% (a decline of 14.5%) Attendance 91.41% (an increase of 1.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High Attendance data- Chronic Absenteeism 14.5% overall (a decline of 14.5%) White 14.2% (a decline of 10.6%) Two or More Races 12.1% (a decline of 15.2%) Hispanic 17.2% (a decline of 14.3%) Students with Disabilities 16.1% (a decline of 16.1%) Socio Economically Disadvantaged 19.1% (a decline of 16.3%) Homeless 28.8% (a decline of 13.2%) 4.9 % suspended at least one day (an increase of 0.3%)	Students who are foster youth, English learners, and low-income have high absenteeism and high suspension rates. Students across the LEA will benefit from this action and the action is being implemented LEA wide. Student climate surveys provide an additional data point to focus on school connectedness and climate.	Attendance, discipline, and school climate data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	All students- High Two or more races 2.9% (an increase of 2.9%) Homeless 1.8% (an increase of 0.1%) White 4.3% (an increase of 0.5%) Socio Economically Disadvantaged 6.8% (an increase of 0.8%) Hispanic 6.7% (a decline of 10.2%) **Scope:** LEA-wide		
2.8	**Action:** Paraprofessionals **Need:** This goal was developed in response to the needs identified through data analysis and input from educational partners. This goal addresses the following objectives in the Sonora Elementary School Strategic Plan. 2024 Dashboard Chronic Absenteeism 14.5% (a decline of 14.5%) Attendance 91.41% (an increase of 1.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High Attendance data- Chronic Absenteeism 14.5% overall (a decline of 14.5%) White 14.2% (a decline of 10.6%)	Students who are foster youth, English learners, and low-income have high absenteeism and high suspension rates. Students across the LEA will benefit from this action and the action is being implemented LEA wide. Paraprofessionals provide additional adult support both in the classroom and on the playground to support positive interventions and supports for students both at the Tier 1 and Tier 2 level. PBIS is a researched based program.	Attendance, discipline, and school climate data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Two or More Races 12.1% (a decline of 15.2%) Hispanic 17.2% (a decline of 14.3%) Students with Disabilities 16.1% (a decline of 16.1%) Socio Economically Disadvantaged 19.1% (a decline of 16.3%) Homeless 28.8% (a decline of 13.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High Two or more races 2.9% (an increase of 2.9%) Homeless 1.8% (an increase of 0.1%) White 4.3% (an increase of 0.5%) Socio Economically Disadvantaged 6.8% (an increase of 0.8%) Hispanic 6.7% (a decline of 10.2%) **Scope:** LEA-wide		
2.9	**Action:** Attendance Communication **Need:** This goal was developed in response to the needs identified through data analysis and input from educational partners. This goal addresses the following objectives in the Sonora Elementary School Strategic Plan.	Students who are foster youth, English learners, and low-income have high absenteeism and high suspension rates. Students across the LEA will benefit from this action and the action is being implemented LEA wide. Increased communication with parents leads to decreased student absenteeism.	Attendance data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	2024 Dashboard Chronic Absenteeism 14.5% (a decline of 14.5%) Attendance 91.41% (an increase of 1.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High Attendance data- Chronic Absenteeism 14.5% overall (a decline of 14.5%) White 14.2% (a decline of 10.6%) Two or More Races 12.1% (a decline of 15.2%) Hispanic 17.2% (a decline of 14.3%) Students with Disabilities 16.1% (a decline of 16.1%) Socio Economically Disadvantaged 19.1% (a decline of 16.3%) Homeless 28.8% (a decline of 13.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High Two or more races 2.9% (an increase of 2.9%) Homeless 1.8% (an increase of 0.1%) White 4.3% (an increase of 0.5%) Socio Economically Disadvantaged 6.8% (an increase of 0.8%) Hispanic 6.7% (a decline of 10.2%) **Scope:** LEA-wide		

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
2.11	**Action:** Counselor **Need:** This goal was developed in response to the needs identified through data analysis and input from educational partners. This goal addresses the following objectives in the Sonora Elementary School Strategic Plan. 2024 Dashboard Chronic Absenteeism 14.5% (a decline of 14.5%) Attendance 91.41% (an increase of 1.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High Attendance data- Chronic Absenteeism 14.5% overall (a decline of 14.5%) White 14.2% (a decline of 10.6%) Two or More Races 12.1% (a decline of 15.2%) Hispanic 17.2% (a decline of 14.3%) Students with Disabilities 16.1% (a decline of 16.1%) Socio Economically Disadvantaged 19.1% (a decline of 16.3%) Homeless 28.8% (a decline of 13.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High Two or more races 2.9% (an increase of 2.9%)	Counseling services may b less readily available and more difficult to obtain outside of school for students who are low income, foster youth, or English Learners. Students who are foster youth, English learners, and low-income will benefit from this action and the action is being implemented LEA wide. The counselor provides, Tier 1, Tier 2, and Tier 3 counseling support to students which increases school connectedness and climate which increase attendance as well as positive behaviors.	Attendance, discipline, and school climate data

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
	Homeless 1.8% (an increase of 0.1%) White 4.3% (an increase of 0.5%) Socio Economically Disadvantaged 6.8% (an increase of 0.8%) Hispanic 6.7% (a decline of 10.2%) **Scope:** LEA-wide		
2.12	**Action:** Parent Engagement **Need:** Percentage of parents attending school events and responding to parent surveys is low This goal was developed in response to the needs identified through data analysis and input from educational partners. This goal addresses the following objectives in the Sonora Elementary School Strategic Plan. 2024 Dashboard Chronic Absenteeism 14.5% (a decline of 14.5%) Attendance 91.41% (an increase of 1.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High Attendance data- Chronic Absenteeism 14.5% overall (a decline of 14.5%) White 14.2% (a decline of 10.6%)	Students who are foster youth, English learners, and low-income will benefit from this action and the action is being implemented LEA wide. Increased parent engagement often leads to increased student engagement.	Attendance, discipline, and school climate surveys This goal was developed in response to the needs identified through data analysis and input from educational partners. This goal addresses the following objectives in the Sonora Elementary School Strategic Plan. 2024 Dashboard Chronic Absenteeism 14.5% (a decline of 14.5%) Attendance 91.41% (an increase of 1.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High

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
	Two or More Races 12.1% (a decline of 15.2%) Hispanic 17.2% (a decline of 14.3%) Students with Disabilities 16.1% (a decline of 16.1%) Socio Economically Disadvantaged 19.1% (a decline of 16.3%) Homeless 28.8% (a decline of 13.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High Two or more races 2.9% (an increase of 2.9%) Homeless 1.8% (an increase of 0.1%) White 4.3% (an increase of 0.5%) Socio Economically Disadvantaged 6.8% (an increase of 0.8%) Hispanic 6.7% (a decline of 10.2%) **Scope:** LEA-wide		Attendance data- Chronic Absenteeism 14.5% overall (a decline of 14.5%) White 14.2% (a decline of 10.6%) Two or More Races 12.1% (a decline of 15.2%) Hispanic 17.2% (a decline of 14.3%) Students with Disabilities 16.1% (a decline of 16.1%) Socio Economically Disadvantaged 19.1% (a decline of 16.3%) Homeless 28.8% (a decline of 13.2%) 4.9 % suspended at least one day (an increase of 0.3%) All students- High Two or more races 2.9% (an increase of 2.9%) Homeless 1.8% (an increase of 0.1%) White 4.3% (an increase of 0.5%) Socio Economically Disadvantaged 6.8% (an increase of 0.8%) Hispanic 6.7% (a decline of 10.2%)

Goal and Action #	Identified Need(s)	How the Action(s) Address Need(s) and Why it is Provided on an LEA-wide or Schoolwide Basis	Metric(s) to Monitor Effectiveness
3.1	**Action:** Access to visual and performing arts **Need:** Course access to arts **Scope:** LEA-wide	Students who are foster youth, English learners, and low-income will benefit from this action and the action is being implemented LEA wide. Low income, foster youth, EL students may not have access outside of school. Students across the LEA will benefit from this action and the action is being implemented LEA wide.	Enrollment in visual and performing arts
4.1	**Action:** Three District in-service days **Need:** Professional development **Scope:** LEA-wide	All staff will benefit from professional development to stay current in our practice and be able to differentiate our instruction to meet the needs of all students. Professional development will include how to meet the needs of our students who are foster youth, English learners, and low-income. Students who are foster youth, English learners, and low-income will benefit from this action and the action is being implemented LEA wide.	PD Calendar

Limited Actions

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

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

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

NA

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.

NA

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	NA	NA
Staff-to-student ratio of certificated staff providing direct services to students	NA	NA

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	6809207	653439	9.596%	0.000%	9.596%

Totals	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Total Personnel	Total Non-personnel
Totals	$1,162,381.34	$706,610.38	$5,000.00	$247,600.00	$2,121,591.72	$1,734,871.72	$386,720.00

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
1	1.1	Diagnostic and intervention software	All	No			All Schools		$0.00	$37,800.00		$37,800.00			$37,800.00	
1	1.2	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$395,161.97	$0.00	$395,161.97				$395,161.97	
1	1.3	Assistant/Associate Principal	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$133,010.38	$0.00	$133,010.38				$133,010.38	
1	1.4	Provide assessment and services	All	No			All Schools		$0.00	$15,400.00		$15,400.00			$15,400.00	
1	1.5	Tier 2 intervention in ELA	All Students with Disabilities	No			All Schools		$220,000.00	$0.00				$220,000.00	$220,000.00	
1	1.6	Highly qualified teachers	All	No			All Schools		$16,070.00	$0.00	$8,470.00			$7,600.00	$16,070.00	
1	1.7	Supplemental Curriculum	All	No			All Schools		$0.00	$12,400.00		$12,400.00			$12,400.00	
1	1.8	SDRT	All Students with Disabilities	No			All Schools		$0.00	$3,120.00	$3,120.00				$3,120.00	
1	1.9	Technology	All	No			All Schools		$0.00	$5,000.00			$5,000.00		$5,000.00	
1	1.10	Summer School	All	No			All Schools		$100,000.00	$150,000.00		$250,000.00			$250,000.00	
1	1.11	Curriculum	All	No			All Schools		$0.00	$100,000.00		$100,000.00			$100,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
2	2.1	Diagnostic SABERS software	All Students with Disabilities	No			All Schools		$0.00	$3,000.00		$3,000.00			$3,000.00	
2	2.2	Multi-Tiered Systems of Support	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$136,818.99	$0.00	$86,818.99	$50,000.00			$136,818.99	
2	2.3	Assistant/Associate Principal	All	No			All Schools		$133,010.38	$0.00		$133,010.38			$133,010.38	
2	2.4	SEL curriculum	All Students with Disabilities	No			All Schools		$0.00	$5,000.00		$5,000.00			$5,000.00	
2	2.5	SDRT	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$8,000.00	$0.00	$8,000.00				$8,000.00	
2	2.6	PBIS	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$5,000.00	$5,000.00				$5,000.00	
2	2.7	Student Surveys	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$2,000.00	$0.00	$2,000.00				$2,000.00	
2	2.8	Paraprofessionals	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$284,000.00	$0.00	$284,000.00				$284,000.00	
2	2.9	Attendance Communication	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$0.00	$20,000.00	$20,000.00				$20,000.00	
2	2.10	All facilities will be maintained and in good repair	All	No					$0.00	$10,000.00	$10,000.00				$10,000.00	
2	2.11	Counselor	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$100,000.00	$0.00	$100,000.00				$100,000.00	
2	2.12	Parent Engagement	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$0.00	$20,000.00	$20,000.00				$20,000.00	

Goal #	Action #	Action Title	Student Group(s)	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Time Span	Total Personnel	Total Non-personnel	LCFF Funds	Other State Funds	Local Funds	Federal Funds	Total Funds	Planned Percentage of Improved Services
3	3.1	Access to visual and performing arts	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income			$185,000.00	$0.00	$85,000.00	$100,000.00			$185,000.00	
4	4.1	Three District in-service days	English Learners Foster Youth Low Income	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools		$1,800.00	$0.00	$1,800.00				$1,800.00	
4	4.2	Professional Development	All	No			All Schools		$20,000.00	$0.00				$20,000.00	$20,000.00	

2025-26 Contributing Actions Table

1. Projected LCFF Base Grant	2. Projected LCFF Supplemental and/or Concentration Grants	3. Projected Percentage to Increase or Improve Services for the Coming School Year (2 divided by 1)	LCFF Carryover — Percentage (Percentage from Prior Year)	Total Percentage to Increase or Improve Services for the Coming School Year (3 + Carryover %)	4. Total Planned Contributing Expenditures (LCFF Funds)	5. Total Planned Percentage of Improved Services (%)	Planned Percentage to Increase or Improve Services for the Coming School Year (4 divided by 1, plus 5)	Totals by Type	Total LCFF Funds
6809207	653439	9.596%	0.000%	9.596%	$1,140,791.34	0.000%	16.754 %	**Total:**	$1,140,791.34
								LEA-wide Total:	$1,140,791.34
								Limited Total:	$0.00
								Schoolwide Total:	$0.00

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
1	**1.2**	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$395,161.97	
1	**1.3**	Assistant/Associate Principal	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$133,010.38	
2	**2.2**	Multi-Tiered Systems of Support	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$86,818.99	
2	**2.5**	SDRT	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$8,000.00	
2	**2.6**	PBIS	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$5,000.00	
2	**2.7**	Student Surveys	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$2,000.00	
2	**2.8**	Paraprofessionals	Yes	LEA-wide	English Learners Foster Youth	All Schools	$284,000.00	

Goal	Action #	Action Title	Contributing to Increased or Improved Services?	Scope	Unduplicated Student Group(s)	Location	Planned Expenditures for Contributing Actions (LCFF Funds)	Planned Percentage of Improved Services (%)
					Low Income			
2	2.9	Attendance Communication	Yes	LEA-wide	English Learners Foster Youth Low Income		$20,000.00	
2	2.11	Counselor	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$100,000.00	
2	2.12	Parent Engagement	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$20,000.00	
3	3.1	Access to visual and performing arts	Yes	LEA-wide	English Learners Foster Youth Low Income		$85,000.00	
4	4.1	Three District in-service days	Yes	LEA-wide	English Learners Foster Youth Low Income	All Schools	$1,800.00	

2024-25 Annual Update Table

Totals	Last Year's Total Planned Expenditures (Total Funds)	Total Estimated Expenditures (Total Funds)
Totals	$1,966,636.00	$1,818,297.00

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
1	**1.1**	Diagnostic and intervention software	Yes	$35,000.00	$34,513
1	**1.2**	Paraprofessionals	Yes	$327,980.00	$302,926
1	**1.3**	Assistant/Associate Principal	Yes	$87,500.00	$78,176
1	**1.4**	Provide assessment and services	Yes	$20,000.00	$22,750
1	**1.5**	Tier 2 intervention in ELA	No	$220,000.00	$244,222
1	**1.6**	Highly qualified teachers	No	$50,000.00	$37,286
1	**1.7**	Supplemental Curriculum	No	$10,000.00	$15,351
1	**1.8**	SDRT	No	$3,000.00	$3,000
1	**1.9**	Technology	Yes	$20,000.00	$20,156
1	**1.10**	Summer School	No	$200,000.00	$288,455
1	**1.11**	Curriculum	No	$200,000.00	$90,045

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
2	2.1	Diagnostic SABERS software	No	$3,000.00	$2,750
2	2.2	Multi-Tiered Systems of Support	Yes	$78,156.00	$76,077
2	2.3	Assistant/Associate Principal	Yes	$87,500.00	$71,176
2	2.4	SEL curriculum	No	$7,000.00	$6,843
2	2.5	SDRT	Yes	$10,000.00	$9,090
2	2.6	PBIS	Yes	$6,000.00	$5,887
2	2.7	Student Surveys	Yes	$1,700.00	$1,671
2	2.8	Paraprofessionals	Yes	$220,000.00	$240,652
2	2.9	Attendance Communication	Yes	$6,000.00	$17,103
2	2.10	All facilities will be maintained and in good repair	No	$7,000.00	$10,165
2	2.11	Counselor	Yes	$100,000.00	$91,765
2	2.12	Parent Engagement	Yes	$20,000.00	$19,819
3	3.1	Access to visual and performing arts	Yes	$220,000.00	$91,422

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributed to Increased or Improved Services?	Last Year's Planned Expenditures (Total Funds)	Estimated Actual Expenditures (Input Total Funds)
4	**4.1**	Three District in-service days	Yes	$1,800.00	$1,953.00
4	**4.2**	Professional Development	No	$25,000.00	$35,044

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)
$663,817	$1,091,636.00	$1,043,571.00	$48,065.00	0.000%	0.000%	0.000%

Last Year's Goal #	Last Year's Action #	Prior Action/Service Title	Contributing to Increased or Improved Services?	Last Year's Planned Expenditures for Contributing Actions (LCFF Funds)	Estimated Actual Expenditures for Contributing Actions (Input LCFF Funds)	Planned Percentage of Improved Services	Estimated Actual Percentage of Improved Services (Input Percentage)
1	1.1	Diagnostic and intervention software	Yes	$35,000.00	$34,513		
1	1.2	Paraprofessionals	Yes	$327,980.00	$302,926		
1	1.3	Assistant/Associate Principal	Yes	$65,000.00	$66,176		
1	1.4	Provide assessment and services	Yes	$10,000.00	$13,313		
1	1.9	Technology	Yes	$20,000.00	$5,000		
2	2.2	Multi-Tiered Systems of Support	Yes	$78,156.00	$76,077		
2	2.3	Assistant/Associate Principal	Yes	$65,000.00	$66,176		
2	2.5	SDRT	Yes	$10,000.00	$9,090		
2	2.6	PBIS	Yes	$6,000.00	$5,887		
2	2.7	Student Surveys	Yes	$1,700.00	$1,671		
2	2.8	Paraprofessionals	Yes	$220,000.00	$240,652		
2	2.9	Attendance Communication	Yes	$6,000.00	$17,103		
2	2.11	Counselor	Yes	$100,000.00	$91,765		

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	2.12	Parent Engagement	Yes	$20,000.00	$19,819		
3	3.1	Access to visual and performing arts	Yes	$125,000.00	$91,422		
4	4.1	Three District in-service days	Yes	$1,800.00	$1,981.00		

2024-25 LCFF Carryover Table

9. Estimated Actual LCFF Base Grant (Input Dollar Amount)	6. Estimated Actual LCFF Supplemental and/or Concentration Grants	LCFF Carryover — Percentage (Percentage from Prior Year)	10. Total Percentage to Increase or Improve Services for the Current School Year (6 divided by 9 + Carryover %)	7. Total Estimated Actual Expenditures for Contributing Actions (LCFF Funds)	8. Total Estimated Actual Percentage of Improved Services (%)	11. Estimated Actual Percentage of Increased or Improved Services (7 divided by 9, plus 8)	12. LCFF Carryover — Dollar Amount (Subtract 11 from 10 and multiply by 9)	13. LCFF Carryover — Percentage (12 divided by 9)
7091689	$663,817	0	9.360%	$1,043,571.00	0.000%	14.715%	$0.00	0.000%

Local Control and Accountability Plan Instructions

Plan Summary

Engaging Educational Partners

Goals and Actions

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

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

Introduction and Instructions

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Plan Summary

Purpose

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

Requirements and Instructions

General Information

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

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

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

Reflections: Annual Performance

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

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

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

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

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

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

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

Reflections: Technical Assistance

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

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

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

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

Schools Identified

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

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

Support for Identified Schools

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

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

Monitoring and Evaluating Effectiveness

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

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

Engaging Educational Partners

Purpose

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

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

Requirements

Requirements

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

- Teachers,

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

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

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

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

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

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

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

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

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

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

Instructions

Respond to the prompts as follows:

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

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

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

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

Complete the table as follows:

Educational Partners

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

Process for Engagement

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

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

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

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

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

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

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

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

Goals and Actions

Purpose

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

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

Requirements and Instructions

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

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

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

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

Requirement to Address the LCFF State Priorities

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

Respond to the following prompts, as applicable:

Focus Goal(s)

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

Description

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

Focus goals for Equity Multiplier schoolsites must address the following:

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

Explain why the LEA has chosen to prioritize this goal.

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

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

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

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

Broad Goal

Description

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

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Maintenance of Progress Goal

Description

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

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

Type of Goal

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

State Priorities addressed by this goal.

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

An explanation of why the LEA has developed this goal.

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

Measuring and Reporting Results:

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

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

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

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

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

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

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

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

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

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

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

Complete the table as follows:

Metric #

- Enter the metric number.

Metric

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

Baseline

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

Year 1 Outcome

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

Year 2 Outcome

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

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

Target for Year 3 Outcome

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

Current Difference from Baseline

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

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

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

Goal Analysis:

Enter the LCAP Year.

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

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

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

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

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

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

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

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

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

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

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

Actions:

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

Action #

- Enter the action number.

Title

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

Description

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

Total Funds

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

Contributing

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

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

Required Actions

For English Learners and Long-Term English Learners

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

For Technical Assistance

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

For Lowest Performing Dashboard Indicators

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

For LEAs With Unexpended LREBG Funds

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

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

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

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

Purpose

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

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

Statutory Requirements

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

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

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

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

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

LEA-wide and Schoolwide Actions

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

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

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

For School Districts Only

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

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

Requirements and Instructions

Complete the tables as follows:

Total Projected LCFF Supplemental and/or Concentration Grants

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

Projected Additional 15 percent LCFF Concentration Grant

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

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

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

LCFF Carryover — Percentage

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

LCFF Carryover — Dollar

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

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

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

Required Descriptions:

LEA-wide and Schoolwide Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

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

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

Metric(s) to Monitor Effectiveness

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

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

Limited Actions

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

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

Complete the table as follows:

Identified Need(s)

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

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

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

Metric(s) to Monitor Effectiveness

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

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

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

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

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

Additional Concentration Grant Funding

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

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

Provide the following descriptions, as applicable to the LEA:

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

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

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

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

Complete the table as follows:

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

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

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

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

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

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

Action Tables

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

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

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

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

Total Planned Expenditures Table

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

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

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

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

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

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

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

Contributing Actions Table

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

Annual Update Table

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

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

Contributing Actions Annual Update Table

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

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

LCFF Carryover Table

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

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

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

Calculations in the Action Tables

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

Contributing Actions Table

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

Contributing Actions Annual Update Table

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

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

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

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

LCFF Carryover Table

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

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

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

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

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

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